INSTRUCTORS
Christine Wiseman
Tina Seetoo

OFFICE HOURS
Phone or Email, 10:00 am – 4:00pm Monday through Friday, as available; appointment recommended.

COURSE DESCRIPTION
This course will provide an overview of the considerations, priorities, and methods that archival professionals use when preserving records in all formats. It will introduce the principles and ethics of preservation within the context of an archival repository. Students will learn about the physical characteristics of analog and digital formats. They will be able to identify risks that cause degradation, such as poor environment, theft, and damage from disasters. The course will outline strategies to protect collections including environmental control, security, disaster preparedness, reformatting and digitization, storage and handling, conservation treatment, and preservation planning. Students will be able to integrate preservation principles into all archival functions.

PREREQUISITES
None

CREDIT
3 weekly contact hours

SCHEDULE AND LOCATION
Class Schedule: Tuesdays, 6:30-8:30 pm
Class Location: Online

FORMAT OF COURSE
Combination of live online lecture, video presentations, and online discussions. Students will participate in and lead discussion of the assigned readings. Students will write three papers, complete a midterm exam, and a final term paper/project with an online class presentation.

COURSE LEARNING OUTCOMES
1. List, describe, and identify the range of formats found in archival collections and describe how these materials deteriorate.
2. List, describe, and discuss the major risks to collections, including inherent vice, a poor storage environment, handling, and theft or mutilation.
3. Identify and describe the preservation storage requirements necessary to protect and extend the life of archival collections.
4. Discuss decisions about retaining records in their original format or copying to a new format and relate how institutional context and resources affect such decisions.

5. Demonstrate basic techniques to stabilize originals for long-term storage, and how to prioritize collection for conservation treatment.

6. List and discuss the impact of the range of disasters, natural and human-caused, that could affect collections and describe the phases of emergency management.

7. Propose a preservation program for analog, including the elements of a digital reformatting operation.

GRADING
Attendance and class participation (20% of grade)
3 short assignments (20% of grade)
Semester project and presentation (30% of grade)
Mid-term or final exam (30% of grade)

REQUIRED TEXTS
http://www.nedcc.org/resources/leaflets.list.php

RECOMMENDED TEXTS
Conserve O Grams. (Washington, DC: National Park Service, various dates)
http://www.cr.nps.gov/museum/publications/conserveogram/cons_toc.html
Short and focused technical leaflets on a wide range of conservation topics. All are available full text online.
**Course Schedule**

Note: Dates are for Fall 2014. Dates of class meetings, assignment due dates, and holidays will vary depending on the first day of class (often a week earlier) and holidays (Labor Day, Thanksgiving).

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<th>Assignment Due</th>
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| 8/19 | **1. Introduction and Context for Archives Preservation**  
Overview of, and historical context for, the preservation of cultural heritage in its broadest sense and the preservation of collections more specifically. While the emphasis will be on archival collections, the basic principles here apply to cultural sites, museum artifacts, and other “non-library” materials.  
*Your should be able to*  
- Outline the reasons for preserving cultural heritage.  
- Explain the types of value that apply to all collections.  
- Define the term “original record”  
*Readings*  
http://www.heritagepreservation.org/HHI/index.html  
Ritzenthaler, Chapter 1: Archives Preservation: Definitions and Context, p. 1-7. | **In Class Exercise:**  
Read and discuss HHI report |
Basic concepts about the physical nature of paper-based collections. Students will examine the variety of materials found in paper-based collections and consider how these materials are made, how their inherent characteristics contribute to their deterioration.  
*You should be able to*  
- Outline the history of paper and the basic structure of composite, paper-based materials  
- Name the agents of paper deterioration and recognize across a wide range of materials  
*Required Readings*  
Ritzenthaler, Chapter 3: Archival Materials as Physical Objects, p. 43-94  
Ritzenthaler, Chapter 4: Causes of Deterioration and Damage. p. 95-107. | **Assignment 1**  
Short Paper One: Annotated Bibliography  
Due date: Class 4  
*In Class Exercise:*  
Watch videos and discuss |
For Discussion

Watch:
- Making hanji: Korean papermaking by Shin Hyun She, http://youtu.be/1_nWOQII0ODk
- Papermaking at Twinrocker, http://www.youtube.com/watch?v=vcM2rnN4iiU

Review

9/2

3. Nature and Deterioration of Non Print Materials

The basic structure, composition, and deterioration of photographic materials, sound recordings, audio and video magnetic tape media, and optical media.

You should be able to
- Identify broad categories of non-print archival materials
- List the nature of deterioration of non-print materials
- Outline the basic components of a photograph

Required Readings


Suggested Reading

In Class Exercise:
Group led discussion of the required readings (2 groups).
4. Environment and Building Concerns
Discussion will focus on ways in which environmental factors contribute to material deterioration. Methods and best practices for monitoring these environmental factors will be reviewed.

You should be able to
- Name the recommended environmental levels for temperature, humidity, and light.
- Discuss the methods of monitoring environment and how to interpret the data.
- List the basic concepts of fire protection and safety, and the damage to records caused by pests and mold.

Required Readings
Ritzenthaler, Chapter 5: Creating a Preservation Environment, p. 108-151.
Pacifico, Michele F. and Thomas P. Wilsted, Archival and Special Collections Facilities, Chapter 3: Archival Environments, by Ernest A. Conrad, p. 31- 43. (Copy provided in Class 4 folder on GA View.)

