INF 392F  Spring 2015       Unique # 27920

Instructor:  Karen L. Pavelka
Class location:  UTA 1.506B
Date and time:  Thursday 9:00 - 11:45

Instructor Information
Email:  pavelka@utexas.edu
Office:  UTA 5.422  phone: 512-471-8286
Lab:  UTA 1.506B  phone:  512-471-8269 (Most likely to be here.)
Office hours:  Held in lab; will be announced and posted on lab doors.

Course description:  Assessing risks in cultural heritage collections with an emphasis on library and archival collections; developing strategies to manage risks; learning practical techniques to reduce risk.

Learning objectives
Students will learn to:
  • Assess risks within collections
  • Compare the relative probability and magnitude of various risks
  • Select and apply mitigation strategies
  • Evaluate the effectiveness of mitigation strategies
  • Identify the difference between symbolic and useful plans

Academic Integrity
The University of Texas policies on academic integrity can be found at http://deanofstudents.utexas.edu/sjs/acint_student.php
If you have not read the section on plagiarism recently, it is worth a review. Plagiarism and academic dishonesty will not be tolerated.

Students with disabilities
Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services ofr Students with Disabilities, 512-471-6259.

Assignment guidelines
  • Assignments are due at midnight on the due date. Unless otherwise instructed, please submit assignments on Canvas. All assignments must be submitted as a Word doc and the document should be titled as follows: studentlastname_assignmentname
• Late assignments will be penalized by lowering the earned grade one level for each day it is late.
• Exceptions to these penalties may be granted if you make arrangements with me at least 48 hours before the assignment is due.

All writing exercises:
• Should have a bibliography.
• Should be well written.
• Should be reviewed by a peer before being turned in.

Assignments
T&RH Monitoring exercise
Begin January 22; due February 12.
Repeat dates to be decided.
(Group exercise; summaries will be written individually.)
• Collect all T & RH monitoring devices and put in one location for one week.
• Compare readings.
• Calibrate or record error.
• Place devices around building with the goal of getting as much fluctuation as possible while still using plausible spaces, that is on a shelf a foot away from a window ok, placing against glass not ok.
• Calibrate instruments as possible.
• Compare results after a week.
• Write a summary of the results.
• This exercise will be repeated at the end of the semester when weather conditions are different.

Threats exercise
Due February 19
• Visit a collection; consider the materials on display and in the catalogue.
• Describe the most prominent materials.
• Describe the less prominent materials.
• Rank the threats to the collection from the 10 agents of deterioration.

Storage and housing exercise
Due February 26
Write a cost comparison between types of high end and low end storage systems listed below. Consider the effect on deterioration and handling. Suggest any solutions to improve the poor storage other than purchasing all new materials.
• Powder coated steel flat files vs. maps rolled in cardboard tubes.
• Archival quality document boxes and folders, stored at no more than 20 per folder vs. Bankers boxes and cheap folders holding 40 documents per folder.

Microclimate exercise
Implementation due March 5
Assessment due March 26
• Construct a microclimate; install an object; install a duplicate object outside the microclimate; compare by monitoring and by observation. The microclimate can be designed to reduce any type of threat; it is not limited to T, RH and light.
• Assessment of the value of the microclimate

IPM exercise
Due March 26
(Group exercise; summaries will be written individually.)
• Research pests likely to be found in Austin and the damage they do to collections.
• Develop a hierarchy of most to least threatening insects according to types of materials.
• Split class into: Books and paper; textiles; paintings and objects.
• Each group will track their most damaging pest.
• Write a plan for IPM according to the information you have found.

Lighting exercise
Due April 16
• Examine the fading sample presented in class.
• Design a fade test to address a specific problem.

Security exercise
Due April 9
• Identify the most obvious security flaws in an institution regarding theft. (The specific institution will be discussed in class.)
• Identify the possible methods for theft.
• Identify the methods that could be employed to reduce the threat of theft.
• Write a persuasive memo to have the improvements considered or adopted.

Climate debate essay
Due April 16
• Review the literature and write a short paper in which you take a stand about how stringent controls should be. Essays will be judged on specificity and rational. Avoid "it depends" statements.

Events essay
Due April 23
• Receptions are often held in collection display areas such as galleries even though the risks from such events are high.
• Describe the most likely risks from a reception.
• Describe steps you might take to reduce risks.
• Prioritize the risks according to level of protection.
• Prioritize the risks according to disruption to the event.

Class attendance and participation
• Students are expected to attend all classes. If you need to miss a class, if possible let me know before class begins.
• All readings should be done before the class meets.
• Class participation is 20% of your grade and is measured by contributions to discussions, enthusiastic participation in class exercises, and anything the student can bring to make the class a richer experience for everyone.

**Grading**

Grade points will be distributed as follows:

- T&RH exercise, phase 1 15%
- T&RH exercise, phase 2 5%
- Threats exercise 10%
- Microclimate exercise 5%
- IPM exercise 10%
- Light fading exercise 5%
- Security exercise 5%
- Storage and housing exercise 5%
- Climate debate essay 10%
- Events essay 5%
- Quizzes 5%
- Attendance and participation 20%

**Suggested texts**

Please do not purchase the texts before the class meets. We will be taking a somewhat different approach to the readings and not everyone will be reading the same text.


