LIS 619  Preservation Management Fall 2008 Syllabus

“The mortality of all inanimate things is terrible to me, but that of books most of all.”
William Dean Howells, 1937-1920, American author and literary critic.

Instructor  Deborah  F. Dunn

Office  Hamilton Library, Preservation Department, room 552
Book Conservation Lab

Tel  office: 956-2471

Email  ddu11n@hawaii.edu

Location  Most classes in Room 301. Check the weekly schedule for other locations.

Schedule  Thursday, 5:00 – 7:40
No class on Nov 27th

Office hours  Monday and Wednesday, 1:30 to 3:30. Room 552.
Email for appointments outside of office hours.

Description of Course
An introduction to current practices, issues, and trends in the preservation of a variety of materials in libraries and archives, with an emphasis on integrating preservation ethics and practices throughout an
institution's operations. The course is a composite of team presentations, lectures, readings, guest speakers who are leaders in the preservation field in Hawai‘i, short assignments, field trips and a final research project.

Pre-Requisite: None

Library and Information Science Program Learning Objectives
- Demonstrate the professional attitudes and interpersonal and interdisciplinary skills needed to communicate and collaborate with colleagues and information users;
- Demonstrate an understanding of the history, philosophy, principles, policies and ethics of library and information science;
- Demonstrate an understanding of the principles of Preservation administration applicable in libraries, archives, and information centers;
- Demonstrate basic competencies required for program development in particular information environments.

Instructor’s Expectations
Students are expected to fully participate in every class and approach this course with enthusiasm and curiosity. Equally important, I expect students to conduct themselves with integrity in all interactions with colleagues. Please refer to the document, Professional Expectations Notice for LIS Graduate Students at UH: http://www.Hawaii.edu/SLIS/students/profexp.html

Course Learning Objectives
- To build a framework for considering the range of issues involved in preserving collections, in various formats, as information and/or artifact.
- To encourage development of a high level of professionalism in library, archives and museum careers.
- To build a preservation consciousness as an essential component in the management of libraries and to encourage students to undertake leadership roles in the preservation field.
- To foster an appreciation of the book, manuscript formats and non-paper formats, and explore the history of attempts to preserve information and knowledge.

Teaching Philosophy
I believe that every library, archivist and curator must be aware of basic preservation principles. Appropriate and consistent collections management will result in a positive impact on a library budget, increased access for users, and the preservation and stabilization of irreplaceable cultural and literary resources. I have structured the course content to act as a springboard for group discussions and exploration in a shared learning environment.

Assignments
Written assignments are due at the end of the class period on the due date. Two points will be deducted each day for late assignments. An explanation of each assignment follows:
The Preservation Fan   (10 points)
Create a fan that demonstrates one or all of your preconceptions about preservation management. Use any media and exercise your imagination and creative impulses. Each student will display and talk about their fan in class on September 4th.

Team leader presentations  (25 points)
Sign up for a topic of interest in class on September 4th. Students will work in groups. Part of this assignment is to learn to complement each other, communicate, share the responsibilities of the presentation and deliver the information to the class with confidence. Each presentation will be allotted 45 minutes. Various due dates.

7 - 21 Preservation education directives  (15 points)
Create a product that informs an intended audience about preservation. Begin by choosing a library, archives or museum setting. For example, address the student in an academic library, a family in the public library, a genealogist in a county archives, or an historian in a museum library. The product can be any size or media and should include 7 - 21 key preservation points about handling collections with preservation in mind. Using more directives doesn’t automatically raise a grade; the impact of communication and understanding is the key. The directives should be clear and palatable to the intended audience. Students will share their assignments in class. Due October 30.

Research Project  (30 points)
Select a subject for in-depth exploration. Project suggestions are a research paper, fundraising proposal, short film, disaster preparedness plan, or a condition survey. Research methods utilized may be case study, instructional design, interviews, survey research, and usability study. Talk to me about the project and hand in a bibliography of resources on November 13th. Papers should be no more than 15 pages, double-spaced in 12 pt font. Include bibliography of references with a minimum of six sources. You may use one of the class readings as a reference. All projects will be presented on December 11, the last day of class, before handing in to instructor.

Attendance, preparation and participation  (20 points)
Attendance is required. Students should complete all required readings before class. Listen, ask questions, offer points of view for discussion. Participation is extremely important to the learning environment.

