|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | **Monday** | **Wednesday** | | **Friday** |
| **Part I: Care Of Collections (Units I-III)** | | | | | |
| **Week 1**  **Intro to Natural History Collections** |  | | **Aug 27**  **Course Intro**  **Do:** Syllabus, tour of exhibit museum with me  **Assign:**  SPNHC  Winker 2004  Winker 2014 | **RAT on Intro to Nat Hist Collections**  **Do:** Need some activities about the use of collections? If time…  Team formation (comes with an **assigned** collection),  Grade Weights  **READ:** Collecting Controversy articles | |
| **Week 2**  **Sep 1**  **Unit I:**  **From Collection to Accession**  **Week 3**  **Sep 8** | **Collections Tours**  **DO:**  20 min Collections Tour WITH JOHN, ½ with Bill (types of preservation, organization of collections, strengths of our collection, major contributors, challenges for this collection)  **Assign:** Fill out worksheet about collections tour(due at end of class on Monday)  **Assign**, Ch 3 Field Collecting Manual & Bird Data Paper& Type specimen youtube, video of me describing the | | **RAT Unit I**  **Collecting**  Questions from the controversy, tours and intro are also fair game  **DO:**  **Flowchart of Specimen Movement**—recreate it from cut up pieces?  **Handwriting Intro**  **Labels—I intro this in class**  Design a field collection worksheet for a field collecting trip back campus for BIRDS? Get graded by other teams  I’ll give them the species they collect and the data  **Assign:** JMM Handling Document (pay attention to collection specific arrangement on trays in birds)  Handwriting Youtube Video:  <https://www.youtube.com/watch?v=G-qFgHWlHL0>  <https://www.youtube.com/watch?v=qRfI87CfluQ>  <https://www.youtube.com/watch?v=b7F5ZHO0CL0>  **Fluid collections:** <http://www.lsa.umich.edu/ummz/herps/collections/herp-prep.asp> | **Handling Practice—** MEET IN COLLECTIONS  **Do:**  Hand back field collection sheets for filling out  Locate detention centers  Line a drawer (order the specimens) and  learn about handling fluid preps: **by JOHN**  remind to be prepared to fill out a label on the quiz  **Assign:**  MAKE LABELS for 10 birds  read our **JMM Specify manual** and  watch my **specify video**  Read the rest of the **Handling document**, especially parts that relate to the labeling! | |
| **Accessioning Hands-on**  Handwriting Quiz—turn in labels  MEET IN COLLECTIONS  **Do:**  Catalog your labels into fake birds  Start on Worksheet  **Assign**:  **Accessioning and Inventorying chapter** from Museum Registration Methods (short, but there are other ways than field collection that museums get specimens)  **Flowchart of Specimen Movement** | | **Continue Accessioning**  **Inventorying Collections Hands-on**  **Hand back Handwriting Quiz**  MEET IN COLLECTIONS  **Do:** inventory of a drawer or shelf (enter date that object has been seen; also check the data and fix errors)  finish worksheet and hand it in  **Assign**:  articles on Georeferencing:  What is digitization,  how does georeferencing work (we’ll read primary articles that use georeferenced museum specimens later in the 2nd half of the semester)  tutorial video | **Georeferencing Collections Intro.**  MEET IN COLLECTIONS  **Do:**  Georeference your fake birds OR georeference some of our specimens?  **Assign**:  use iDigBio or our database to answer some question… test hypothesis of sexual dimorphism in weight or length for some species—  **NO READING** | |
| **Week 4**  **Sep 15**  **Unit II:**  **Collections Management Theory and Practice**  **(Videography**  **Project)**  **Week 5**  **Sep 22** | **Present the answer to their question!!!**  (flip which person is actually typing)  MEET IN COLLECTIONS? OR meet in classroom to talk over collection manager description  **Assign**:  \*Collections Management chapter and  \*Care & Preservation of Collections *in Practical Handbook*  \***Collections Best Practices for AAM** | | **RAT Unit II: Collections Management**  MEET IN COLLECTIONS **AFTER RAT**  **Do:** RAT and very small activity  **Assign**: Read about condition reports,  Temperature and Humidity (prep for hobo activity)  Deterioration reading/video  physical factors (fire, water, earthquakes, theft, best storage practices, climate and light control  chemical factors (acids, pollution); biological factors (pests)  Biological Voucher paper??  Compare what we found in collections manager job descriptions  🡪??Collection Manager description chapter plus—Find a job announcement and mark off which duties match the chapter description | **MEET IN COLLECTIONS**  **Do**: a condition report for a specimen—Leave time to Peer Grade  Read out the temp/humidity charts for your collection🡪add it to the collections assessment  **Assign:** IPM, read someone’s plan: <http://museumpests.net/ipm-policy-and-procedure-example-documents/> | |
