**INF 385T: Exhibits in Cultural Heritage Institutions**

**Spring 2018**

**Unique Number: 27309**

**Instructor:** Karen L. Pavelka

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**Course Meeting Times**

Wednesday, noon - 3:00, 1.506B

**Course Description**

Exhibits are a fundamental element of libraries, archives and museums. This class will take students through all phases of the exhibit process including selecting, assessing and transporting materials; designing, preparing, installing and taking down the exhibit; and preparing facilities and condition reports.

By the end of the course students will be able to:

* Understand the function and importance of exhibits to institutions
* Understand the risks to materials on exhibit
* Anticipate risks and intervene accordingly
* Understand all phases of the exhibit process

**Course Requirements**

There are no pre-requisites for this class. Students are expected to attend all classes and complete all reading assignments before each class meeting. There will be several off-site class meetings.

**Assignments**

Please submit all assignments as a Word doc titled with your last name, underscore, and a one word description of the assignment, for instance: pavelka\_critique. All assignments are due at midnight on the due date; if you have a legitimate reason for an assignment to be late please let me know as early as possible.

***1. Exhibit critique***

***Assign January 23, Week 1; Due February 6, Week 3***

Two local exhibits will be selected for review. Students will assess the exhibits for educational value, attractiveness, security, public engagement and other factors. They will then write a two page summary of the strengths and weaknesses of each venue, comparing the two and suggesting where improvements might be made.

* *Women and their work*
* *Kowboyz and Monsters* [*http://glasstire.com/events/2018/01/09/kowboyz-monsters/*](http://glasstire.com/events/2018/01/09/kowboyz-monsters/)

***Grading criteria for exhibit critique***

Understanding the educational or entertainment value of the exhibits

Detailing the differences between the exhibits

Suggesting reasonable improvements

Description of materials on exhibit

***2. Materials selection***

***Assign February 13, Week 4; Due February 27, Week 6***

Preparing exhibits involves matting, framing support boards, pedestals and other supports. All these must be made of conservationally sound materials, that is, materials that will not cause physical or chemical harm to the objects on display. Students will view HRC exhibit *The rise of everyday design*, make note of all the housings and supports, and find suppliers and costs for those materials.

The class will split into two groups. The first group will calculate costs for preparing the exhibit in house. The second group will assume only minimal capacity in the institution, that is only things that can be done without specialized equipment, and calculate costs for contracting with an outside vendor.

Please cite your sources for materials. You may wish to comment on the appropriateness of the materials. You are encouraged to share information and opinions, but each person will write their own summary.

***Grading criteria for materials selection***

Thoroughness of list of materials

Accuracy of identification

General observations

***3. Controlling environments with silica gel***

***Assign February 13, Week 4; Due March 6, Week 7, or any time before***

Microclimates are often used to protect very sensitive objects that are displayed. These can be as sophisticated as cases with enclosed HVAC apparatus or as simple as enclosures with passive buffers. Silica gel is commonly used to target a specific RH.

Each student will be given a packet of silica gel, a digital hygrometer and a plastic container. The silica gel will be conditioned to a specific RH.

***Grading criteria for silica gel***

Did you achieve the target?

Did you avoid melting the Tyvek?

***4. Facilities report Due February 28 Week 7***

A facilities report is a document shared between lending and borrowing institutions that describes and evaluate all facets of the environment that will have an impact on the preservation, safety and security of the objects on exhibit. There are many examples of these available. Students will select one template for a report and fill it out for UTA.

***Grading criteria for facilities report***

Accuracy of information

Thoroughness of information

***5. Exhibit space design***

***Assign January 30, Week 2; Due March 6, Week 7 (date may change)***

The ante room, 1.506 is going to be converted to be used as an exhibit space. Students will design the space, select the furniture, lighting and any equipment we need to make the space work. You will need to stay within our allocated budget.

The class will divide into groups and each group will submit a proposal. On March 6 you will submit the designs and they will be evaluated by a group of judges. We will order furniture, supplies, etc. depending on what the judges decide.

As long as there are at least two groups, you may decide how many groups you want and who will be in each group. If you want to be a group of one, that’s fine. However, after the groups are selected there will be no whining or complaining. Each student will submit a separate statement about their role in the project.

***Grading criteria for exhibit space design***

Aesthetics of design

Practicality of design

Cost efficiency

***6. Final exhibit***

***Installation April 17, Week 12***

***Deinstallation May 8, Week 15***

***Summary due May 2, Week 15***

Students will mount an exhibit in the front of the Paper Lab or the Ante Room. After three weeks it will be taken down and all materials returned. Each student will write a short summary describing their role in the exhibit, the greatest strength of the exhibit and the largest flaw.

***Grading criteria for final exhibit***

The final exhibit will be assessed for aesthetics, intellectual value, and attractiveness. Assessment of the exhibit will include preparation, design, installation and de-installation. Each students' level of participation will be evaluated.

