Week 1  ORIENTATION TO THE FIELD SITE

ORIENTATION

Lesson #1  NMNH Orientation and Walkabout (Greene and Reuss)

Lesson #2  Program Overview (Greene and Bell)

*2014 SIMA NSF Proposal Narrative
   [Rationale for material culture and museum based research within cultural Anthropology; types of research questions; goals for the training program]

* Gosden, Chris and Frances Larson
   [Consider collections as the material residue of particular sets of social relationships]

* Greene, Candace S.
   [focus on assumptions about culture that inform ideas of ‘documentation’ or ‘attribution’]

*Hedlund, Ann
   [A wonderful enumeration of the many methods that have been used to study Navajo textiles. Make a list of all the methods mentioned in this overview article.]

Sturtevant, William
Focus on issues of documentation, which remain the same in spite of being computerized]

* Thomas, Nicholas
[Consider alternatives of moving from questions to objects, or from objects to questions]

**Methods from My Research (Greene)**

Greene, Candace S.
[Think about methodology in a qualitative study]

2009 One Hundred Summers: A Kiowa Calendar Record. University of Nebraska Press.
(selections)
[Think about methodology in a qualitative study combining work with community members and work in museum and archival sources]

[Preliminary study – for discussion about methods to move research forward]

**Methods from My Research (Bell)**

Bell, Joshua A.
[Orienting piece to my fieldwork in Papua New Guinea with a particular focus on the role of objects and media]

Bell, J.A. and H. Geismar
[Theoretical positioning of objects through a discussion of theory in the Pacific]

**Lesson #3** EMu Orientation (Greene and staff)

No readings

**Lesson #4a** Collections Resources: Artifacts (Greene and staff)

* Guide to Collections Records, Ethnology and Archaeology Collections. Smithsonian Institution, National Museum of Natural History, Department of Anthropology
[Read this one carefully; keep it for continual reference]

*Review of Anthropology Collections home page, available at http://anthropology.si.edu/cm
[Critical before any museum visit!]

Jones, Reba

Flynn and Hull-Walski

Smithsonian National Museum of Natural History Department of Anthropology Object Handling Procedures

Smithsonian National Museum of Natural History Department of Anthropology Statement on Potential Hazards (Inherent and Acquired) Associated with Collection Objects

**Lesson #4b Object Database Orientation (Greene and Reuss)**

No readings

**Lesson #5 Collections Resources: Archives (Greene and NAA staff)**

* Review of public version of online database, available at http://siris-archives.si.edu

*NAA documents:
  Visitor form
  Digital camera use
  Photocopy order form

* Lindsay, John A., Gina Rappaport, and Betty A. Lindsay.
  [Considerations of photos as historical primary sources]

Parezo, Nancy J.
[Provides understanding of the materials in anthropological archival collections]
Lesson #6 Learning from Photographs (Bell)

Bell, J.A.
[Example of the type of histories contained and not contained in photographs]

Edwards, Elizabeth
[Important theoretical piece that touches on many key aspects of working with images]

Pinney, Christopher
[Background for those interested in how photography and anthropology are connected]

Lesson #7 Collection Notes and Work Plans (Greene)

Sanjek, Roger

Lesson #8 What’s Your Data? (Munson)

*Banning, E. B.
[Read pp.7-8 only; think about your collection and consider what you want to measure and why]

Lesson #9 Models and Assumptions (Munson)

*Munson, Marit K.
2011 The Archaeology of Art in the American Southwest. Chap.1 and 2, pp. 1-42. Lanham, MD: AltaMira Press.
[How considering something “art” versus “artifact” raises different questions]
Lesson #10 Photographing Objects (Cain)

Van Allen, Adrian
2015 Photo Workshop: Visual note-taking in the Collections
Manuscript Pdf.

