

HIST 4336-001
Archives and Museums
Fall 2021

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Class meeting time and place: Tuesdays and Thursdays, 9:30 am - 10:45 am, F-472

Course Description:

The course is an introduction to the broad fields of museum and archival work from the history of both areas to issues of theory, practice, development, care, and the use of collections. Staffing and management concerns, educational development, and the social, economic, and political trends that shape collections will also be covered.

Course Objectives:

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

Program Learning Outcomes:

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

1. Interpret the past in context.
2. Understand the complex nature of the historical record.
3. Engage in historical inquiry, research, and analysis.
4. Craft historical narrative and argument.
5. Practice historical thinking as central to engaged citizenship.
 - This course will focus on PLOs 1-5.

Student Learning Outcomes:

- Develop written assignments and participate in class discussions that define, describe, analyze, and critique the value of archives and museums, as well as their relationship to public history.
- Create/participate in museum and archival projects that apply and demonstrate command of the best practices associated with each field, especially acquisitions, holdings, and utilization.
- Explain the differing ramifications of archives and museums for people of varying ethnic, socio-economic, cultural, sexual, and gender backgrounds, particularly as these phenomena are impacted by, and impact, the practice of both archives and museums.

Required Texts/Material:

All reading materials available via Bright Space (D2L).

Course Requirements and Grading Policy:

Requirement	Points	Grading Scale
Participation	120	A = 900-1000 pts B = 800-899 C = 700-799 D = 600-699 F = 0-599
Reflections	160	
Essay Exam on the Value and Difficulties of Archival Work	100	
Archival Internship	120	
Exhibit Labels Assignment	50	
Essay Exam on the Value and Difficulties of Museum Work	100	
Final Project Rough Drafts	75	
Final Project	200	
Reflection Paper	75	
Total Points	1,000	

Attendance Policy:

Please attend all classes.

Participation (out of 120 points overall):

All students must do the following to participate in this course successfully:

- Prepare by thoroughly reading any and all the assigned materials and have a solid understanding of the big-picture of the readings as well as the details;
- As listed on the course schedule, each student must write down two topics to talk about during the discussion concerning readings or guest lectures and to which will be placed on the board at the start of the class;
- Each student must provide insights, questions, and answers to posed questions from the professor and fellow students in general; and
- Actively listen to fellow group participants and respond to each other's comments rather than just bringing your own comments to the table.

As listed on the course schedule under "Participation Required" you will grade yourself for participation (it will be out of **10 points each; so, 120 total points**). Simply inform me of how many points you earned and, briefly, why (tell me in an email within a week). If you miss class, consult with me on making up points (I will likely have you write a short review/reflection paper).

Reflections (out of 160 points overall):

Throughout the semester (as listed on the course schedule) you are to turn in a reflection of a few typed pages concerning the class readings, discussions, and/or activities. Let me be very clear: I am not grading you *per se* on the quality of your reflections, nor scanning for accuracy. Nevertheless, you will need to be nuanced and sophisticated nonetheless to show me this was not something you pieced together at the last second and that you, for at least a bit, seriously contemplated the readings, discussions, and/or activities. This is scheduled for **weeks 3, 5, 9, and 10** (so, **four times at 40 points each for a total of 160 points**).

Note #1: Turn in Reflections through the Bright Space (D2L) that correlates with this course. There you will find under the "Course Tools" section on the banner running atop the page a "Dropbox" section. Go there and locate the appropriate week and folder to upload your reflections.

Note #2: Format for all papers.

- Times New Roman, 12-point font
- 1-inch margins all around
- Title Page (Center Justified):
 - Original title
 - Name
 - Course
 - Date
- Body of paper, Left Justified
- I prefer endnotes at the end of a paper (begin at the start of a new, separate page), but footnotes at the bottom of a page are acceptable too
- Bibliography (begin at the start of a new, separate page)
 - Use *Chicago Manual of Style* for Notes/Bibliography
- **For help with writing and with notes/bibliography see Sandul Style Guide on Bright Space [D2L].**

Essay Exam on the Value and Difficulties of Archival Work (100 points):

This is a take home essay exam concerning the value and difficulties of doing archival work. Write an essay, in about 2,000 words, that answers the question: "What are archives and what are their value?" Be sure to include (1) references to the materials read, (2) a discussion on the how-to's of archives and associated difficulties; and (3) why archives matter so much to historians, especially public historians.