**EVALUATION**

Exhibit critique 15 points

Facilities report 10 points

Materials selection 15 points

Controlling environments with silica gel 10 points

Augmented reality 10 points

Final exhibit 20 points

Class participation 20 points

I will use the following schedule as the basis for calculating grades: A=95-100, A-=89-<95, B+ = 84-<89, B=79-<84, B-=74-<79, C+=69-<74, C=64-<69, C-=60-<64, F=<60. Grades will be reduced by 2 points for every day they are late unless prior arrangements have been made.

**SUGGESTED TEXTBOOKS**

**ANNOUNCEMENTS**

**University of Texas Honor Code**

Every student is expected to abide by The University of Texas Honor Code which should be read and understood before taking any class. It can be found here: <http://www.engr.utexas.edu/undergraduate/forms/462-university-of-texas-honor-code>

**Policy on Academic Integrity**

Plagiarism will not be tolerated. You may fail the course, and/or be dismissed from the School of Information and/or the University if you are found plagiarizing. UT has a tutorial describing plagiarism here: <http://www.lib.utexas.edu/services/instruction/learningmodules/plagiarism/>

**Documented Disability Statement**

A student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities at 512-471-6259 (voice) or 512-232-2937 (video phone) or <http://diversity.utexas.edu/disability/> Please let me know about anything that will help you succeed whether or not it is related to any disability.

**Use of email for official correspondence**

Email is recognized as an official mode of University correspondence. I will assume that you have read anything I send by email and have contacted me with questions if it is not clear.

**Religious Holy Days**

You must notify me at least fourteen days in advance of any absence or accommodation for a religious holy day. We will determine an appropriate substitute on a case by case basis.

**COURSE SCHEDULE**

**Week 1 - January 23**

**Introduction/Ground rules *Assign exhibit critique***

**Assess collection and space** ***Assign liaison to Paper Lab Class***

Select groups

Assess space and begin designs

**Readings:**

AIC WIKI. (n.d.) Exhibition standards and guidelines. <http://www.conservation-wiki.com/wiki/Exhibition_Standards_%26_Guidelines> Read Introduction and Exhibit Planning Phase.

Exhibits equipment and furniture catalogs.

**Week 2 - January 30**

**Overview of tools and materials**

**Readings:**

AIC WIKI. (n.d.) Exhibition standards and guidelines. <http://www.conservation-wiki.com/wiki/Exhibition_Standards_%26_Guidelines> Read Exhibit Design Phase.

**Week 3 – February 6 *Exhibit critique Due***

**Preliminary design for exhibit in paper lab**

Selected documents

Auxiliary materials to be used

Mounting and displaying objects

Initial design for space

Outreach and advertising

Bells and whistles

**Readings:**

Lankester, P., & Thickett, D. (2013). *Delivering damage functions in enclosures*. In J. Ashley-Smith, A. Burmester, & M. Eibl (Eds.), *Climate for collections: standards and uncertainties* (pp. 337-348). London, UK: Archetype. (Original work published 2013) (Hard copy in 1.506)

Pressler, J. (2012). Mount challenges and solutions for Native Alaskan objects for a study collection in an earthquake zone. *Journal of the American Institute for Conservation*, *51*(1), 85-98. (Hard copy in 1.506)

**Week 4 - February 13  *Assign silica gel boxes***

**Microclimates in exhibits**  
**Readings:**

Beiner, G. G., Lavi, M., Hadas, S., Rossin, A., Lev, O., Gun, J., & Rabinovich, R. (2015). Oddy tests: adding the analytical dimension. *Collection forum*, *29*(1-2), 22-36. (On Canvas)

Lattuati-Derieux, A., Egasse, C., Thao-Heu, S., Balcar, N., Barabant, G., & Lavédrine, B. (2013). What do plastics emit? HS-SPME-GC/MS analyses of new standard plastics and plastic objects in museum collections. *Journal of cultural heritage*, *14*(3), 238-247. (On Canvas)

Romano, F., Colombo, L., Gaudenzi, M., Joppolo, C. M., & Romano, L. P. (2015). Passive control of microclimate in museum display cases: a lumped parameter model and experimental tests. *Journal of Cultural Heritage*, *16*(4), 413-418. (On Canvas)

Thickett, D., & Short-Traxler, K. (2010). Practical application of sorbents. In P. Mardikian, C. Chemello, C. Watters, & P. Hull (Eds.), *Metal 2010: proceedings of the interim meeting of the ICOM-CC Metal Working Group* (pp. 414-420). Clemson, SC: Clemson University. (Original work published 2010) (Hard copy in 1.506)

Weintraub, S. (2002). Demystifying silica gel. <https://www.talasonline.com/images/PDF/ProductInformation/silica_gel_info.pdf>

**Week 5 - February 20**

**Visit HRC (confirmed; email Cathy 12/18/18)**

**Readings:**

AIC WIKI. (n.d.) Exhibition standards and guidelines. <http://www.conservation-wiki.com/wiki/Exhibition_Standards_%26_Guidelines> Read Introduction and Exhibit Fabrication Phase.

