Course Objectives
This course will introduce students to the essential knowledge, skills, and abilities required to successfully conduct the management of archival or museum collections. Students will read short essays, extended monographs, and technical briefs as they become familiar with the processes, critical issues, and standard terminology and practices of collections management. The assignments will include individual and group projects, written summaries and reports, and in-class presentations. The “hands-on” emphasis of this course will provide “real world” experiences to complement the traditional reading and lecture phases of a graduate-level course.

Required Books

Grading Scale

<table>
<thead>
<tr>
<th>Assignment (due date)</th>
<th>Points</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class participation</td>
<td>10</td>
<td>5%</td>
</tr>
<tr>
<td>Three-page articles &amp; chapters summary (2/6)</td>
<td>10</td>
<td>5%</td>
</tr>
<tr>
<td>Three-page articles &amp; chapters summary (2/27)</td>
<td>10</td>
<td>5%</td>
</tr>
<tr>
<td>Three-page articles &amp; chapters summary (3/6)</td>
<td>10</td>
<td>5%</td>
</tr>
<tr>
<td>Three-page articles &amp; chapters summary (4/10)</td>
<td>10</td>
<td>5%</td>
</tr>
<tr>
<td>Three-page articles &amp; chapters summary (5/1) [lowest of five will be dropped]</td>
<td>(10)</td>
<td>(5%)</td>
</tr>
<tr>
<td>Individual Conservation Presentation (2/20)</td>
<td>25</td>
<td>12.5%</td>
</tr>
<tr>
<td>Individual Archival Project (3/20)</td>
<td>40</td>
<td>20%</td>
</tr>
<tr>
<td>Individual Digitization Presentation (4/17)</td>
<td>25</td>
<td>12.5%</td>
</tr>
<tr>
<td>Seven-page summary of “real world” encounters (5/1)</td>
<td>20</td>
<td>10%</td>
</tr>
<tr>
<td>Group Museum Project (5/8)</td>
<td>40</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>200</strong></td>
<td>100%</td>
</tr>
</tbody>
</table>

The final grade in the course is determined by the total number of points earned on participation, summaries, presentations, and projects attendance weighted according to the percentages listed above. Students are responsible for reading all instructions, study guides, and relevant information posted on WebCT. Successful participation includes advance reading, timely submission of assignments, and meaningful contributions to class discussions.

Attendance Policy
Students are expected to attend all classes.
Three-page articles & chapters summaries

There will be five, three-page articles and chapters summaries. Write a three-page, double-spaced, 1” margin, 12 point font review of each set of outside readings. Your report should have your name and date on the first page (only) and page numbers on each subsequent page. The bibliographic information should be listed on the first page before beginning the review. The summary should not only include an overview of the thesis and supporting evidence for each selection, but also a consideration of its intended audience and your potential future use. The due dates are noted on the class schedule. Each assignment is worth a total of ten points.

Notifications

Non-discrimination

Each student will be free of discrimination or harassment on the basis of sex, race, color, religion, national origin, age, disability, political affiliation, sexual orientation, veteran status, or physical appearance.

Disability Services

In accordance with University policy, students with disabilities who need accommodations are expected to initiate a meeting with the professor immediately upon registering with Disability Services to discuss how accommodations included on the Special Accommodation Request form will be provided. Students with disabilities who may have special needs and have not requested support services should seek assistance through Disability Services (from the Student Handbook http://www.sfasu.edu/upp/pap/academic_affairs).

Academic Integrity

“Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit” (from the Policy Manual of Academic Affairs, http://www.sfasu.edu/pages/page.aspx?id=3967).

