SIMMONS COLLEGE

GRADUATE SCHOOL OF LIBRARY AND INFORMATION SCIENCE

LS 439_20 Preservation Management in Libraries & Archives
Fall Term 2008

Class Hours: Saturday 1:15 – 4:15: Library 618
Instructor: Rachel Onuf
Office Hours: By appointment
Email: onuf@simmons.edu

Course Description:
This course is an introduction to the fundamental principles of library and archives preservation. As an introductory course, students will become acquainted with the nature and deterioration of library and archival materials, collections care, analog and digital reformatting, conservation, disaster planning, and issues in digital preservation by considering real-life examples and studying the professional literature.

Course Structure:
- September 6: Introduction to Preservation
- September 13: no class
- September 20: Context for the Cultural Record
- September 27: Structure and Deterioration of Paper Based Materials
- October 4: Structure and Deterioration of Non-Paper Based Materials
- October 18: Building-wide Concerns, Holdings & Stack Maintenance, Housing
- October 25: Exhibits, Staff & User Education, Surveys and Assessments
- November 1: Treatment Options: Field Trip to UMASS
- November 8: Preservation Reformatting
- November 15: New England Archivists meeting
- November 22: Creating Sustainable Digital Collections
- December 6: Disaster Planning
- December 13: Building a Preservation Program

Course Outcomes:
At the end of this course, students will be able to:
- Demonstrate an understanding of the nature and structure of library and archival materials.
- Identify agents of deterioration of library and archival materials, as well as accepted preservation functions that help mitigate deterioration.
- Explore treatment and reformatting options available to librarians and archivists.
- Distinguish issues and emerging trends in digital preservation.
- List the components of a preservation program and describe how they can be incorporated into an organization's policies.
• Identify issues in digital preservation, and the role of preservation in ensuring continued access to information.
• Recognize preservation as a central function that has implications throughout libraries or archives.

The course will address Simmons Student Learning Outcomes 1, 4, 5, 7, 8, and 10.

**Course Requirements:**
- Preparation of weekly reading assignments
- Full participation in class discussion and exercises
- Completion of written article analysis
- Completion of term project

Students are expected to abide by the College honor code and must satisfactorily meet all the requirements described in the syllabus. Extenuating circumstances or other valid reasons for not making up the course assignments will be considered by the instructor, but the student will be required to provide evidence of the severity of the circumstances preventing the student from completing the assignments. Unexcused late submissions of assignments will lead to a half reduction in your grade each day the assignment is late.

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you have a disability and anticipate that you will need a reasonable accommodation in this class, it is important that you contact the Director of the Academic Support Center at 617-521-2471 early in the semester. Students with disabilities are also encouraged to contact their instructors to discuss their individual needs for accommodations.

**Grading:**
Class attendance, discussion, and participation in exercises – 25%
Weekly written discussion questions/comments – 10%
Written article analysis – 10%
Acronym assignments – 10%
Grant proposal assignment – 10%
Quizzes – 10%
Oral presentation of term project in class – 5%
Term project – 20%

A "B" or "B+" grade constitutes fully satisfactory work; such a grade means that the student has met the requirements of the course. An "A" or "A-" grade means that the student has exceeded expectations. A grade of less than "B" means the student has not met the requirements of the course.

**Class Participation:**
Discussion of the readings each week contributes ideas, understandings, and questions about class topics. The students not only learn from the instructor but from each other. It is expected that all students will complete the readings before class and participate
actively in class discussions and activities. Your grade will reflect the level of your participation in class discussion and exercises as well as your attendance.

In addition to the weekly readings, you will be expected to skim through the Conservation Distribution List that I will forward to you.

**Homework assignments:**

**Each week by Friday 5 PM** you need to submit at least one question/comment based on the readings for that week to the elearning discussion list. Please read your colleague's contributions before class and be prepared to discuss.

There will be several short assignments given throughout the course, many of which we will also share with each other through elearning. The intent is to reinforce the concepts that we will read about and discuss and you will be graded on the quality of your ideas, mastery of the terminology, and writing ability.

**Quizzes:**
These will be short and hopefully sweet checks on What You Have Learned.

**Term Project:** You may choose one of the following:
- Preservation survey for some or all of the collections of a real institution or agency using the "Assessing Preservation Needs: A Self-Survey Guide"
- Disaster plan for a real institution or agency
- Proposal for a preservation education program for staff and/or the public for a real institution or agency

Please e-mail me a brief description of the type of project you propose to undertake. Topics are due by **October 18th**.
A one-page interim report on how the work on your term project is progressing is due **November 8th**.
Term project is due **December 6th**.
You will give a presentation of your term project in class on **December 6th or 13th**.