| **IPM**  **Handwriting Quiz**  **Bring: Laptops**  **DO:** Here are some pests, now you figure out what they are and come up with a plan for what to do. Then you get graded by the other teams on what you proposed  **🡪look for pests in your collection? Add to Assessment**  **Assign:**  Theory of Collection Management (Simmons)  on your own,place your collection on the axes from the paper and justify their placement’ | | **Hand back Handwriting Quiz**  **Meet in Collections**  **Do:**  Start an assessment of your collection.NEED AN ASSESSMENT CHECKLIST  Come to consensus on where your collection is at, then get the results from AE, revise if necessary; present this to the class—ask John, Bill and AE to also do this and give 3 bullet points for why they chose each part of the axes; do this activity IN the collections rooms and meet in the hallway where I set up a chalkboard to share answers (or use the giant notepads)  **Assign**:  Bunch of museum videos to watch for inspiration  Write a two-page discussion of the critical issues in your collection | **Critical Issues Summary Due** | |
| **Week 6**  **Sep 29**  **Unit III**  **Policies, Permits and the Public**  **Week 7**  **Oct 6**  **Week 8**  **Oct 13** | **Do: Policies—Loans, Acquisitions**  **Do:**  **Assign: reading on Loans, Acquisitions, policies** | | **RAT Unit III: Public Engagement**  **Do:** RAT and Tour of the Museum with Carol talking about visitor engagement  **Assign:** Nina Simon Tedx  Have them help with the “Nature something” filling out labels online  https://transcription.si.edu/  Olinguito: <http://smithsonianscience.org/2014/08/crowd-sourcing-olinguito/> | **Videography Workshop**  **Do:**  Videography Workshop  Talk over or vote on the videos we watched, have some critera for what makes it good  Video Outline Due (end of class)  **Assign: Create an outline of points you want to hit for your collection**  Video Script**,** including description of shots, specimens to use, and timing  **Assign:** reading/video on permits/policies for RAT—Museum Registration Method Chapters | |
| **MEET IN COLLECTIONS**  Individual Video Outlines (beginning of class) Group Outline Due at End of Class  **Do:** Video Worksession Come to consensus on your outline, divide up the work (4 minute video, each person in charge of one minute of script?)  **Assign:** reading/video on permits/policies | | **Video Worksession**  **Continue meeting in collections**  **Do:** Individual Video Scripts Due  Team/Consensus Video Script Due (end of class)  **Assign:** | **MEET IN COLLECTIONS**  **Do:** Video Worksession🡪actually videotape (problematic for Birds and Mammals) | |
| **Public Engagement**  **Final Videos work day and EXAM REVIEW SESSION**  **Do:** Reflection?  Something about the public in museums  **Assign:**  **Do:**  Mid-sem evals  FOODS  **Assign:** Finalize Videos (have a paper/video ready to assign if the videos are pretty good) | | **Hand Back Video Feedback**  **EXAM 1 –could this be a take-home? So I can lecture in EcoBio or so I can get this day back.**  (Units 1-3)  **Assign**: primer on DNA sequencing/analysis/sampling | No Class: Early Semester Break | |
| **Part II: Use Of Collections (Units III-VI)** | | | | | |
| **Week 9**  **Oct 20**  **Unit IV**  **DNA Analysis**  **Week 10**  **Oct 27** | | Video Screening and Scientific Reading Workshop  **Do: Video Contest/Peer Review**? 3 min videos, 3 min confer/feedback x 4 groups = 24 min, + 5 min to get to final consensus  **Assign:** | **Do: RAT Unit IV—**  All about DNA sequencing, rates of evolution, population genetics, etc.—look in an evolutionary biology textbook; DNA barcoding  **Assign:** find curator job description and compare job announcements with the collections manager from first unit | | **Do:**  **Set up for Collections Tours, Sat Oct 25th** —Homecoming Weekend  **Assign:** |
| **Do:**  **Assign:** | **Do:**  **Assign:** | | **Do:**  **Assign**: Intro to Isotopes |
| **Week 11**  **Nov 3**  **Unit V**  **Chemical Analysis**  **Week 12**  **Nov 10** | | **RAT Unit V--Isotopes**  **Paper selection due** | **Heather return comments on paper selection**  **Do:**  **Assign:** | | Last day to drop a course  **Do:**  **Assign:** |
| **Background DUE (for peer review)**  **Do:**  **Assign:** | **Do:**  **Assign:** Background due on Friday | | **(Background DUE to Heather)**  **Do:**  **Assign:** primer on physical analysis |
| **Week 13**  **Nov 17**  **Unit VI**  **Physical Analysis and Miscellaneous**  **Week 14**  **Dec 1**  **Week 15**  **Dec 8** | | **RAT Unit VI**  **Do:**  **Assign:** | **Do:**  **Assign:** | | **Do:**  **Assign:** |
| **Fall Break** | | | |
| **Do:**  **Assign:** | **Do:**  **Assign:** | | **Project Description DUE for peer review**  **Do:**  Peer Review of Project Description  **Assign:** |
| **Budget Due for peer review**  **Do:**  Peer Review of Budget  **Assign:** | **Do:**  **Assign:** | | **4-document proposal DUE to Heather (max 6 pages)**  Last day of class  **Do:**  **Assign:** |
| **Week 16**  **Dec 15 (exam)** | |  |  | |  |

