History 5370
Collections Management

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Office Hours: Wed., 9am-12pm; Fri. 12:30-2:30pm
Department: History
Class meeting place and time: F-475; Mondays, 6-8:30 pm

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 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 discussion.

The “hands-on” emphasis of this course will provide “real world” experiences to complement the traditional reading and discussion phases of a graduate-level course.

Course Contact Hours and Study Hours
Please keep in mind that, under federal financial aid eligibility requirements, SFA policy 5.4 defines the credit hour as “(1) Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out-of-class student work each week for approximately fifteen weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time, or (2) at least an equivalent amount of work as outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practicum, studio work, and other academic work leading to the award of credit hours.” So, for instance, a 3-credit hour face-to-face course in the spring term should approximate 3 hours of classroom time/direct instruction and at least 6 hours of out-of-class work per week. Online or hybrid courses should employ various strategies for creating student-professor contact and are held to the same standard for contact hours and out-of-class work as face-to-face classes.

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 (most recent edition).

*This course will focus on PLOs 3, 4, and 5.

**Student Learning Outcomes**
- The student will demonstrate in writing and discussion an understanding of the three phases of collections management: acquisition; holding; and utilization.
- The student will demonstrate an ability to complete specific individual collections management projects on time and evaluate the experience within the theoretical context.
- Functioning as a member of a team, the student will create an exhibit to highlight a specific collection.
- Individually, the student will analyze collections management policies to showcase mastery of actual policies and best practices, and issues and problems.
- The student will verbally and visually present information to the class.

**REQUIRED TEXTS:**

**ADDITIONAL READING MATERIAL (PROVIDED BY PROFESSOR):**
In the “Course Schedule” section you will see additional reading material has been assigned throughout the semester. All additional reading materials will be made available on D2L.

**COURSE REQUIREMENTS:**
- **Participation**
  - Fifteen Hours in Museum: 100 points
  - Twenty-Five Hours in Archive: 200 points
  - Museum Mission Statements: 50 points
  - Exhibit Labels: 50 points
  - Group Project/Exhibition: 300 points
- **Total:** 700 points

**GRADING SCALE (IN %):**
- A: 90-100%
- B: 80-89%
- C: 70-79%
- D: 60-69%
- F: 59% and below

**COURSE REQUIREMENTS:**
- **ATTENDANCE POLICY**
  Students are expected to attend all classes.

**PARTICIPATION:**
- All students must do the following to successfully participate in this course:
  - Prepare by thoroughly reading all the assigned material and having a solid understanding of the big-picture of the readings as well as the details; and
  - Each student must write down two topics to talk about during the discussion and to which will be placed on the board at the start of the class.
Fifteen Hours in a Museum (out of 100 points):
As part of the hands-on experience of this course, each student will voluntarily work a minimum of fifteen hours at the Stone Fort Museum (SFM). The SFM’s hours are 10am-4pm, Tuesday-Saturday and 1-5pm on Sundays. Director Carolyn Spears or her assign will provide instructions for your time there. Please email her (cspears@sfasu.edu) ASAP so she can arrange things. She will assign you tasks related to museum work as she determines best but will likely include dealing with accession, provenance and/or artifact research, data entry into a filing system, and other related tasks. Students will submit three items: (1) their tracking form (form on D2L/Brightspace); (2) a copy of any materials produced, or a summary list of work accomplished; and (3) a three-page comparison of your activities and theoretical collections management. This will be due no later than the end of the semester.

Twenty-Five Hours in an Archive (out of 200 points):
As part of the hands-on experience of this course, each student will work a minimum of twenty-five hours in the East Texas Research Center (ETRC), Steen Library. The ETRC’s hours are 9:00-5:00 M-F. Archivist Kyle Ainsworth (email: ainswoth@sfasu.edu) will assign you to a specific collection or something similar. The activities may include rehousing documents and photographs, creating or expanding finding aids, cleaning and repairing, and digitizing materials. Kyle Ainsworth, Linda Reynolds, or one of their assigns may sign off on hours. Students will submit three items: (1) their tracking form (form on D2L/Brightspace); (2) a copy of any materials produced, or a summary list of work accomplished; and (3) a three-page comparison of your activities and theoretical collections management. This will be due no later than the end of the semester.