**Week 2 VISUAL COMPETENCY: LEARNING TO LOOK**

Lesson #11 Close Looking: (Greene and Jordan)

**Part 1: In the Classroom**

*Banks, Marcus
[Think how to apply his analysis of a postcard to museum objects]

Caple, Chris
[Consider what technical analyses can reveal]

*Doyle, Sir Arthur Conan
1890 The Science of Deduction. In Sign of Four.
[Not just for fun – we’ll discuss this one]

**Part 2: In the Collections**

[small groups learning to look]

Lesson #12 Chaîne opératoire (Bell)

Martinón-Torres, Marcos
2002 “‘Chaîne opératoire.’ The concept and its applications within the study of technology,” *Gallaecia* 21: 29-43.
[Good introduction to chaîne opératoire; use this as a way to think about the method and how it might be applied to your own objects of study]
[Further discussion of the method within an ethnographic frame]

Munn, N. D.  
[Semiotic and structural analysis of a canoe that usefully points out from the object into the world]

Lesson #13 Exploring Southern Plains Material Culture (Jordan)

Jordan, Michael

[An example of engaged scholarship that touches on the significance of museum collections to Indigenous communities.]

[Think about the data used to interpret these nineteenth century drawings.]

Jordan, Michael Paul and Daniel C. Swan,

[Think about the role of ethnographic research in the study of material culture.]

Lesson #14 Research Funding: Jeffrey Mantz, NSF Guest Speaker (to be confirmed)

No readings.

Week 3  HOW COLLECTIONS ARE SHAPED: DATA CRITIQUE

Lesson #15 Learning to Look More Closely: Identification and Significance of Natural Materials Incorporated into Native North American Objects (Jordan)

Ewers, John C.  
[A reminder that materials are often employed for reasons other than their aesthetic properties.]

Hoskins, Janet  
[Focus on the discussion of Alfred Gell’s work on agency.]

Moore, John H.  
[Consider the complexity of Cheyenne ethno-ornithological beliefs. Note the differences between the Cheyenne classificatory system and Western taxonomy.]

Further Reading: On reserve in MSC Library

Gell, Alfred  

Krech, Shephard  

Chandler, Kaitlyn, Wendi Field Murray, María Nieves Zedeño, Samrat Clements, and Robert James  

Lesson #16 Looking at Accessions and Collections (Bell)

O'Hanlon, Michael  
[Provides a useful typology for collecting practices]

Hasinof, E. and Bell, J.A.  
[further contextualization of collecting process]

Bell, Joshua A.  

Lesson #17 Says Who?: Critically Evaluating Interpretations of Nineteenth Century Plains Indian Drawings (Jordan)

Greene, Candace S.
[How does one critically evaluate interpretations of material culture? Pay attention to the differences between the way in which members of the Kiowa community read these drawings and the ways in which art historians have interpreted them.]

Lesson #18 Regional Comparison (Jackson)

Kroeber, A.L.
[A textbook account of distributions in the anthropological study of culture history.]

Choose one of the following readings based on your topical interest

Jackson, Jason Baird

2000 Signaling the Creator: Indian Football as Ritual Performance Among the Yuchi and their Neighbors. Southern Folklore. 57(1):33-64.
[My interests reflected in a consideration of a ritualized game in context and in light of its regional distribution.]

[My interests reflected in a consideration of a medicinal plant in context and in light of its regional distribution.]

2013 The Story of Colonialism, or Rethinking the Ox-Hide Purchase in Native North America and Beyond. The Journal of American Folklore. 126(499): 31-54.

Jackson, Jason Baird and Victoria Lindsey Levine

[My interests reflected in a consideration of a music and dance performance form in context and in light of its regional distribution.]
Lesson #19 Objects and Cultural Performance (Jackson)

*Babcock, Barbara
[A folklore-studies friendly, communications-centered introduction to material culture.]

*Bauman, Richard
[A folklore-studies friendly, communications-centered introduction to the concept of performance.]

Week 4 NEXT STEPS: PROJECT DEVELOPMENT

Lesson #20 Concept Work and Collections (Jackson)

Sturtevant, William C.
[Skim]

Lesson #21 Ethics (Greene)

No readings

Lesson #22 Why Objects Matter to Source Communities (Bell)

Silverman, Raymond
[read for Silverman’s discussion of collaboration, translation and what he terms ‘slow museology’]

Brown, Alison, and Laura Peers
[good discussion of a project working with communities around a objects]

Bell, Joshua, Kim Christen, and Mark Turin
RUNNING THROUGHOUT PROGRAM

Individual data collection, based on weekly plans
   Research visits to other area collections by appointment

Individual advising on research project

Individual time in collections with faculty

Informal small group gatherings for discussion on various topics, organized by faculty or by students