**Introduction goals**:

* Motivate to be in the class
  + Get them into the collections rooms! This is hard because we don’t have a full three hours to see all the collections at once. **I want to check in the evals** if the students like this shorter tour as much as when we do it in a lab setting.
  + Importance of museums—I’m turning this into using the controversy over collecting to get them interested in motivated. Some really good articles, blog posts and the brainscoop video **where did we get all the dead animals🡪except, I need to get them on board first with more than just a tour of the collections. We need to read about the amazing uses of collections. Just not as in-depth as we will later in the semester.**
    - Video of what its like to be a curator? Probably better to select a few Brain Scoops
      * Corrie Moreau on ants: <https://www.youtube.com/watch?v=hWWw3SHCIAw>
      * Squirrel McNastyface

<https://www.youtube.com/watch?v=4iko2eExc08>

* + What is a curator and a collection manager? (both the titles used in different museums and a sample list of duties Buck reading in The New Museum Registration Methods)
    - **ASSIGNMENT:** Read article, find a job ad for a collections manager in a natural history collection and AS A TEAM?? highlight the duties in that job ad that are also on the reading’s generic list of duties, note any duties in the ad that are *not* in the generic list…but is this significant? Not really…so maybe do it as individuals and report as a team on new duties and consistent duties🡪use class time to get into the collections rooms
    - Could also use the table in Developing Staff Resources for Managing Collections
* Practice a RAT (half done)

Topics to cover:

**Care of Collections**

**Unit I**: **Theory and Organization of Collections**

**✔** Controversy around collecting—use recent science article🡪and the brain scoop response:

https://www.youtube.com/watch?v=nS8suhK-c5I

**✔** Theory of Collections Paper

Labels (Field to Drawer), software, phylogeny, georeferencing, handwriting

**✔**Biological Voucher

Field Collection—could go in the second half of the semester too, but it has a lot to do with labeling, so could go here

Accession, Loan, Permitting

**Unit II:** **Agents of Deterioration**

IPM

Physical, chemical, biological

**Unit III:** Policies and Permits? Maybe collecting? Also serving the Public: Use Nina Simon TedEx talk: https://www.youtube.com/watch?v=aIcwIH1vZ9w

**Use of Collections:** (probably put DNA or Chemical last because it’s probably harder to understand than physical/morphological work)