Museum Mission Statements Assignment (50 points):
Collect as many mission statements as possible and other supporting documents (e.g., risk plan, ethics policy, collections policy, etc) that you can find from any museum, local or otherwise. You can visit local museums in person, or you can search the internet. Whether you bring in something from a museum or if you print it up yourself from an online source, do be sure to bring the documents to class (and, if possible, scan the documents and send them to the entire class). On Feb. 12 we will be discussing mission statements and supporting documents as they relate to museums (and Simmons’s Things Great and Small; 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 documents. Please turn in a hardcopy of the documents you collected with a cover page (stapled).

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 (e.g., Stone Fort, University Building, Texas Forestry Museum, CVB). 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). On March 18 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).

Group Project (300 points)
This project centers on creating exhibits about lynching in Nacogdoches. Specifically, we will be crafting online narratives for East Texas History website and mobile app: https://easttexashistory.org/. Based on discussions, lectures, and readings throughout the course, you and your classmates will produce final projects that will be exhibited/placed on the
East Texas History website. My reason for creating this project is twofold: (1) to give you experience creating a history-related product that can be accessed by a public audience (i.e., becoming a practicing public historian); and (2) to create a useful product to bolster the public education of African American history locally.

- We will divide into teams (exactly how and for what project aims will be worked on in class)
- Each team will select one/several of the seven known lynchings that occurred in Nacogdoches County.
- We will discuss exhibition/design specifics in class.

**Course Schedule:**
- Week 1: No Class; Classes Actually Begin on Thursday, Jan. 18 (so not for us)
- Week 2 (Jan. 22): Introductions
- Week 3 (Jan. 29): Archival History and Practice; Read (I suggest in the order listed) and discuss:
  - From A Modern Archives Reader:
    - Posner, “Some Aspects to Archival Development Since the French Revolution,” pp. 3-14;
    - Jenkinson, “Reflections of an Archivist,” pp. 15-21;
    - McCree, “Good Sense and Good Judgement,” pp. 103-23; and
  - Blouin and Rosenberg, Processing the Past, Intro – Ch. 11.
- Week 4 (Feb. 5): Introduction to Museum Practice; Read (I suggest in the order listed) and discuss:
  - Cauvin, “Collections Management,” pp. 29-48;
  - From Museums in Motion, Ch. 5 (pp. 111-48); and
  - Walhimer, Museums 101.
- Week 5 (Feb. 12): Collections Management Policy and Practice; Read and discuss Things Great and Small, pp. 1-166.
  - Due: Museum Mission Statements Assignment.
- Week 6 (Feb. 19): Lynching in Texas; Read and discuss Scott, Lynching and Leisure.
- Week 7 (Feb. 26): Lynching in Nacogdoches; Read and discuss Sandul’s lynching in Nacogdoches material.
- Week 8 (Mar. 4): The Power of Museums; Read (I suggest in the order listed) and discuss:
  - Turkle, “Evocative Objects,” pp. 157-68;
  - Levin, “Why Local Museums Matter,” pp. 9-25; and
  - Sudaro, Exhibiting Atrocity.
- Week 9 (Mar. 11): No Class for Spring Break
- Week 10 (Mar. 18): Writing Museum Exhibitions; Read and discuss Serrell, Exhibit Labels.
  - Due: Exhibit Labels Assignment
• Week 11 (Mar. 25): Workday 1 (read [on D2L] *Manual of Museum Exhibition*, chs. 2, 3, 10-12. This will help in the design of our exhibition and work together).


• Week 13 (Apr. 8): Workday 3.


• Week 15 (April 22) Workday 5.

• Week 16 (April 29): Workday 6.

• Week 17 (Finals Week): No class, turn in any final assignments (i.e., archive and museum volunteer materials) by Friday, May 10.

**Institution Absences (HOP 04-110)**

An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at [https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences](https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences).

**Academic Integrity (4.1)**

The *Code of Student Conduct and Academic Integrity* outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any
means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one's self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one's own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**Withheld Grades Semester Grades Policy (5.5)**
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 coursework 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 to compute the grade point average. For additional information, go to [https://www.sfasu.edu/policies/course-grades-5.5.pdf](https://www.sfasu.edu/policies/course-grades-5.5.pdf).

**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 promptly may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Student Wellness and Well-Being**
SFA values students' overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.
On-campus Resources:

**The Dean of Students Office** (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

**SFA Human Services Counseling Clinic** Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

**The Health and Wellness Hub** “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

**Crisis Resources:**
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis Text Line: Text HELLO to 741-741