

Collections Management

Dept. of History
HIS-575-003
Fall 2017
Ferguson 480
Thursday 6:00-8:30 PM

Dr. P. Beisel
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Office Hours: 10:00-11:00, 1:00-2:00, MWF
and by appointment
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Course Description

This course is an introduction to the broad fields of museum and archival work from the history of both area to issues of theory and practice, to the development, care and use of collections. The course also considers staffing and management concerns, interpretation and educational development, the integration/role of the public, and the social, economic and political trends that shape collections.

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, journal articles, 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.

Program Learning Outcomes

The SFA History Department has identified the following Program Learning Outcomes (PLOs) for all SFA students earning an M.A. degree in History:

1. The student will be able to explain the key issues and developments in at least two historical periods (one per course).
2. The student will be able to identify the main historical works and interpretive debates associated with an event or period.
3. The student will be able to locate, identify, and critically analyze primary sources.
4. The student will be able to research and analyze effectively an issue or topic in writing.
5. The student will be able to present written work in an appropriate academic style, including the proper citation of sources using Chicago Manual of Style (15th or most recent edition).

This section of this course will focus on PLOs 3, 4, and 5.

Student Learning Outcomes

1. The student will demonstrate in writing an understanding of the three phases of collections management – acquisition, holding, and utilization.
2. The student will demonstrate an ability to complete specific individual collections management projects on time and evaluate the experience within the theoretical context.
3. The student will verbally and visually present content information.

Required Books

Roe, Kathleen. *Arranging and Describing Archives and Manuscripts*. Chicago: Society of American Archivists, 2005.

Recommended Books

See Beisel's Collections Management bibliography.

Grading Scale

Assignment (due date)	Points	Weight
In-class participation	20	10%
Three-page Review (9/7)	10	5%
Three-page Review (9/28)	10	5%
Three-page Review (10/12)	10	5%
Three-page Review [lowest of four dropped] (11/2)	10	5%
NIBCO Interpretive Project (10/12 and 11/2)	40	20%
Conservation Presentation (11/16)	20	10%
Archival and Artifactual Processing & Digitization Project (12/7)	40	20%
Selected Issue Essay (9/21, 11/9, & 12/14)	50	25%
Total	200	100%

The final grade in the course is determined by the total number of points earned on participation, written work, presentations, and projects weighted according to the percentages listed above. Students are responsible for reading all instructions, links, study guides, and relevant information posted on D2L. 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 summaries

Write a three-page, double-spaced, 1" margin, left-aligned, 12 point font review of three of the selected sets of readings. If you write the fourth review, the lowest grade will be dropped. Your report should have your name and date on the first page (only) and page numbers (only) on each subsequent page. The bibliographic information, in proper Chicago Manual of Style format, should be listed on the first page of the review following your name and date. Your name, the date, and citation information should be single-spaced. If you have any questions about the format please reference the reviews published in scholarly journals such as the *East Texas Historical Journal*, *The Public Historian*, the *Southwestern Historical Quarterly*, or the *American Historical Review*. The summary should not only include an overview of the author's thesis and supporting evidence for each selection, but also a consideration of its intended audience and potential future use. Your summary should be a cohesive essay with evidence from all readings rather than a conglomeration of multiple reviews. You may use either properly formatted footnote or parenthetical references, but no endnotes. The *due dates* are noted on the class schedule. Each assignment is due in hardcopy at the beginning of the class session.

Conservation Presentation

The student will prepare and present an in-class report (15 minutes, strictly enforced) on a particular individual conservation problem and its preventative measures and solutions. Your presentation must be presented to the class using PowerPoint (a minimum of five slides including title slide). It should be saved as a PowerPoint Show for access in the classroom. The student will provide a hardcopy of the presentation (be sure to include your name, the date, and topic).

- 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 –
- Wooden artifacts and Furniture –
- Maps/drawings –
- Mold/Fungus –
- Weapons/Hazardous Materials –
- Storage Materials (folders, boxes, envelopes) –
- Transportation (inside & outside of institution) –
- Fire –
- Paintings –
- Books –

To get a jumpstart, check the publications of the American Association for State and Local History, the American Institute for Conservation of Historic and Artistic Works (AIC), the Benson Ford Research Center, the Canadian Conservation Institute, the Getty Conservation Institute, the *Journal of Conservation and Museum Studies*, the National Center for Preservation Training and Technology, the National Park Service (Harpers Ferry Center & Museum Management Program), the Northeast Document Conservation Center, and the Smithsonian Institution (Museum Conservation Institute). Do not forget to use monographs and articles!

Archival Processing and Digitization Project

The students will process selected materials from the Heritage Center of Cherokee County, Millard's Crossing, and the Rulfs/Taylor Collection to include evaluation of long-term value, assigning accession numbers, writing descriptions and condition analysis, digitizing as appropriate, and completing metadata entry using PastPerfect and CONTENTdm softwares. Each student will submit three items: (1) his or her hours tracking form, (2) a copy of any materials produced or a summary list of work accomplished, and (3) a five-page, double-spaced, 1" margin, left-aligned, 12 point font placement of the activities within theoretical collections management. The report should have your name and date on the first page (only) and page numbers (only) on each subsequent page. Any necessary bibliographic information, in proper *Chicago Manual of Style* format, should be listed on the first page of the essay following your name and date. Your name, the date, and citation information should be single-spaced. You may use either properly formatted footnote or parenthetical references but no endnotes. The *due dates* are noted on the class schedule. The complete assignment is due in hardcopy at the beginning of the class. There will be an additional handout with more detailed instructions.