DNA analysis—phylogenetics, population genetics, genomics

Chemical analysis: include isotopes, pesticides, heavy metals)

Physical analysis: Morphology—CT scans, baby mammoth?? (Climate Change)

pXRF, DNA and isotope analysis.  We are experimenting with 3D printing,

* + - Talk by Helgen—

Video about using biodiversity collections to understand evolution: Palaeobiologist Dr Anjali Goswami (UCL Genetics, Evolution and Environment and UCL Earth Sciences) explains what we can learn about biodiversity from the unique collection housed at UCL's Grant Museum of Zoology.

https://www.youtube.com/watch?v=SNXMPUYvdfw&list=PLXXq6t7B9L\_7itwvL8hG9fGKxdcIyRi0Z&index=15

**Week one goals**:

* Motivate to be in the class?
  + Importance of museums
    - Talk by Helgen?
  + Get them into the collections rooms!
* What is a curator (both the titles used in different museums and a sample list of duties Buck reading in The New Museum Registration Methods)
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Labels (Field to Drawer), software, phylogeny, georeferencing

Controversy around collecting—use recent science article

**Unit II:** **Agents of Deterioration**

IPM

Physical, chemical, biological

**Unit III:** Policies and Permits? Maybe collecting?

Want to know more about Emily Graslie? Check out the Cosmopolitan article about her career trajectory: <http://www.cosmopolitan.com/career/news/a29534/get-that-life-emily-graslie-science/?src=spr_FBPAGE&spr_id=1440_76628738>

Readings, Videos, etc. Outside of class:

**August 27, 2014 Importance of Natural History Collections**

Winker, K. (2004). Natural history museums in a postbiodiversity era.*BioScience*, *54*(5), 455-459.

<http://www.mnhnc.ul.pt/pls/portal/docs/1/335873.PDF>

Pettitt, C. (1997). The cultural impact of natural science collections. *The Value and Valuation of Natural Science Collections. The Geological Society. London*, 94-103.

<http://fenscore.man.ac.uk/Uses/cwpvalnpaper.htm>

Winker, K., & Withrow, J. J. (2013). Natural history: Small collections make a big impact. *Nature*, *493*(7433), 480-480.

<http://www.nature.com/nature/journal/v493/n7433/full/493480b.html>

Natural Sciences Collections Association. (2005). *A Matter of Life and Death: Natural science collections: why keep them and why fund them?*. Natural Sciences Collections Association.

<http://books.google.com/books?id=RJ51AgAAQBAJ&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false>

**August 29, 2014 Recent Collecting Controversy**

**Three short articles**

Minteer, B. A., et al. "Avoiding (Re) extinction." *Science* 344.6181 (2014): 260-261.

Rocha, L. A. et al. “Specimen collection: An essential tool.” Science 23 May 2014: 344 (6186), 814-815.

Krell FT and Wheeler QD. “Specimen collection: plan for the future.“ Science. 2014 May 23;344(6186):815-6

Minteer, B.A., et al. “Specimen collection: An essential tool—Response.” Science 23 May 2014: 344 (6186), 816.

**Kevin Winker Reaffirming the Specimen Gold Standard**

<http://www.universityofalaskamuseumbirds.org/reaffirming-the-specimen-gold-standard/>

**Where’d you get all the dead animals Brain Scoop Podcast**

<https://www.youtube.com/watch?v=nS8suhK-c5I>

**I’m also considering**

Winker, K. (1996). The crumbling infrastructure of biodiversity: the avian example. *Conservation Biology*, *10*(3), 703-707.

http://www.kevinwinker.org/infrastructure.pdf

**September 1, 2014 Collecting Considerations**

Chapter 7 - **Organizing specimen and tissue preservation techniques in the field for subsequent molecular analyses** in Volume 8 *Manual on field recording techniques and protocols for All Taxa Biodiversity Inventories and Monitoring*. Belgian Development Cooperation, 2010.

<http://www.abctaxa.be/volumes/volume-8-manual-atbi/>

**The** **changing** **significance** **and** **definition** **of** **the** **biological** **voucher**. In: (Williams, S., & Hawks, C. (2006). Museum studies: Perspectives and innovations. *Washington, DC: Society for the Preservation of Natural History Collections*.