Michalski, S. (2013). [Stuffing everything we know about mechanical properties into one collection simulation]. In J. Ashley-Smith, A. Burmester, & M. Eibl (Eds.),
Schedule

January 22, Week 1
Introduction: Course objectives

Readings


January 29, Week 2
Temperature and relative humidity

Readings
Boersma, F., Brokerhof, A., van den Berg, S., & Tegelaers, J. pp. 31-45.
Harvey, R., & Mahard, M. R. pp. 85-105;
Padfield, T., & Borchersen, K. pp. 11-17;
Person-Harm, A., & Cooper, J. pp. 13-42
Thomson, G. pp. 66-127; 210-269.

February 5, Week 3
Agents of deterioration: Background and use

Readings
Read the following sections:
Deterioration by Light, UV and IR (Read to “Control of Light”) http://www.cci-icc.gc.ca/resources-ressources/agentsofdeterioration-agentsdedeterioration/chap08-eng.aspx
Pollutants (Only need to read chart at top of page.) http://www.cci-icc.gc.ca/resources-ressources/agentsofdeterioration-agentsdedeterioration/chap07-eng.aspx
Deterioration by Incorrect Temperature, and the Most Vulnerable Collections (Read to Sources of Incorrect Temperature.) http://www.cci-icc.gc.ca/resources-ressources/agentsofdeterioration-agentsdedeterioration/chap09-eng.aspx
Deterioration by Incorrect Relative Humidity, and the Most Vulnerable Collections (Read to Sources of Incorrect Relative Humidity.) http://www.cci-icc.gc.ca/resources-ressources/agentsofdeterioration-agentsdedeterioration/chap10-eng.aspx
Person-Harm, A., & Cooper, J. pp. 1-11; 43-75
Williams, E. pp. 149-155; 257-261.

February 12, Week 4
Risk analysis

Readings


Harvey, R., & Mahard, M. R. pp. 31-58;


Padfield, T., & Borchersen, K. pp. 107-114; 115-121;

Person-Harm, A., & Cooper, J. pp. 77-125; 199-217;


February 19, Week 5
Storage and housing
Pollutants and dust

Readings


Padfield, T., & Borchersen, K. pp. 63-65; 67-72; 135-144; 229-235; 237-243;
February 26, Week 6
Understanding and implementing microclimates
Outreach, Setting agendas

Readings
Padfield, T., & Borchersen, K. pp. 27-35; 191-198; 199-206; 253-260; 261-266;
Williams, E. pp. 33-36; 37-44; 121-130; 205-211; 212-221; 232-243;

March 5, Week 7
Integrated pest management

Readings
textile collection at the Herman Historical Museum, Berlin. Studies in
Conservation, 59(6), 355-366.
Padfield, T., & Borchersen, K. pp. 57-60.
Winsor, P., Pinniger, D., Bacon, L., Child, B., Harris, K., Lauder, D., . . . Xavier-Rowe,
Heritage.

March 12, Week 8
Review

Readings
Getty Conservation Institute, & Heritage Preservation. (1990). The conservation
assessment: A tool for planning, implementing and fund-raising. In CAP
publications at your fingertips. Retrieved January 17, 2008, from
http://www.heritagepreservation.org/Update/03spCAPpub.htm
Harvey, R., & Mahard, M. R. pp. 147-181; 183-222; 223-253; 255-291; 317-325; 327-
341.
March 19, SPRING BREAK

March 26, Week 9
Lighting

Readings
Heritage Collections Council (n.d.). Common deterioration processes. Summary of
gallery illumination: LED lighting in today's museums hosted by The Smithsonian
http://www.americanart.si.edu/conservation/program_docs/aic_summary.pdf
Padfield, T., & Borchersen, K. pp. 51-56;

April 2, Week 10
Security, transport and events
Exhibits

Readings
Conservation Center for Art and Historic Artifacts. (2014.) Preservation resource
materials. Retrieved July 30, 2014 from
http://www.ccaha.org/publications/technical-bulletins
Harvey, R., & Mahard, M. R. pp. 133-146;
decision-making process for cleaning ethnographic objects. Journal of the
American Institute for Conservation, 52, 30-47.
Padfield, T., & Borchersen, K. pp. 99-105;
Person-Harm, A., & Cooper, J. pp. 219-247;
Williams, E. 57-65; 66-75;

April 9, Week 11
Environmental standards debate

Readings


Padfield, T., & Borchersen, K. pp. 129-134; 145-155; 157-163; 213-219

Person-Harn, A., & Cooper, J. pp. 151-197;


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**April 16, Week 12**

**Defining preventive conservation**

**Readings**

Harvey, R., & Mahard, M. R. pp. 3-13; 15-30;

Padfield, T., & Borchersen, K. pp. 123-128;

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**April 23, Week 13**

**Disaster recovery**

**Readings**

Will be given during class.

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**April 30, Week 14**

**Mold prevention and removal**
Readings
Padfield, T., & Borchersen, K. pp. 185-189.

May 7, Week 15
Review