Acts of plagiarism or cheating will result in an action report filed in the dean’s office and/or a failing grade for the assignment and/or course. If you are at all unsure about plagiarism when writing your paper, speak with the instructor before the due date. Please review the policy at http://www.sfasu.edu/pages/page.aspx?id=3967 for detailed information about the reporting and appeals processes.
<table>
<thead>
<tr>
<th>Date</th>
<th>Activities, Readings, and Assignments</th>
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<tbody>
<tr>
<td>1/23</td>
<td>History of Collections – Objects (A)</td>
</tr>
<tr>
<td>1/30</td>
<td>History of Collections – Documents (B)</td>
</tr>
<tr>
<td>2/6</td>
<td>Processing Collections – Archives (H)</td>
</tr>
<tr>
<td></td>
<td>3 page summary of readings due</td>
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<tr>
<td></td>
<td>*Dearstyne, <em>Managing Historical Records Programs</em>: Chapters 5-7, and 10 &amp; Appendices 2, 3, and 5-10</td>
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<td></td>
<td>*Duff, Craig, and Cherry, “Historians’ Use of Archival Sources” in <em>The Public Historian</em> 26 (no. 2): 7-22</td>
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<tr>
<td>2/13</td>
<td>Visit Diboll History Center – van leaves at 5:00 or arrive at Diboll no later than 5:50!!! (K)</td>
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<tr>
<td>2/20</td>
<td>In-class reports (10 min) on individual conservation problem, preventative measures, and solutions; present to class utilizing technology and provide copy of report (E)</td>
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<tr>
<td></td>
<td>*Dearstyne, <em>Managing Historical Records Programs</em>: Chapter 8 and Appendix 11</td>
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<td>*Simmons, <em>Things Great and Small</em>: Chapters 12-14</td>
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<tr>
<td>2/27</td>
<td>Personnel, Duties, and Theory – Archives (D)</td>
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<td>3 page summary of readings due</td>
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<td></td>
<td>*Dearstyne, <em>Managing Historical Records Programs</em>: Introduction, Chapters 1-4, 9, Appendix 1 &amp; 4</td>
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<td></td>
<td>*Jimerson, “Ethical Concerns for Archivists” in <em>The Public Historian</em> 28 (no. 1): 87-92</td>
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<tr>
<td>3/6</td>
<td>Personnel, Duties, and Theory – Museums (C)</td>
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<td></td>
<td>3 page summary of readings due</td>
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<td></td>
<td>*Simmons, <em>Things Great and Small</em>: Chapter 17 &amp; Appendix B</td>
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<tr>
<td></td>
<td>*Kyvig &amp; Marty, <em>Nearby History</em>, 2nd ed.: Chapters 8 &amp; 9</td>
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<td>*Case, “What Registrars Do All Day,” in <em>Registrars on Record: Essays on Museum Collections Management</em>: 13-33</td>
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<td></td>
<td>**“Code of Ethics for Registrars,” in <em>Registrars on Record</em>: 229-238</td>
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<tr>
<td>3/13</td>
<td>Spring Break – No Class (ETRC is open on Monday only this week)</td>
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<tr>
<td>3/20</td>
<td>Processing Collections – Museums pt. 1 (F)</td>
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<td>Individual archival project due (paper and electronic versions)</td>
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<td></td>
<td>*Simmons, <em>Things Great and Small</em>: Chapters 1-6, 18-20</td>
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<tr>
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<td>*Sonderman, “Primal Fear: Deaccessioning Collections,” <a href="http://www.cr.nps.gov/archeology/Cg/vol1_num2/fear.htm">http://www.cr.nps.gov/archeology/Cg/vol1_num2/fear.htm</a></td>
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<td>Date</td>
<td>Event Description</td>
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<tr>
<td>4/3</td>
<td>Release day to work on group project</td>
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<td>4/10</td>
<td><strong>Texas Tides – Rachel Galan (L)</strong></td>
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<tr>
<td>4/17</td>
<td>Digitizing Collections (I) presentations on digitization</td>
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<tr>
<td>4/24</td>
<td>Van Zbinden and Heather Register (M)</td>
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<tr>
<td>5/1</td>
<td>Exhibition (J)</td>
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<tr>
<td>5/8</td>
<td>Final Exams – <strong>Group Project Due</strong></td>
</tr>
</tbody>
</table>

**History of Collections**
- Objects (A)
- Documents (B)

**Personnel, Duties, Theory**
- Museums (C)
- Archives (D)

**Curation & Collections**
- Conservation Concerns (E)
- Processing Collections (Museum) (F & G)
- Processing Collections (Archive) (H)

**The Public Side**
- Digitizing Collections (I)
- Exhibition (J)

**“Real World”**
- Diboll History Center (K)
- Texas Tides (L)
- Zbinden & Register (M)
## Individual and Group Projects

Individual Archival Project – Option of one of the following at the East Texas Research Center, Steen Library, five hours per week required – a few hours of your time will also include monitoring/cleaning the ETRC collections storage area. Sign up on the schedule in the ETRC by Friday 26th. Bernice Wright, director of the ETRC, and her staff will instruct you according to your particular collection.