Suggested Reading
Assignment 1 Due
Assignment 2
Condition Assessment
Due Class 9
In Class Exercise:
Group Case study: Environmental Monitoring
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| 9/16  | **5. Collections Care 1: Storage and Housing Options** | This class focuses on storage and housing options for the variety formats present in most archival collections.  
*You should be able to*  
- Identify recommended storage container for each type of collection format  
- Outline the desirable qualities and materials used to construct preservation supplies/housing materials, and identify the related industry standards  
- Describe proper furniture for housing archival collections.  
- Learn strategies for working with vendors and making cost effecting purchasing decisions  
*Required Readings*  
Ritzenthaler, Chapter 7: Storing and Housing Archival Materials. p. 173-221.  
Assign Term Project:  
How to choose an Institution. (Name of institution & contact due by Class 10)  
(Term Project Due Dec 9)  
In Class Exercise: Paper vs. Plastic group discussion |
| 9/23  | **6. Collections Care 2: Handling and Care of Archival Materials** | Discussion will center on non-damaging techniques for handling of materials during processing, scanning, and use that minimize damage.  
*You should be able to*  
- Demonstrate non-damaging techniques for handling collections during the work of processing and making archival collections accessible  
In Class Exercise:  
Group Case study: Exhibit Policy |
- Understand how exhibition practices impact the preservation of materials
- Outline best practices and policies guiding the use of materials by researchers that minimize damage.

Required Readings
http://www.nedcc.org/resources/leaflets.list.php
http://cool.conservation.us.org/jaic/articles/jaic44-03-008_index.html

Suggested Reading

9/30 7. In class Midterm

10/7 8. Collections Treatment Options
Provide students with a basic understanding of issues and available approaches to the conservation treatment of archival collections.

You should be able to
- Understand the difference between techniques that can performed safely by staff members versus treatment that should be performed by professional conservators.
- Outline the decisions involved in selecting materials for conservation treatment
- Learn how to contract with a professional conservator

Required Readings
Ritzenthaler, Chapter 10: Conservation Treatment. p. 331-369.

NO CLASS – FALL BREAK (10/14)
9. Copying and Reformatting

The class focuses on the historical, organizational, and technical aspects reformatting technologies used in libraries and archives. The challenges associated with preserving digital objects over time will be introduced.

You should be able to
- Understand reformatting and copying techniques used in archives, with an emphasis on digital imaging of paper and non-paper records
- Learn the steps involved in reformatting records and making them accessible.
- Introduce the issues associated with creating, maintaining and preserving objects in a digital environment

Required Readings
Ritzenthaler, Chapter 9: Copying and Reformatting, p. 301-330.

Suggested Readings
http://liber.library.uu.nl/publish/issues/2008-3_4/?000263
http://www.clir.org/pubs/abstract/pub141abst.html

Assignment 3
Short paper: Reading Response
(Due Class 12)

10/28 10. Digital Conversion & Access

You should be able to
- Learn about differing types of scanning equipment and their uses.
- Observe equipment in operation
- Learn the key aspects of workflow and tracking material through a scanning operation.

Required Readings
SKIM:
Association for Library Collections and Technical Services, Preservation and Reformatting Section. Minimum Digitization Capture Recommendations. June 2013)
http://www.ala.org/alcts/resources/preserv/minimum-digitization-capture-recommendations

Due: Submit institution & contact selected for final project
11/4 **11. Emergency Preparedness**
This class explores disaster prevention, preparedness, and planning. Students will be introduced to the basics of each of these topics, and they will learn how to prepare an institutional disaster plan.

**You should be able to**
- Define the phases of emergency response and how they apply in an archival setting
- Understand the steps in responding to and recovering from both local and regional disasters
- Outline the components of an institutional emergency plan

**Required Readings**
- Council of State Archivists, Pocket Response Plan (PReP).
  
  [http://www.statearchivists.org/prepare/framework/prep.htm](http://www.statearchivists.org/prepare/framework/prep.htm)

**SKIM:**
  
- Georgia Archives. Records Disaster Response Plan Template.
  

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11/11 **12. Emergency Recovery**
This class explores phases of responding to an emergency. Provides an overview of salvage techniques of records found in archival repositories. Also covered, the remediation and prevention of a mold outbreak.

**Required reading**

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**In Class Exercise:**
- Group Case study: Storage Conundrum

**In Class Discussion:**
- Wet Collection Recovery, watch HP video
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| 11/18 | **13. Preservation Management** | Discussion focuses on how to integrate preservation into other archival functions such as accessioning, processing, and exhibition. Collaborative models and advocacy activities in preservation and digitization are also highlighted.  
**You should be able to**  
- Understand the different types of needs assessments and surveys, their application, and available tools  
- Outline preservation program elements and staffing models  
- Preservation policy development and components  
- Discussion of preservation budget models and grant opportunities  
- Strategies for integrating preservation into archival functions  
- Outline preservation advocacy and outreach methods  
**Required Readings**  
Ritzenthaler, Chapter 2: Implementing a Preservation Program, p. 9-42.  
http://archivists.metapress.com/content/0u5455873x028061/fulltext.pdf  
| 11/25 | **14. Term Project Final Presentations** | Students will give a formal presentation outlining work on their final term project. Plan for 15 minutes per student. |
| 12/2 | **15. Term Project Final Presentations** | |

**In Class Discussion**  
Case Study: Setting priorities
Students will give a formal presentation outlining work on their final term project. Plan for 15 minutes per student.

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<td><strong>16. Final Term Project Due</strong></td>
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