

Wynn spring 2014

## **Museum Studies Certificate (20 Credits)**

*cultural stewardship, sovereignty, and indigenous intellectual property protection*

*All courses in the certificate are transferable to the Native American and Indigenous Studies A.A. or B.A. Degree Programs.*

*Because the student will encounter multiple and diverse “writing opportunities” ranging from brief exhibit descriptors to professional memos and letters to group research reports, pre-entry requirements for the program are a 100 level English Composition course and a Technical Writing course.*

*As the outcomes indicate, students will be trained in critical areas of “museum management” honing entry level transferable skills welcome in any museum environment and/or applicable to special projects in cultural center environments.*

Primary Text: Sleeper-Smith, S. (2009) *Contesting Knowledge: Museums and Indigenous Perspectives.*

### **Required Courses:**

#### **NAIS 1XX Introduction to Museum Studies (4 credits)** ***Hybrid Course Delivery***

An introduction to the diverse field of cultural heritage preservation, including types of institutions, formats of objects, contexts, methods of procurement and preservation, definitions of culture, and the concept of place. The role of confidentiality, public access and intellectual property protection will be a key course component. Emphasis will also be placed on the role of digital applications and methodologies in the preservation of culture. There will be in-class projects, a group research report and community presentation.

#### **NAIS 1XX Cultural Museum Internship (4 Credits)**

A [Yakama Cultural Museum](#) internship will be available as well as [regional](#) and [national](#) internship opportunities. Learning contexts range from developing exhibits (assisting with construction and/or physical placement of objects in installations) to data entry, to museum education outreach project development, to interacting collaboratively as a tour guide for exhibits and special collections. Internships are individually designed by the placement institution and all pre-placement screening, rules, regulations and policies must be followed. *Funding is often available for regional and national internships.*

#### **SP102 Public Speaking (3 Credits)**

Introduction to theory and practice of speaking in formal settings: audience analysis, preparation for several types of audiences, multicultural factors, public discussion methods. Offered fall, Spring and summer semesters.

#### **NAIS 2XX Yakama Oral Traditions and Culture (2 credits)**

A dialogue centered course covering origin stories, ceremony, traditional practices, resistance, renewal, revitalization, ecological preservation, indigenous ways of knowing, storytelling, and family relationships, as well as the culturally appropriate manner in dealing with disputes, adversaries, and the Yakama Nation.

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**NAIS 2XX Tribal Museum Management (4)**  
**Hybrid Course Delivery**

Reviews fundamental practical issues related to collections management ranging from the basics of artifact handling, storage solutions, preventative conservation, object cataloging, photographing, as well as registration methods such as accessioning, deaccessioning, and loans, related legal and ethical issues. Collections management principles and practices discussed will go over general professional practices. Additionally, the handling of sacred objects and specialized tribal approaches to conservation and storage to ensure tribal integrity of objects will be discussed. *Pre-requisite: NAIS 1XX Introduction to Museum Studies*

**NAIS 3XX Tribal Governance and Sovereignty (3 credits) Writing Intensive Course**

This course will provide an overview of Federal Indian law and applicable tribal law related to tribal governance and sovereignty. Explores the historical framework, current development and practice of the underlying legal doctrines prominent today that impact federal, state and tribal governmental relationships, tribal governments and their institutions, and communities. This course will also examine the source and scope of seminal federal, state and tribal authority in Indian Country, including but not limited to, U.S. Supreme Court case law decisions, the Indian Civil Rights Act, and Indian Self-Determination and Education Assistance Act. *Pre-requisite: NAIS 2XX Yakama Oral Traditions and Culture*

Certificate Outcomes:

Upon completing the certificate program, the student will be able to...

- Articulate the basic theories and issues of cultural heritage preservation
- Articulate their knowledge of tribal governance and sovereignty
- Apply basic theories to preservation planning strategies for museums, archives, and other cultural institutions.
- Develop educational materials for museum outreach projects
- Assess cultural preservation needs of museums, archives, and other cultural institutions
- Understand the role of digitization in preservation policies and planning
- Apply knowledge of digital matters to cultural preservation planning for museums, archives, and other cultural institutions

**Reading List**

American Library Association. (2010). *Librarianship and Traditional Cultural Expressions: Nurturing Understanding and Respect*. American Library Association.

Anderson, J. (2013-December). *Traditional Knowledge Licenses and Labels*. Retrieved 2013 17-April from Arts Law Center of Australia:

<http://www.artslaw.com.au/art-law/entry/traditional-knowledge-licences-and-labels/>

Ashley, M. (2008). Deep Thinking in Shallow Time: Sharing Humanity's History in the Petabyte Age. *Widening the Audience: New Roles and Ways of Producing and Sharing Knowledge for the Public*.

Ashley, M. (2010). Digital preservation workflows for museum imaging environments. In M. J. A. Artusi (Ed.), *The 11th International Symposium on Virtual Reality, Archaeology and Cultural Heritage VAST*.

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Brown, D. a. (2012). Protecting indigenous cultural property in the age of digital democracy: Institutional and communal responses to Canadian First Nations and Māori heritage concerns. *Journal of Material Culture* , 17 (3), 307-324.

Brown, M. F. (2012). *Managing Heritage: On the Ethics and Pragmatics of Protecting Culture*. Williamstown, Mass.: Williams College.

Christen, K. (2011). Opening Archives: Respectful Repatriation. *The American Archivist* , 74, 185-210.

Coody-Cooper, K. 2008. *Spirited Encounters: American Indians Protest Museum Policies and Practices*.

Eisner, W. R. (2012). Producing an Indigenous Knowledge Web GIS for Arctic Alaska Communities: Challenges, Successes, and Lessons Learned. *Transactions in GIS* , 16 (1), 17-37.

Erickson, P. 2002. *Voices of a Thousand People: The Makah Cultural and Research Center*.

Gottlieb, P. (2010). Archivists and the Challenge of Cultural Property. *Plenary Address, April 29, 2010, Western Roundup (Seattle)*. Seattle.

Karp, I. and Levine, S. D. 1991. *Exhibiting Cultures: The Poetics and Politics of Museum Display*. ed., [212-254](#).

Lonetree, A. Missed Opportunities: Reflections on the NMAI. *American Indian Quarterly* 30:3/4 (2006): [632-645](#).

"Red Man's Burden": The Politics of Inclusion in Museum Settings  
[Nancy Marie Mithlo](#)

Srinivasan, R. R. (2009). Digital Museums and Diverse Cultural Knowledges: Moving Past the Traditional Catalog. *The Information Society* , 25, 265-278.

Torsen, M. and Anderson, J. (2010) INTELLECTUAL PROPERTY AND THE SAFEGUARDING OF TRADITIONAL CULTURES: Legal Issues and Practical Options for Museums, Libraries and Archives. Written for the World Intellectual Property Organization (WIPO)