For additional resources review
- Dearstyn, *Managing Historical Records Programs*
- NPS, *Conserve-O-Gram*, sections 13, 14, and 19
- NPS, *Museum Handbook*, part 1 and part 2 – Appendix D
- Kansas City Area Archivists, *Keeping Your Past: A Basic Guide to the Care & Preservation of Personal Papers* (on reserve)
- Ehrenberg, Ralph E. *Archives & Manuscripts: Maps and Architectural Drawings* (on reserve)
- Ritzenhailer, Mary Lynn. *Archives & Manuscripts: Conservation* (on reserve)

### Tom & Janice
- Roy Blake Papers (mid- to late-20th century politician)
  - re-housing, inventory, begin biographical sketch

### Laura & Jennifer
- Jerry Johnson (1980s & 1990s politician) Scrapbooks
  - inventory, scanning photographs, biographical sketch

### Curtis & John
- Old Nacogdoches County Court Cases (19th C to 1980s)
  - re-foldering, re-boxing, inventory into MSAccess

### Melanie, Angela, & Liam
- University Archives (various departments, various dates)
  - re-foldering, inventory

### Angie & Tiffany
- Pickering Lumber Company (1920s-1950s)
  - map collection inventory and arrangement (Angie)
  - deeds inventory and arrangement (Tiffany)
Individual Conservation Presentation – Prepare an in-class report (10 min) on a particular individual conservation problem, preventative measures, and solutions; present to class utilizing technology and provide each class member with an outline (key points) of your report. Each student should read Dearstyne, *Managing Historical Records Programs*: Chapter 8 and Appendix 11 and Simmons, *Things Great and Small*: Chapters 12-14.

- Pests/Insects –
- Dust/Dirt –
- Light –
- Water/Humidity –
- Temperature –
- Paper (de-acidifying, repair, flattening, cleaning) –
- Leather and Stuffed Specimens –
- Fabric (cotton, wool, silk) –
- Precious metals –
- Industrial metals –
- Wood –
- Maps/drawings –
- Mold/Fungus –
- Storage Materials (folders, boxes, envelopes) –
- Transportation (inside & outside of institution) –
- Disaster Planning (earthquake, fire, hurricanes/floods/tsunamis) – Dr. Beisel

A suggested list of places to start individual topic research….
NPS, Disaster Plan, [not Smithsonian section], http://www.cr.nps.gov/museum/publications/primer/primintro.html
National Archives and Records Administration, http://www.archives.gov/preservation/index.html (professionals)
Kansas City Area Archivists, *Keeping Your Past: A Basic Guide to the Care & Preservation of Personal Papers* (on reserve)
Ehrenberg, Ralph E. *Archives & Manuscripts: Maps and Architectural Drawings* (on reserve)
Ritzenthaler, Mary Lynn. *Archives & Manuscripts: Conservation* (on reserve)
National Research Council. *Preservation of Historical Records* (on reserve)
Group Project – Option of any one room in the Millard-Lee House at Millard’s Crossing, less any printed materials or documents,
- dining room,
- sitting room,
- child’s bedroom,
- kitchen, or
- halls & back porch.

Goal – Create individual registration records of all items in the room(s) to include photograph and description per nomenclature and standard collections management practices. Each group should download and utilize the free version of PastPerfect Version 4 from Pastime Software Company - [http://www.museumsoftware.com/](http://www.museumsoftware.com/).

