Spring 2019

**Museum Curation and Management**

HI 390

13 January to 2 May

TBA / TT / Central Museum of History

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***CMU Mission***

*Central Methodist University prepares students to make a difference in the world by emphasizing academic and professional excellence, ethical leadership, and social responsibility.*

Course Description: 3 hours. This is a survey course on how a museum operates and how to successfully manage

a small museum. Areas covered include museum committee goals, museum mission statements, acquisitions,

accessioning, research, Past Perfect program manipulation, exhibit displays, public relations, and money raising.

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11. TEXT:

All required readings will be posted in myCMU by the instructors. A schedule of which readings are used in which order will be posted in Topic Schedule below.

We strongly recommend that you read the following text in its entirety:

Starting Right: A Basic Guide to Museum Planning by Gerald George and Carol Maryan-George. 3rd edition, AltaMira Press, 2012. ISBN: 978-0-7591-2140-9 (paperback), 978-0-7591-2141-6 (electronic). A copy of this book will be on reserve in the Library.

1. PURPOSE OF THE COURSE: To introduce students to the field of museum and museum related jobs. These can be in small museums or in large state institutions.
2. OBJECTIVES OF THE COURSE:
   1. Be able to demonstrate knowledge of museum management and applicable laws.
   2. Develop an appreciation for national heritage revealed in historic places and artifacts. **(MoGEA 1.2)**
   3. Demonstrate use of historic research processes and curation techniques. **(MoGEA 1.2)**
   4. Examine and apply thinking skills to maximize learning from historic places and artifacts. **(MoGEA 1.2.1)**
   5. Develop display materials to explain and interpret artifacts and historic places. **(MoGEA 1.2)**
3. ASSESSMENT MEASURES
   1. Participation ………………………………………………………………………… **50 points**.

Participation Grading is given for both in-person discussion as well as postings in myCMU forums.

50 points are awarded for frequent and consistently insightful comments and discussion.

40 points are awarded for appropriate comments and discussion participation.

30 points are awarded for average commentary and discussion participation.

20 points are awarded for trivial commentary and participation in discussion.

10 points or less awarded for no comments and participation.

* 1. Topic Papers …………………………………………………………………………**50 points.**

Topic Paper 1: 25 points

Topic Paper 2: 25 points

* 1. Project ……………………………………………………………………………….**200 points.**

1. LETTER GRADE CONVERSION:

300 to 241 points: A

240 to 181 points: B

180 to 121 points: C

120 to 61 points: D

60 points or lower: F

1. EXTRA CREDIT:

A three-page book review or special project, or assistance in ongoing research will be worth 5 points. A written extra credit project should be organized with a clear beginning, middle and end. **Due April 2**.

1. ATTENDANCE:

Central Methodist University’s [attendance policy can be found on its website](https://www.centralmethodist.edu/academics/catalog/clas-catalog/policies/general-academic-regulations.php). It states:

“Students may not be successful in college for many reasons, but the principle reasons for student failure are excessive absence from class and the lack of class preparation. The faculty and administration expect students to attend classes regularly and to establish adequate study patterns.”

HI 390 policy allows for students to work on their own, but to check in with the instructors each week and participate in discussion via myCMU forums. Each additional absence will subtract one letter grade from the final grade. **It is the responsibility of the student to contact the instructors to tell them of planned absences—including for University activities such as sports or music-- and to make up work from missed days.**

1. DISABILITIES POLICY:

Central Methodist University’s [policy on accommodating students, staff, and faculty with disabilities is also found on its website](https://www.centralmethodist.edu/academics/catalog/clas-catalog/policies/index.php), under the heading “**Non-Discrimination Policy and Disability Accommodations**.”

If you have a disability, please notify both your instructors as well as the [Center for Learning and Teaching](https://www.centralmethodist.edu/academics/learning-teaching/disability-accommodations.php)—the included link has resources and forms for requesting disability accommodations.

1. ACADEMIC CONDUCT:

It is the student’s responsibility to review and understand the [CMU Academic Conduct Policy](https://www.centralmethodist.edu/academics/catalog/clas-catalog/policies/recognitions-sanctions.php).

Any student found guilty of cheating on any assignment, quiz or exam in this class will earn a zero for that assignment, quiz or exam. Furthermore, that student will come under the auspices of the [Academic Conduct Policy of CMU](https://www.centralmethodist.edu/academics/catalog/clas-catalog/policies/recognitions-sanctions.php).

In order to improve the learning atmosphere in class, it is requested all hats and dark glasses be removed during class.