Students must use real institutions or agencies for doing surveys, plans, and proposals. The model agency may be a library, media center, learning center, information center, or archives in which the student works or to which he or she has access. If the institution is very large, the student may choose to observe part of the collections and its related physical environment. *Preservation surveys* must include the completed survey worksheets from "Assessing Preservation Needs: A Self-Survey Guide" as well as a written evaluation and discussion of the information collected on the worksheets with recommendations of the first steps to be taken as a result of analyzing this information. *Disaster plans* and *preservation education proposals* must include an assessment of needs, descriptive data on the collections
involved, staff/user needs and behaviors, environmental issues, personnel, projected costs, and an evaluation for the proposed disaster plan or education program.

All term projects must be prepared in a professional style, following the instructions of a standard style manual (such as the Chicago Style Manual), typewritten/word processed in 12 point font, and double-spaced. Both the quality of your ideas as well as the manner of your presentation will be taken into consideration when assigning a grade.


This course is based on the "Preservation Education for 21st Century Librarians" (that's you!) curriculum developed by the Northeast Document Conservation Center (NEDCC) in partnership with GILSIS. They were awarded an IMLS "Librarians for the 21st Century" grant to produce, test, and disseminate planning tools for a preservation curriculum that can be widely used in library schools. The content for the three-year project, which began in January 2005, has been developed by an advisory committee composed of leaders in the field of preservation.
COURSE SYLLABUS

September 6: Introduction to Preservation

Assignment due: Oral presentation of preservation-related article to class

September 20: Context for the Cultural Record

Assignment due: Acronyms number one

Required readings
THE IMPORTANCE OF CONTEXT


PHYSICAL ASPECTS OF CONTEXT


PRESERVATION OF CONTEXT

September 27: Structure & Deterioration of Paper-Based Materials
Assignment due: Written article analysis
Select a recent article from the professional literature that is not included in the syllabus on any topic related to this course that is of particular interest to you and prepare a 2 to 3 page written analysis (not regurgitation!) of the contents. Give your reasons for choosing this particular piece and respond to the points raised by the author.

Required readings


Dip into:
ICON Conservation Register http://www.conservationregister.com/index.asp?id=1

Ink Corrosion Website http://www.knaw.nl/ecpa/ink/index.html

October 4: Structure & Deterioration of Multi-Media Materials

Assignment due: Acronyms number two

Required Readings
Overview

Photographic Film – Still Images and Motion Picture Film


Sound Recordings


Audio and Video Magnetic Media
Videotape Identification and Assessment Guide, provided by the Texas Commission on the Arts, available online at http://www.arts.state.tx.us/video

Optical Discs

October 11: COLUMBUS DAY HOLIDAY

October 18: Building-wide Concerns, Holdings & Stack Maintenance, Housing

Assignments due: expect a quiz, email final project topic, supply order exercise

Required Readings
Building-wide Concerns


Dip into:
Image Permanence Institute. www.imagepermanenceinstitute.org
Holdings & Stack Maintenance


Housing


October 25: Exhibits, Staff & User Education, Surveys and Assessments

Assignment due: BRIEF oral presentation of staff & user education article to class

Required Readings
Exhibits

Staff & User Education

Surveys and Assessments


November 1: Treatment Options

Assignment due:  Grant proposal memo
Field trip to UMASS

Required Readings


November 8: Preservation Reformatting

Assignment due:  One page interim report on final project

Required Readings
http://preserve.harvard.edu/guidelines/reformattingprinciples.html


November 15: New England Archivists Meeting:  
For All Time (And in All Media?): Preserving Cultural Heritage in New England

November 22: Creating Sustainable Digital Collections

Assignment due: expect a quiz

Required Readings:  

http://www.clir.org/pubs/abstract/pub103abst.html

http://nedcc.org/oldnedccsite/digital/dighome.htm
[https://publications.techsource.ala.org/products/archive.pl?article=2614](https://publications.techsource.ala.org/products/archive.pl?article=2614)

Erik Moore, “Post-Archives: How Technology, Aesthetics, and Economies of Scale Challenge Our Ethical Standards” Paper presented at SAA 2008; url or file TBA.

** Dip into:**  

**November 29: THANKSGIVING HOLIDAY**

**December 6: Disaster Planning**

**Assignment due:** Term project  
*In class:* Student presentations


[http://aic.stanford.edu/sg/bpg/annual/v07/bp07-10.html](http://aic.stanford.edu/sg/bpg/annual/v07/bp07-10.html)


NEDCC, *Disaster planning Technical Leaflet*  

SOLINET *Disaster Prevention and Protection Checklist*.  
[http://www.solinet.net/~media/Files/SolinaPreservation%20Files/disasterprevention.htm](http://www.solinet.net/~media/Files/SolinaPreservation%20Files/disasterprevention.htm)

*Syracuse University Library Disaster Plans*  
[http://library.syr.edu/information/preservation/displan/displan.htm?print](http://library.syr.edu/information/preservation/displan/displan.htm?print)

**December 13: Building a Preservation Program**

*In class:* Student presentations
Required Readings