**Flowchart of Typical Specimen Movement Through the MVZ**

**Recording Localities in Field Notes:** <http://mvz.berkeley.edu/Locality_Field_Recording_Notebooks.html>

**The type specimen** song <https://www.youtube.com/watch?v=gfQL7bXwzvM>

**September 3, 2014**

Specify 6: An Evolutionary Progression by Andy Bentley (12:55) tells you what Specify is—this is probably too nitty gritty for the students. I emailed specify to see if they have any worksheets

<https://www.youtube.com/watch?v=KoR8_P47Dx8&list=PLSm4rjXsJ4aMf2IPNqrzSD5w8bPcW9ZK8>

Slides and transcript here: <http://www.slideshare.net/nielsklazenga/specify-6byandybentley-1>

If we make our own video, here is a set of slides to start from: <http://ecnweb.org/sites/default/files/9-ECNdatabasetalkNov2011.pptx>

UT Texas’s Specify Quick Guide: <https://wikis.utexas.edu/display/specify6/Specify+Quick+Guide>

Specify 6: Introduction to the Specify 6 Interface (3:37) <http://specifyx.specifysoftware.org/wp-content/static/specify_interface_overview.wmv>

Specify 6: Entering Data in a form in the Workbench (5:52)

<https://www.youtube.com/watch?v=nh5fLrItETw&list=PLnaFvZadK2V7BzRYOJPXEoLCi2kqlJSlY&index=6>

Specify 6: Entering Data in a Grid in the WorkBench (9:34)

<https://www.youtube.com/watch?v=KQ6VkWJQlwI&list=PLnaFvZadK2V7BzRYOJPXEoLCi2kqlJSlY&index=8>

**September 5, 2014**

iDigBio Portal Tutorial

https://www.idigbio.org/portal/tutorial

Fish and fish tissue collecting protocol

http://cypriniformes.org/tissue\_fish\_%20sample\_col\_protocols.html

**September 17, 2014**

Simmons, J.E. and Y. Munoz-Saba. The theoretical bases of collections management" (2003), "Museum studies programs in North America" (2006), "Presence of elemental mercury in fluid preserved. Collection Forum 2003; 18(102):38-49

**Collections Manager Day**

American Association of Museums. (2008). *National Standards & Best Practices for US Museums*. American Association of Museums.

Collections Manager job description

**September 15, 2014**

Collections Care Basics - Webinar 1 by Heritage Preservation. Start at 46:50, at 52:00 there is a video of the Red Rot cocktail…skip to 56:57

<https://www.youtube.com/watch?v=YsKtv89NjFo>

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Need to include some way to reflect—do a learning goals activity on day one, then have them review it mid-course and end-of-course

**Readings or Videos:**

**Theoretical Basis of Collections Management**

**Article by Simmons—**very math heavy, but an activity would be to classify the different types of deterioration as reversible or not and to have them decide where on the diagram their collection is now and what steps should be taken to move it out of that space, to prioritize the steps and so on.

I actually really like this diagram now that I think of it. It separates out growth, order and deterioration from each other so you could decide how to prioritize them and figure out where you collection is on each scale…

**Changing significance and definition of the biological voucher—article**

**Type specimen video**

**Collecting Protocols**

# [Volume 8 -](http://www.abctaxa.be/volumes/volume-8-manual-atbi) Manual on Field Recording Techniques and Protocols for All Taxa Biodiversity Inventories (2010) Jutta Eymann, et al.