1. TOPIC SCHEDULE
2. Week One (January 14-18)

Overview of class and syllabus. The routine is to introduce a topic and one week to work on it.

Topics: History of museums, mission statement, museum committees, organize class trip.

Reading:

* George, Gerald and Carol Maryan-George. “Chapter 1: What makes a good museum?” *Starting right: A basic guide to museum planning*, 3rd ed, 2012.
* Kammen, Carol. “Chapter One: Local history’s past,” and “Coda to Chapter One,” *On doing local history*, 3rd ed, 2014.

1. Week Two (January 21-25)

Intro to Museum Description and Cataloging

Reading:

* Bourcier, et al. “An introduction to Nomenclature 3.0,” *Nomenclature 3.0 for museum cataloging*.

1. Week Three (January 28 – February 1)

Class trip to State Museum, State Curation Facility, State Archive, State Historic Preservation office.

**Turn in a topic for your Final Project by 5:00pm on Friday, February 1.**

1. Week Four (February 4-8)

The Historic Research Process and Use of Archives

Reading:

* Kammen, Carol. “Chapter Six: Researching local history” and “Code to Chapter Six.” *On doing local history.*
* Moats, Rachel. “Spotlight on a discipline: Introduction to archival practices.” *International Social Science Review,* v. 94, no. 1, article 22.

**Turn in Topic Paper 1 by 5:00pm on Friday, February 8.**

1. Week Five (February 11-15)

Accession, Collecting, and Provenance

Reading:

* George, Gerald and Carol Maryan-George. “Chapter 6: Plan for activities.” *Starting right: a basic guide to museum planning.*
* National Park Service. “Chapter 2: Accessioning.” *Museum handbook part II: Museum records,* 2000.

**Turn in a thesis statement and outline for your paper by 5:00pm on Friday, February 15.**

1. Week Six (February 18-22)

Storage and Environmental Control

Reading:

* National Park Service. “Chapter 4: Museum collections environment” and “Chapter 7: Museum collections management.” *Museum handbook part I: Museum collections*, 2000.

1. Week Seven (February 25 – March 1)

Book and Document Repair and Conservation

Reading:

* International Preservation Studies Center [Campbell Center]. “Book repair techniques for historic preservation” and “HRHRC condition and treatment report for bound materials,” August 2017.
* Primanis, Olivia. “Binding repairs for special collections at the Harry Ransom Humanities Research Center.” *Book and paper group annual*, v. 19, 2000.

1. Week Eight (March 4-8)

Photo Cleaning and Encapsulation

Reading:

* Roosa, Mark. “Care, Handling, and Storage of Photographs: Information Leaflet, Aug 1992,” *IFLAI Core Programme Preservation and Conservation*. http://www.cool.conservation-us.org/byauth/roosa/roosa1.html

**Turn in Topic Paper 2 by 5:00pm on Friday, March 8.**

1. Week Nine (March 11-15)

Marking Artifacts— Paper and Cloth

Reading:

* “Labeling and marking museum objects booklet,” Collections Trust [UK], 2008.

1. Week Ten (March 18-22)

Docent and Volunteers, Creating a Tour Script

Reading:

* Glines, Timothy and David Grabitske. “Telling the story: better interpretations at small historical organizations,” *AASLH Technical Leaflet* #222, 2003

**Turn in a first draft or progress report for your Final Project by 5:00pm on Friday, March 22.**

1. Week Eleven (April 1-5)

Money and Fundraising

Reading:

* George, Gerald and Carol Maryan-George. “Chapter 2: How can you finance it?” *Starting right: a basic guide to museum planning.*

**Extra Credit paper is due by 5:00pm on Tuesday, April 2.**

1. Week Twelve (April 8-12)

Digitizing Material

Reading:

* LeFurgy, Bill. “Emotion, meaning, and digital collections,” *The Signal*, 2/28/2013. https://blogs.loc.gov/thesignal/2013/02/emotion-meaning-and-digital-collections
* Perez, Heather. “Digitization is not digital preservation” [poster session], NJLA Annual Conference, 6/1/2018

1. Week Thirteen (April 15-19)

Project Planning and Management

Reading:

* George, Gerald and Carol Maryan-George. “Chapter 8: Now will it really work?” *Starting right: a basic guide to museum planning.*

1. Week Fourteen (April 22-26)

Career Paths, AASLH and AAM

Reading:

* Ciotola, Nicholas P. and Thomas White. “Breaking in: a four-step approach to finding your first public history job,” *AASLH Technical Leaflet* #219, 2002.

1. Week Fifteen (April 29 – May 3)

Project Unveiling

**Your Final Project is due this week.**