Grading
All written and oral presentations will be graded on both content and style. For oral presentations, content and style relates to the organization and depth of the material, the quality of the delivery, and the appropriate use of handouts and visual aids. With respect to written work, a grade will reflect the quality of the research, organization of the material, spelling, and general appearance. Assignments handed in late will have two points deducted per day. Course grades are assigned upon a full semester’s completion and will be determined by a combination of the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due date</th>
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<tbody>
<tr>
<td>The Preservation Fan</td>
<td>10</td>
<td>September 4</td>
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3
Team presentations 25 various
  Paper and Books September 25
  Security October 2
  Preservation Surveys October 9
  Reformatting October 23
  Exhibitions November 13

7 - 21 Preservation Directives 15 October 30
Research Project 30 December 11
Attendance, preparation and participation 20

Grading:
  100-97 points = A+
  96-93 points = A
  92-89 points = A-
  88-86 points = B+
  85-82 points = B
  81-79 points = B-
  78-76 points = C+
  75-72 points = C
  71-69 points = C-
  68-66 points = D+
  65-62 points = D
  61-59 points = D-

Readings
I have not required the purchase of a textbook. Information about Preservation Management comes from many good, reliable sources. I’ve selected some of the best and most provocative to introduce students to the literature. There will be several readings from Sherelyn Ogden’s book *Preservation of Library & Archival Materials*. The chapters can be read online or printed. A copy of the book is available from the Northeast Document Conservation Center, for $50 plus S&H.
http://www.nedcc.org/resources/leaflets.list.php

Other required readings are listed on the syllabus and links are provided when available. ER= Electronic reserve under the course title.

Additional readings are helpful to the student’s understanding of the topics, but not required.

Helpful Websites
The Archival Products newsletter is specifically written for libraries and published quarterly. The articles are written by preservation librarians and archivists.
http://www.archival.com/newsletters/index.shtml
CoOL, a project of the Preservation Department of Stanford University Libraries and Academic Information Resources, is a full text library of conservation information, covering a wide spectrum of topics of interest to those involved with the conservation of library, archives and museum materials. http://palimpsest.stanford.edu/


Technology requirements
Use a computer to complete written assignments. Students may locate readings in Voyager under electronic reserve.

Class etiquette
Arrive on time
Turn off cell phones
Speak cordially and respect the opinions of colleagues
On field trips, follow the rules presented by the archivists, curators and librarians at each site.
LIS 619  Course Schedule   August 28 to December 11, 2008

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<thead>
<tr>
<th>Date</th>
<th>Class Content</th>
<th>Readings</th>
<th>Assignment Due</th>
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<tr>
<td>Room 113</td>
<td>Glossary of Terms</td>
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<td>Develop a Preservation Consciousness</td>
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<td>Date</td>
<td>Location</td>
<td>Event Description</td>
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| Sept 18  | Hawaii State Archives | Site Visit: Behind the scenes at Hawaii State Archives  
Arrive promptly at 5:00 to sign in.  
Free parking in metered spaces after 4:00 PM.  
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<tr>
<th>Sept 25</th>
<th>Paper and Books</th>
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**Additional readings**


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<tr>
<th>Date</th>
<th>Room</th>
<th>Team Leaders</th>
<th>Presentation II:</th>
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<tbody>
<tr>
<td>Oct 2</td>
<td>Room 301</td>
<td>Security</td>
<td><strong>Security</strong></td>
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http://www.ala.org/acrl/acrlstandards/securityrarebooks.cfm

http://www.nedcc.org/resources/leaflets/3Emergency_Management/01ProtectionFromLoss.php


**Additional readings**
**Team Leaders Presentation III:**

**Preservation Surveys**

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<tr>
<th>Oct 9</th>
<th>Room 301</th>
<th>Preservation Planning</th>
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**Additional Readings**


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<th>Date</th>
<th>Location</th>
<th>Topic</th>
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<tr>
<td>Date</td>
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<td>Oct 30</td>
<td>Preservation Department Disaster Preparedness</td>
<td>Guest stars: Lynn Davis, Head, Preservation Dept Kyle Hamada, Disaster Response, Pest Management Christine Takata, Preservation Reformatting and Digital lab Arrange transportation to Bishop Museum for next week’s class</td>
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<td><strong>DUE:</strong> 7 – 21 Education Directives</td>
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**Additional Readings**
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<tr>
<td>Nov 27</td>
<td>HOLIDAY!</td>
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Check the website: Museum and Library Services (IMLS) at [http://www.imls.gov/applicants/name.shtm](http://www.imls.gov/applicants/name.shtm)  

| Dec 11 Room 552 | Present Research projects in class | No readings | **DUE: Research Projects** |