NIBCO Interpretive Project

The students will, in conjunction with NIBCO staff and Carolyn Spears of the Stone Fort Museum, design, develop, and produce a full interpretive exhibit for the company's upcoming anniversary. The students' primary responsibility will be to create the panels, select imagery, and develop caption labels for artifacts and archival materials collected by NIBCO staff. The students will also help with the overall exhibit layout, flow, and any additional interpretive materials. You will need to keep track of your hours on the tracking form. The student will submit three items: (1) hours tracking form, (2) a copy of any materials produced or a summary list of work accomplished, and (3) a five-page, double-spaced, 1" margin, left-aligned, 12 point font placement of your activities with theoretical collections management and public history. Your report should have your name and date on the first page (only) and page numbers (only) on each subsequent page. Any necessary bibliographic information, in proper *Chicago Manual of Style* format, should be listed on the first page of the essay following your name and date. Your name, the date, and citation information should be single-spaced. You may use either properly formatted footnote or parenthetical references (no endnotes). The *due dates* are noted on the class schedule. The final written assignment is due in hardcopy at the beginning of the class session. There will be an additional handout with more detailed instructions.

Selected Issue Essay

Write a ten-page, double-spaced, 1" margin, left-aligned, 12 point font essay about any issue pertaining to collections management. This can be a "state-of-the-field" critique, an overview of a common issue or concern, a consideration of archives or museums' role in society, the role of public historians in collections management, or any subject related to the acquisition, holding, and utilization of collections. The title page should follow CMS format, this does not count towards page length. Any illustrations or other materials should be in the appendix and do not count towards page count. The bibliographic information, in proper *Chicago Manual of Style* format, should be at the end of the report and does not count towards page length. The essay should demonstrate your research and analyze effectively an issue or topic in writing as a historian. You must use properly formatted footnote references (no parenthetical references or endnotes). The *due dates* are noted on the class schedule. The first draft will be a minimum of five pages of text.

Notifications

Discrimination Complaints/Sexual Harassment (2.11-January 26, 2016):

It is the policy of Stephen F. Austin State University, in accordance with federal and state law, to prohibit unlawful discrimination on the basis of race, color, religion, national origin, sex, age, disability, genetic information, citizenship, and veteran status. Unlawful discrimination based on sex includes discrimination defined as sexual harassment. Stephen F. Austin State University is committed to the principles of Equal Employment Opportunity (EEO) law. An employee who violates this policy is subject to disciplinary action up to and including termination. A student that violates this policy is subject to disciplinary action up to and including expulsion.

Academic Accommodation for Students with Disabilities (6.1-April 14, 2015):

It is the policy of Stephen F. Austin State University to comply with the fundamental principles of nondiscrimination and accommodation in academic programs set forth in the implementing regulations for Section 504 for the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA, as amended by the Americans with Disabilities Act Amendments

of Act of 2008 (ADAAA). For additional information please go to <http://www.sfasu.edu/disabilityservices/>.

Student Academic Dishonesty (4.1-January 31, 2017):

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help other student(s) in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one's own.

Examples of plagiarism include, but are not limited to:

- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from an Internet source or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty

Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university.

Please read the complete policy including references to student appeals at <http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf>.

Withheld Grades (Course Grades, 5.5-January 26, 2016):

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Collections Management – Fall 2017

Preliminary Calendar – see D2L for readings

Date	ACTIVITIES, READINGS, AND ASSIGNMENTS
Week 1 - 8/31	Introduction to Course; A Brief History of Archives (Types) and Their Development
Week 2 - 9/7	Interpretation Theory – Presenting Collections to the Public ***Class begins at NIBCO*** Readings Review Due
Week 3 - 9/14	Interpretation – Exhibit/Exhibition Development and Design ***9/16 Angelina Co. History Harvest 10:00-3:00***
Week 4 - 9/21	Interpretation – Education and Evaluation Selected Issue Essay Topic Due
Week 5 - 9/28	Archival Theory – Why we do what we do (Part 1) ***9/29 SFM Community Collections Day 10:00-8:00*** Readings Review Due
Week 6 - 10/5	Archival Theory – Why we do what we do (Part 2)
Week 7 - 10/12	Digitization – What is it and is it worth it NIBCO Interpretive Exhibit Project Draft Due / Readings Review Due
Week 8 - 10/19	Digitization – The nuts and bolts aka metadata
Week 9 - 10/26	A Brief History of Museums (Types) and Their Development
Week 10 - 11/2	Museum Theory – Why we do what we do (Part 1) NIBCO Interpretive Exhibit Project Due / Readings Review Due
Week 11 - 11/9	Museum Theory – Why we do what we do (Part 2) Selected Issue Essay Draft Due
Week 12 - 11/16	Collections Management – Conservation Concerns/Disasters Conservation Presentation
Week 13 - 11/23	Thanksgiving Break
Week 14 - 11/30	Collections Management – Physical (Facilities) Considerations
Week 15 - 12/7	Collections Management – Funding/Grants/Resources/Non-Profits Archival Processing and Digitization Project Due
Week 16 - 12/14	Final Exam Week – no readings Ten-page selected issue essay in hardcopy due by Dec. 14th, 5:00 p.m. in History Dept. office