Chapter 4 - Individual records and the associated data: information standards and protocols

**GLOSSARY**

In purple paperback Developing Staff Resources for Managing Collections

**Scientific Papers (Use)**

Lecture by Kris Helgen: Museums, Biodiversity and the Anthropocene

Studies characterizing biological variation and diversity, which are enormously valuable to science and society, have for centuries been the mainstay biological usage for natural history museum collections. Even with rapidly changing technology, especially involving genomic techniques, these traditional uses (systematics, biogeography) remain the principal collections-based disciplinary emphases for biological research programs in natural history museums. Studies relevant to modern environmental change, and health and disease, among others, also represent important uses for museum collections, but these receive less focal attention within natural history institutions, collections, or curator-led research programs. Very large economic (and other) impacts of rapidly changing environments, climates, and disease landscapes in the Anthropocene highlight a need for organized efforts to expand natural history research programs to incorporate additional uses of collections as “core business” that can complement studies of systematic biology. Indeed, critical documentation of Anthropocene impacts, and the future of natural history museums, including public impressions of their relevance, may depend on it.

http://www.si.edu/consortia/castlelectureseriesmarch192014/

Link to: Gardner et al. (2009) Shifting latitudinal clines in avian body size correlate with global warming in Australian passerines. Proc R Soc. B. 276(1674: )3845-3852

[http://rspb.royalsocietypublishing.org/content/276/1674/3845.full](http://rspb.royalsocietypublishing.org/content/276/1674/3845.full" \t "_blank)

Brain Scoop on Olinguito <https://www.youtube.com/watch?v=074AGwZF8ho>

Also recommended Van Buskirk et al 2010) Declining body sizes in North American birds associated with climate change. Oikos 119(6)1047-1055

[http://www.researchgate.net/publication/227668742\_Declining\_body\_sizes\_in\_North\_American\_birds\_associated\_with\_climate\_change/file/3deec51991002edc72.pdf](http://www.researchgate.net/publication/227668742_Declining_body_sizes_in_North_American_birds_associated_with_climate_change/file/3deec51991002edc72.pdf" \t "_blank)

# UNM ornithologists discover flight causes genome shrinkage

Specimens at the Museum of Southwestern Biology key to new findings

By Steve Carr — March 05, 2014

[**http://news.unm.edu/news/unm-ornithologists-discover-flight-causes-genome-shrinkage**](http://news.unm.edu/news/unm-ornithologists-discover-flight-causes-genome-shrinkage)

**Mercury increase found in seabird specimens (but this is old 1997):** [**http://onlinelibrary.wiley.com/doi/10.1002/etc.5620161208/abstract**](http://onlinelibrary.wiley.com/doi/10.1002/etc.5620161208/abstract)

**Other Resources:**

* [http://www.spnhc.org/19/publications](http://www.spnhc.org/19/publications" \t "_blank)

Conserve O Grams: <http://www.nps.gov/history/museum/publications/conserveogram/cons_toc.html>

As for references for collection management:

* 1. Storage of Natural History Collections: Ideas and Practical Solutions, edited by C.L. Rose and A.R. de Torres; available from the Society for the Preservation of Natural History Collections
* 2. Manual of Curatorship: A Guide to Museum Practice, edited by J.M.A. Thompson, published by Butterworth Heinemann but I believe it's available from the American Association of Museums
* 3. Managing the Moder Herbarium: An Interdisciplinary Approach, edited by D.A. Metsger and S.C. Byers; also available for the Society for the Preservation of Natural History Collections

• Bucks and Gilmore. 2010. Museum Registration Methods 5th

• Merritt and Gardner. 2004. AAM Guide to Collections Planning.

• National Parks Service Storage Guide:

Ed.

ß http://www.nps.gov/history/museum/publications/mhi/CHAP7.pdf

• PastPerfect Database Tutorial Manual

ß http://museumsoftware.com/download/pp4-5.pdf

• Small Museums Cataloguing Manual, 4th

. Ed.:

ß <http://www.mavic.asn.au/assets/Small_Museums_Cataloguing_Manual_4th.pdf>

**Guiding questions for responses in readings and creative assignments:**

Part 1 (Weeks 1 & 2): Institutions with Collections

Public Trust

Mission and collection plans

Collections Policies

Reading 1:

AAM Guide: Building the Intellectual Framework, the Planning Process

Article: Developing a Collections Management Policy

B & G: Section 2 (Collections Policies and Ad Hoc Policies), Section 4 (p.193-4), Section 7

(393-426, 448-471)

Reading Response 1 questions:

1. How does public trust impact the creation and maintenance of a collection?

2. Explain the significance of defined staff roles in the creation of a collections policy.

Part 2 (Week 3 & 4): Shaping Collections

Accessioning

De-accessioning

Reading 2:

AAM Guide: Writing the collections plan, Museum Politics

Article: National Parks Service Deed of Gift, NASA Satellite article

B & G: Section 3 (p.44-58, 100-119, 194-5, 234-276)

Small Museum Catalog Manual (43-64)

Reading response 2 questions:

1. How can artifact provenance influence accession and collection use?

2. Examine the connection between proper accessioning and de-accessioning practices.

Part 3 (Week 5 & 6): Collections Information

Cataloguing

Records systems

Collections databases

Reading 3 (Week 7):

Article: How Do We Select a Collections Management System

B & G: Section 4 (p. 149-189)

Past Perfect PDF (Museumsoftware.com link) (1-18)

Reading Response 3 questions:

1. How does the nature of the collection influence an institution’s records system?

2. Explain the significance of consistency in museum collections data entry.

Part 4 (Weeks 8 & 9): Collections Management

Numbering systems

Storage

Insurance

Loans

Inventory control

Reading 4:

Article: Checklist for Planning the Shipment of Museum Objects, Packing Museum Object for

Shipment, Crating Museum Objects for Shipment, Use of Acryloid B-72 Lacquer for Labeling

Museum Objects

B & G: Section 1 (p. 19), Section 3 (p. 120-133), Section 4 (p.196-200) Section 5 (p. 205-208,

234-276, 293, 315-346)

Small Museum Catalog Manual (29-42)

National Parks Service Storage Guide (1-48)

Reading Response 4 questions:

1. How can multiple numbering systems impact a collections inventory project?

2. Explain the relationship between storage, access, and safety in museum collections.

Part 5: Collections Access and Use

Accessibility

Exhibits and research

Electronic access

Reading 5:

Article: Access Policy and Rules, Collections Issues in Exhibitions

B & G: Section 4 (p. 184-190, 200-202, 278-284

Reading Response 5 questions:

1. How can digital access impact interpretation of collections?

2. Explain the role of provenance in the digital age.

MUSE 704

Written Assignment 1

Be the Trustee: Establishing a Collection

Imagine you are a private collector or are founding a museum. Compile a real or virtual

collection of at least 10 objects of your choosing. By mid-term, when you will present your

collection to the class, it should be expanded to include 20-30 items.

What is the scope of your collection? What kinds of things are being collected, for what

purpose? How does the collection support the mission of the institution that owns it?

Write a short (less than one page) description of your institution/its mission (if applicable) and

the collection and draft scope of collections that details its purpose and can guide its future

growth.

MUSE 704

Written Assignment 2

Be the Registrar: Assuring the Usefulness of a Collection

A collection is only as good as what is known about it. Without accurate, associated

information, collections items are only objects and the collection is just a bunch of “stuff.”

What kinds of information must be known about your collection in order to verify its legality,

preserve its integrity, and guarantee its usefulness so it can fulfill its purpose?

Create a basic catalogue sheet or database record for your collection. Complete entries for at

least three items in your collection.

MUSE 704

Written Assignment 3

Be the Curator: Refining a Collection

For a variety of reasons, a collection must change over time in order to remain viable and/or to

ensure it supports a museum’s mission.

Imagine you are a curator. How does your collection need to change? What needs to be added,

what needs to be removed? How do these changes improve the collection?

Identify 2-4 collection items to de-accession (your “hit list”). Write a proposal making the

case for their removal to convince your museum director and board of trustees. Refer to your

collections plan. Include the means by which you will dispose of the de-accessioned materials.

Identify 2-4 key objects you feel should be added to the collection (your “wish list”). Describe

how they would enhance the collection and make it better serve its purpose/support the mission.

MUSE 704

Written Assignment 4

Be the Collections Manager: Activating a Collection

Bringing a collection and the public (or some other constituency) together is often necessary for

realizing the collection’s usefulness/fulfilling its purpose.

Please develop one of the following for your collection:

• Access Policy: Who has access to collection material and information, for what purposes,

under whose authorization?

• Loan Policy: Who may borrow from the collection, for what purpose, by whose authority,

with what restrictions?

• Exhibit Plan: What is the exhibit about, who is it for, what objects are included, what

information is shared?