Group A

Group B

Group C

The main resources are
- Reibel, *Registration Methods for the Small Museum*
- Blackaby et al, *Revised Nomenclature* (on reserve)

For additional resources review
- Simmons, *Things Great & Small*
- Miller and Miller, *Miller’s International Antiques Price Guide* (on reserve)
- ACMP (NPS) Series, #6, #8, #9 in black three-ring binder (on reserve)
Selected Bibliography (* = Students Read)

(A/1) History of Collections - Objects

(B/2) History of Collections - Documents
National Archives and Records Administration, http://www.archives.gov/about
Neal, Dr. James, “Introduction to Archives” – Middle Tennessee State University, Fall 1999.

(C/7) Personnel, Duties, Theory - Museums
*Simmons, Things Great and Small: Chapter 17 & Appendix B
*Kyvig & Marty, Nearby History, 2nd ed.: Chapters 8 & 9
*Case, “What Registrars Do All Day,” in Registrars on Record: Essays on Museum Collections Management: 13-33
*“Code of Ethics for Registrars,” in Registrars on Record: 229-238
Tolles, various essays about the director, Leadership for the Future: 21-166.

(D/6) Personnel, Duties, Theory - Archives
*Dearstyne, Bruce W. Managing Historical Records Programs: A Guide for Historical Agencies. Walnut Creek, CA: AltaMira Press, 2000. Introduction, Chapters 1-4, 9, Appendix 1 & 4
*Jimerson, “Ethical Concerns for Archivists” in The Public Historian 28 (no. 1): 87-92
*Job Announcement, “Senior Processing Archivist,” UT San Antonio, 1/18/07 – handout for students

**E(5) Curation & Collections – Conservation Concerns**

*Dearstyne, Managing Historical Records Programs: Chapter 8 and Appendix 11
*Simmons, *Things Great and Small: Chapters 12-14
“Code of Practice for Couriersing Museum Objects,” in *Registrars on Record: 239-246.*

**F (5) Curation & Collections – Conservation Concerns**

*Kansas City Area Archivists, Keeping Your Past: A Basic Guide to the Care & Preservation of Personal Papers (1987).*


CCI, “Preventative Conservation in Museums” VSH No. 8/19

Getty Conservation Institute.

NPS, Museum Handbook, part 1 Appendices,
NPS, Disaster Plan, [not Smithsonian section],

**F(8) Curation & Collections – Processing Collections (Museum – the policies)**

*Simmons, *Things Great and Small: Chapters 1-6, 18-20
*Sonnerman, “Primal Fear: Deaccessioning Collections,”
[http://www.cr.nps.gov/archeology/Cg/vol1_num2/fear.htm](http://www.cr.nps.gov/archeology/Cg/vol1_num2/fear.htm)


(G/9) Curation & Collections – Processing Collections (Museum – the process)
*Simmons, Things Great and Small: Chapters 7-11, 15, 16*
*Reibel, Registration Methods for the Small Museum.*
*NPS, Museum Handbook, part 2, [http://www.cr.nps.gov/museum/publications/MHII/mushbkII.html](http://www.cr.nps.gov/museum/publications/MHII/mushbkII.html) [not Appendix A or B]*


Buck and Gilmore. *The New Museum Registration Methods.*


(H/3) Curation & Collections – Processing Collections (Archive)
*Dearstyne, Managing Historical Records Programs: Chapters 5-7, 10 & Appendices 2, 3, and 5-10*
*Duff, Craig, and Cherry, “Historians’ Use of Archival Sources” in Public Historian 26 (no. 2): 7-22*


(I/11) The Public Side – Digitizing Collections

(J/13) The Public Side - Exhibition
*Cunningham, “How the West Was Hung: A Corporate Collection Tour,” in Registrars on Record, 77-88*

Martin, Dr. Bren. “Public Programming for Historical Organizations and Archives.” Syllabus for SAA. Watch clip from *American Treasure* – the security of the Declaration of Independence!

(K/4) Diboll History Center – Archival Processing & Research

(L/10) Texas Tides/Rachel Galan – Digitizing Collections
*Gardner & LaPaglia, Public History*, rev. ed.: Sparrow (397-416)
*Richards, “Online Museums, Exhibits, and Archives of American Disability History,” in The Public Historian 27 (no. 2): 91-100

(M/12) Zbinden & Zbinden – Curation & Exhibition