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
• Unless prior arrangements have been approved by the instructor, late assignments will be penalized by lowering the earned grade one level for each day it is late.
• If the assignment directions are not clear, or if you are having a problem with an assignment, please let me know as early as possible.
All writing exercises:

- Should have a bibliography.
- Should be well written.
- Should be reviewed by a peer before being turned in.

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.
- If you are having trouble participating in class, please come and talk to me. We may be able to find strategies to help you.

Grading

Grade points will be distributed as follows:

- Attendance and participation: 20 points
- T&RH exercise: 15 points
- Threats exercise: 15 points
- IPM exercise: 15 points
- Security exercise: 5 points
- Climate debate debate: 25 points
- Quizzes and speaker questions: 5 points

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. Students will be asked to contribute to the reading list.


Miller, M. S. (2002). Protecting museum exhibits from their environments (and vice versa). Seaford, DE: NoUVIR.


**Schedule**

**January 19, Week 1**

Introduction: Course objectives

**Readings**


**January 26, Week 2**

Risk analysis

**Readings**


Cloonan, M. V. pp. 29-38; 66-69.

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 2, 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 9, Week 4
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 16, 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 23, Week 6
Understanding and implementing microclimates

Readings
Padfield, T., & Borchersen, K. pp. 27-35; 191-198; 199-206; 253-260; 261-266.

March 2, Week 7
Guest speaker: Joe Reyes

Readings
Harvey, R., & Mahard, M. R. pp. 147-181; 183-222; 223-253; 255-291; 317-325; 327-341.

March 9, Week 8
Integrated pest management

Readings
Padfield, T., & Borchersen, K. pp. 57-60.

March 16, SPRING BREAK

March 23, Week 9
Lighting

Readings
Appelbaum, B. pp. 65-95.
Heritage Collections Council (n.d.). Common deterioration processes. Summary of gallery illumination: LED lighting in today's museums hosted by The Smithsonian American
March 30, Week 10
Security, transport and events
Exhibits

Readings

Harvey, R., & Mahard, M. R. pp. 133-146.


Williams, E. 57-65; 66-75.

April 6, Week 11
Environmental standards debate

Readings


Person-Harm, A., & Cooper, J. pp. 151-197.


---

**April 13, Week 12**

*Defining preventive conservation Outreach, Setting agendas*

**Readings**


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

Williams, E. pp. 33-36; 37-44; 121-130; 205-211; 212-221; 232-243.

---

**April 20, Week 13**

*Disaster recovery*

**Readings**


---

**April 27, Week 14**

*Mold prevention and removal Assess recovered materials*

**Readings**

Padfield, T., & Borchersen, K. pp. 185-189.


---

**May 4, Week 15**

*Review*