Byne, L. S. G. (2015). The corrosion of shells in cabinets. In S. Staniforth (Ed.), *Historical perspectives on preventive conservation* (pp. 276-285). Los Angeles, CA: GCI. (Original work published 1899) (Hard copy in 1.506)

Grøntoft, T., Lankester, P., & Thickett, D. (2015). Reduction of acidic pollutant gases inside showcases by the use of activated carbon adsorbers. *e\_Preservation science*, *12*, 28-37. Retrieved from <https://pdfs.semanticscholar.org/3d4f/1fc356a24ca84a3d080c688d310454b6b0ed.pdf>

**Week 6 - February 27 *Materials selection Due***

**Exhibits prep: Mat cutting and labels**

**Week 7 – March 6 *Facilities report Due***

***Controlling environments with silica gel Due***

**Visit Warfield Center Galleries (Not confirmed; Contact Kendyll Gross)**

**Readings:**

Edquist, L. S., & Stauderman, S. (2015). Lighten up: Enhancing the visitor experience. *Book and Paper Annual*, *34*, 140-150. (Hard copy in 1.506)

Korbel, B. (2014). Mounting paper objects for the permanent exhibition at the German Historical Museum Berlin. *Restaurator*, *35*(3-4), 249-264. (On Canvas)

*John L. Warfield Center for African and African American Studies.* [*https://liberalarts.utexas.edu/caaas/*](https://liberalarts.utexas.edu/caaas/)Look over entire website.

**Week 8 - March 13**

**Present exhibit space plans**

**SPRING BREAK - MARCH 20**

**Week 9 - March 27**

**Facilities reports, condition reports and loan agreements**

**Readings:**

AAM Registrar's Committee.(2008). *General Facilities report*. (On Canvas)

Guidelines for reviewing a borrower's facility report. (2016). Retrieved December 18, 2017, from <http://library.harvard.edu/guidelines-reviewing-borrowers-facility-report>

Instructions for Fletcher

<https://utischool.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=24645dfc-3883-4232-8ace-a96600e1be9a>

Lending for Europe 21st century. (2015, October 9). Retrieved December 18, 2017, from <http://www.lending-for-europe.eu/documents/facilitycondition-reports/>

*General facility report*. (2008). Retrieved December 18, 2017, from <http://www.polishmission.com/wp-content/uploads/2013/05/aam-general-facility-report.pdf>

*Standard facility report*. (1998). Retrieved December 18, 2017, from <http://sceti.library.upenn.edu/dreyfus/docs/Standard_Facility_Report.pdf>

Lafuente, D., Cano, E., Llorente, I., Crespo, A., Künne, J., & Schieweck, A. (2013). The effects of organic pollutants on metals in museums: Corrosion products, synergistic effects and the influence of climatic parameters. *Metal 2013 Edinburgh, Scotland: 16th-20th September 2013: interim meeting of the ICOM-CC Metal Working Group*, pp. 233-237. (On Canvas)

Nunberg, S., Eckelman, M. J., & Hatchfield, P. (2016). Life cycle assessments of loans and exhibitions: Three case studies at the Museum Fine Arts, Boston. *Journal of the American Institute for Conservation*, *55*(1), 2-11. (Hard copy in 1.506)

*UKRG standard facility report*. (2004). Retrieved December 18, 2017, from <http://www.lending-for-europe.eu/fileadmin/CM/public/documents/references/StandardFacilitiesReport.pdf>

Verberne-Khurshid, F., Neuhaus, E., Ankersmit, B., & Schellen, H. (2014). When an HVAC design becomes reality: Investigating the impact of floor heating on the indoor climate risks in a contemporary art museum. *. ICOM-CC 17th triennial conference preprints, Melbourne*. (On Canvas)

**Week 10 – April 3**

**Guest speaker: Sarah Cainright (date not confirmed)**

**Readings:**

Phong, B. (2011, December). “ Sarah Canright,” The Brooklyn Rail. Retrieved December 20, 2018 from <https://brooklynrail.org/2011/12/art/sarah-canrightcurated-by-nic-nicosia>

Freudenheim, T. L. (2011, October). “A Subtle Pop,” The Wall Street Journal. Available through UT Libraries.

Sarah Cainright website. Retrieved December 20, 2018 from <https://sarahcanright.com/>

**Week 11 - April 10**

**Prep**

**Readings:**

AIC WIKI. (n.d.) Exhibition standards and guidelines. <http://www.conservation-wiki.com/wiki/Exhibition_Standards_%26_Guidelines> Read Introduction and Exhibit Installation Phase.

**Week 12 - April 17**

**Installation**

**Week 13 April 24**

**Evaluation, filling in gaps**

**Readings:**

Dennehy, M. A., & Cobb, K. C. (2010, January). On again, off again: conservation aspects in accessible display case design. *Western Association for Art Conservation*, *32*(1), 10-12. (Hard copy in 1.506)

Sakellariou, A. (2009). Cleaning display cases: Dusting or polishing our challenges?. *Collections: A Journal for Museum and Archives Professionals*, *5*(1). (On Canvas)

Schieweck, A., & Salthammer, T. (2009). Emissions from construction and decoration materials for museum showcases. *Studies in Conservation*, *54*(4), 218-235. (Hard copy in 1.506)

**Week 14 – May 1**

**Open labs**

**Week 15 - May 8 *Final exhibit Summary due***

**De-installation**