Archival Internship (120 points):

Each student will work a minimum of 20 hours in the East Texas Research Center (ETRC), Steen Library. The ETRC's hours are 8:00 am to 5:00 pm M-F. Director Linda Reynolds will assign you to a specific collection. The activities may include rehousing documents and photographs, creating or expanding finding aids, cleaning and repairing, and digitizing materials. This is to be completed roughly during weeks 4 and 13. You will need to keep track of your hours. Linda Reynolds or Kyle Ainsworth may sign off on hours. Students will submit two items: (1) their tracking form; and (2) a copy of any materials produced or a summary list of work accomplished.

Exhibit Labels Assignment (50 points):

Document (photograph or write down) at least five, and no more than ten, exhibit labels from exhibits in any local museum you can visit. Whether photos or something you type up, do be sure to bring copies of the labels to class (and, if possible, scan the documents and send them to the entire class). As marked in the course schedule, we will be discussing exhibit labels as they relate to museums (and Serrell's *Exhibit Labels*; so be sure to reference that when sharing). Students doing this assignment will thus present their findings and relate with the class their opinions on the quality (or lack thereof) of the labels. Please turn in a hardcopy of the labels you collected with a cover page (stapled).

Essay Exam on the Value and Difficulties of Museum Work (100 points):

This is a take home essay exam concerning the value and difficulties of doing museum work. Write an essay, in about 2,000 words, that answers the question: "What is a museum and what is its value?" Be sure to include (1) references to the materials read and (2) a discussion on the how-to's of museum work and its associated difficulties.

Final Project Rough Drafts (75 points) & Final Project (200 points):

The final project centers on research and writing for a book about SFA alumni. As SFA's 100-year anniversary approaches, Drs. Scott Sosebee, Perky Beisel, and Paul Sandul are compiling an anthology of short biographies of 100 SFA alumni. Your task will be to help research alumni, collect information, and write some short biographies. While not a traditional museum or archival project in-and-of-itself, the short biographies will mirror museum exhibition text and design while also utilizing archival collections. While more details will be discussed in class, each student will be required to (1) gather information about any of the 100 alumni; and (2) write short biographies of 400 words about at least 5 of them.

Rough Drafts (75 points): As marked in the course schedule, you will present on the progress of your alumni research and biographies. This occurs three times, so each is worth 25 points for a total of 75 points.

Final Project (200 points): This is the culmination of all your hard work, readings, and discussions. What to turn in, exactly, will be covered in class.

Reflection Essay (75 points):

In a 4/5-pp essay, reflect upon your performance, the importance of museums and archives, and your impressions of them (including the good, the bad, and, yes I'll say it, the ugly of doing museum and archive work), and, finally, how, or in what ways, you think you can make use of this type of work in the future. While this is a reflective essay that calls for your personal opinions and thoughts, I expect such to be nuanced and sophisticated and, precisely because of such, I further expect you to anchor all this in the sources we have read and to reference and cite them in your paper as well.

Explanation of credit hours awarded for course:

This is an upper-level history course. Upper-level lecture courses in history meet for 150 minutes each week for 15 weeks and also meet for a 2-hour final examination. Students typically have weekly reading assignments from a combination of textbooks, monographs, scholarly articles, primary document collections, and supplemental materials (biographies, historical novels, memoirs, etc). The level of reading is more advanced than that required in lower-level surveys, and the number of pages students are required to read is generally higher. Typical upper-level courses require students to take 2-3 essay exams per semester, in addition to the final exam, which is also generally a written exam. In addition, out-of-class writing assignments (book reviews, biographical sketches, research papers, etc) are typically required in upper-level courses. Course instructors are required to hold regular scheduled office hours to make themselves available to consult with students as needed. Combined, studying for exams, doing the required reading, completing writing assignments, and consulting with course instructors average two hours of work outside the classroom for every hour spent in the classroom. Online sections of upper-level courses contain extensive written content within modules, and instructors hold "electronic office hours" to consult with students as needed, generally responding to student inquiries within twenty-four hours. Online course content includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least 150 minutes per week. Besides engaging the material in the modules, online students have outside reading assignments similar to those mentioned above for face-to-face students. Thus, for every hour an online student spends engaging the content in the modules, he/she spends at least two hours completing associated activities and assessments.

Academic Integrity (A-9.1)

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty: 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. Please read the complete policy at <http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf>

Withheld Grades (Semester Grades Policy, A-54)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, 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. 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.

Students with Disabilities

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to <http://www.sfasu.edu/disabilityservices/>.

Course Schedule

Week	Tuesday	Thursday
1	Aug. 24: Introductions	Aug. 26: Guest Lecture on the History of SFA by Dr. Scott Sosebee * Participation Required
2	Aug. 31: About the Final Project: What is Biography and How do I Write One? Readings 1: Chs 1-3 (pp. 24-71) of <i>Biography: A Short Introduction</i> . * Don't forget to write two questions on the board concerning the readings. * Note: While we are researching everyone on our Biography List, we will divide up the list nonetheless and, eventually, each student will narrow down to 5 each. * Be sure you keeping everything organized! * Participation Required	Sept. 2: Lecture on Archives, Museums, and Public History. Readings 2: <ul style="list-style-type: none"> • Ch. 1, "Authoritative History and Authoritative Archives," pp. 13-31 of <i>Processing the Past</i>; and • "Some Aspects of Archival Development Since the French Revolution," by Ernst Posner and "Reflections of an Archivist," by Hilary Jenkinson, pp. 3-21 of <i>A Modern Archives Reader</i> * Don't forget to write two questions on the board concerning the readings. * Participation Required
3	Sept. 7: Guest Lecture on Archives by East Texas Research Center Director Linda Reynolds. * Participation Required * Turn in Reflection (covering week 2).	Sept. 9: Visit ETRC, schedule internships and time for final project research.
4	Sept. 14: Understanding Archival Practice I. Readings 3: chs. 1-6 (pp. 1-78) of <i>Archives for the Lay Person</i> (note: skip over anything dealing with Past Perfect). Don't forget to write two questions on the board concerning the readings. * Participation Required	Sept. 16: Understanding Archival Practice II. Readings 4: chs. 6-14(pp. 68-154) of <i>Archives for the Lay Person</i> (note: skip over anything dealing with Past Perfect). Don't forget to write two questions on the board concerning the readings. * Participation Required
5	Sept. 21: Guest Lecture on how to do research at the Library. * Turn in Reflection (covering weeks 1 & 2). * Participation Required * Turn in Reflection (covering week 4).	Sept. 23: Watch Documentary, "Digital Amnesia."
6	Sept. 28: No class; spend out of class time working on internship hours in the ETRC and research for final project.	Sept. 30: Final Project Research Updates (each student is to bring in what they have found so far and share with the class—including info on those you didn't narrow in on). Readings 5: "How to Write a Biography: 6 Tips..."; "How to Write a Biography: 8 Steps . . ."; and "How to Write an Interesting Biography." * Participation Required

7	Oct. 5: * The Power of Museums. Readings 6: chs. 1, 4, and 5 of <i>History Wars</i> . Don't forget to write two questions on the board concerning the readings. * Participation Required * Turn in Essay Exam on the Value and Difficulties of Archival Work.	Oct. 7: Guest Lecture on Museum Work by Carolyn Spears, Director of the Stone Fort.
8	Oct. 12: Intro to Museum Management and Work I. Readings 7: From <i>Museums in Motion</i> read ch. 1 (1-22), Part I—History (23-34), and ch. 5 (111-148). Don't forget to write two questions on the board concerning the readings. * Participation Required	Oct. 14: Intro to Museum Management and Work I. Readings 8: Parts II and III (pp. 25-88) of <i>Museums 101</i> . Don't forget to write two questions on the board concerning the readings. * Participation Required
9	Oct. 19: Visit Stone Fort * Turn in Reflection (covering weeks 8 and 8)	Oct. 21: Making Museum Exhibitions; Readings 9: <i>Exhibit Labels</i> , chs. 1-8, 10-17. Don't forget to write two questions on the board concerning the readings. * Participation Required
10	Oct. 26: Discuss Exhibit Labels * Exhibit Label Assignment Due	Oct. 28: No class; spend out of class time working on internship hours in the ETRC and research for final project. * Turn in Reflection (covering the readings and presentation from Oct. 21 and Oct. 26).
11	Nov. 2: Watch Documentary, "Riches, Rivals, and Radicals: 100 Years of Museums in America."	Nov. 4: Final Project Research Updates (each student is to bring in what they have found so far and share with the class). (Rough draft work 1).
12	Nov. 9: Archives and Exhibitions in Action: Guest Lecture by Kyle Aisnworth * Participation Required * Turn in Essay Exam on the Value and Difficulties of Museum Work.	Nov. 11: Reviews of Final Project Bio Rough Drafts.
13	Nov. 16: No class; spend out of class time working on internship hours in the ETRC and research for final project	Nov. 18: Final Project Research Updates (each student is to bring in what they have found so far and share with the class). (Rough draft work 2)
14	No class this week for Thanksgiving Break	
15	Nov. 30: Dump day; saved for meeting as a class to deal with any unforeseen or lasting issues not resolved during the semester.	Dec. 2: Final Project Research Updates (each student is to bring in what they have found so far and share with the class) (Rough/Final draft work 3) * Turn in paperwork for ETRC Internship
16	Finals Week: Final Project Materials Due and Reflection Essay Due by Thursday, Dec. 9, 11:59 PM	