

**392E, Materials in Libraries, Archives, and Museums**  
**UNIQUE # 27340**  
**Fall, 2020**

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**Class Meets:** 9-11:45, Thursdays, UTA 1.506B

**Course Mode:** Hybrid

**Instructor:** Karen L. Pavelka

**Pronouns:** she, her, hers

**Email:** pavelka@utexas.edu

**Phone:** 512-471-8269 (lab)

**Office:** N/A

**Office Hours:** By appointment, but welcome

**Course Description**

**University Catalog Course Description**

Underlying factors in the physical nature of materials; concepts of permanence, durability, and deterioration; challenges of both traditional and modern collections; emphasis on print and photographic collections.

**What will I learn?**

Underlying factors in the physical nature of records materials; concepts of permanence and durability and their assessment; basic concepts of materials science; materials found in library, archive and museum collections, especially manuscripts, books and photographic processes. Context of conservation and preservation practice.

*Main skills and attitudes to be developed*

- Impart understanding of the materials frequently encountered in library, archives and museum collections through emphasis on common, underlying factors of stability and deterioration.
- Allow the student to gain an understanding of the conservation and preservation literature.
- Emphasize the importance of understanding classes of materials, similarities and differences.
- learn to identify and investigate components of objects and assess stability.
- Secondary emphasis will be placed on methods of fabrication, especially as they relate to durability or physical toughness of materials.
- Historical development of materials will be discussed especially where it is relevant to understanding the range of materials likely to be encountered and where it bears on lasting qualities.

*Learning Outcomes*

1. Develop a framework to identify and assess the material composition of collection objects.
2. Understand the complex and unexpected nature of collection materials.
3. Understand some of the ethical issues related to collections.
4. Understand how to select appropriate storage environments for collection materials.
5. Develop some framework to assess relative risk and benefits of storage and handling protocols.
6. Understand how to lead a class discussion.

### How will I learn?

The course readings are designed to generate discussion. There will be some class time devoted to lecture, but most of the time will be spent either in discussion, or with students presenting articles or their own research.

### Pre-requisites for the course

None

### How to succeed in this course

Come to class having read and understood, or at least formed questions about, all the readings on the syllabus. Be willing to speak and ask questions, but also supportive of students who are less comfortable participating.

## Course Requirements

### Required Materials

There are no required texts for this class although some of the recommended texts may prove valuable over the course of your career.

### Required Devices

Nothing out of the ordinary. You'll need a computer and internet access.

You may only write with pencil in the lab; no pens or liquid pencils.

### Classroom expectations

Students are expected to participate fully in the class, but class participation is not class domination. We will speak openly, but respectfully. Some class sessions will involve discussions of ethics and these can produce an emotional response.

### Assignments

#### 1. **Assignment 1** (*Outcomes 1,2, and 3*)

Research paper and discussions (40% of grade)

A research paper is required for this class. The objective of the paper is to provide you with experience in framing a question about the nature of materials, becoming familiar with the resources available for conservation and preservation technology, evaluating citations critically, and communicating with colleagues. It is an opportunity to read about something that interests you. **The topic must be approved by the instructor.** Selected papers from previous classes are stored in manuscript boxes in 1.506 and may provide inspiration if you are looking for a topic.

The paper will be submitted in four stages:

- **The topic will be chosen by September 10.** Students will post their thesis question or statement to Canvas where it will be shared with other class members. Post the file in the folder titled *Paper topics due September 10*. Title the file: Yourlastname\_topic using a one word summary for your paper and no spaces in the title. (For instance, if I were writing a paper on the subtleties of deterioration of gum bichromate prints I would title it: Pavelka\_gumprints) I will **only** accept assignments as a **Word doc**.
- **A complete paper including the bibliography is due SUNDAY November 1.** You must identify which bibliographic style you are using at the top of your bibliography. This version of the paper is to be posted on Canvas in the folder titled *Draft research papers* where it will be accessible to the rest of the class. This version will not be graded but I will offer comments on the draft; it is intended to promote an exchange of ideas and observations. Title the file Yourlastname\_draft
- **November 5 & 12** Each student will be assigned a time to lead a discussion about his or her research. The discussion might include a brief summary of the work; impediments or successes encountered, especially if you found a useful research technique or source; suggested areas for further research; others areas as appropriate. You should prepare questions for discussion. The point is not merely to present your work, but to get feedback from your colleagues. The discussion format may vary according to class size.
- **The final paper is due Friday, December 4; please post directly to Canvas.** *The final version will be graded.* Post the file on Canvas in the folder titled *Final Research Paper*. Title the file Yourlastname\_finalpaper. Selected paper copies will be kept on file in UTA 1.506 (Lab Ante Room) for reference for future students. **Please let me know if you do not want your paper included in this group.**
- Again, please **submit all assignments as a Word doc** so I can use Comments and Track Changes to give feedback. **I will not accept PDF files or any format other than Word.**

2. **Assignment 2** (Outcomes 2,3,6)

Article presentation "Journal Club" (20% of grade)

Each student is required to present one article to the rest of the class. Students will be assigned a date to present and the article should relate to either the class topic for the day, or the student's research paper. You should select a peer reviewed article rather than something from the popular press. Each student will select an article and distribute copies to the class **at least one week before** the assigned presentation date. You may use the folder provided on Canvas or use another method of distribution as you like as long as everyone has easy access to the article. The student will then lead a discussion of the article focusing on the significant points, successful arguments or flawed assumptions, how the article contributes to the existing body of literature, etc. The presenter should prepare a list of discussion questions. All class members are responsible for reading each article, but the presenter will read much more carefully and critically than other class members. The presentation will be graded on the quality of the article, how well the information is presented and the level of discussion that is generated.

3. **Assignment 3** (Outcomes 2,4,5)

Agents of deterioration (10% of grade)

The 10 agents of deterioration have become a standard tool for assessing preservation risks to heritage collections. The definition for each risk is fairly straight forward, but they may vary in practice. For instance, a small intaglio in a frame bolted to the wall is not a high risk for theft, but if that same print is stored as one of several hundred in a box, in a high use collection, theft becomes a different issue. You need to assess the material, as well as the environment and policies. Another complication occurs as we are in a pandemic, and many institutions are closed to the public, and in some cases much of the staff is working from home. Routine maintenance and monitoring may be interrupted.

For this assignment, each student will contact someone who works with a specific collection and will agree to be interviewed. It can be someone you know, or it can be a cold call, but you may not be your own informant, or the informant for anyone else in the class. The objective of the interview is to get a sense of which of the 10 agents was considered the biggest threats before the pandemic, and whether those concerns have changed.

This assignment has three parts:

Part I

Devise a list of interview questions. This will be done as a group and some class time will be allocated for this exercise. It is important that you give your informant an idea of how many questions there will be, and how long you expect the interview to take. Each student must use the same set of questions for their interview.

Part II

Select an informant and perform the interview. Organize the information. This step will be done individually, no two students will interview the same person, so you will need to coordinate sources.

Part III

Compare the information each student has collected. Was there any change in attitude or planning? Can you identify trends? Do the attitudes reflect the size or type of institution? Does staff size have an impact on decisions? Did it differ if people had been working in the building, or working from home? We will discuss the results in class, after which, each student will write a summary of the trends they noticed.

4. **Assignment 4** (Outcomes 2,4,5)

Quizzes (5% of grade, graded liberally)

There will be at least one quiz for printing process and photo process identification. There may be others including "pop" quizzes. All quizzes combined only count for 5% your grade and they are graded very liberally. I give them to help me know what people are understanding or misunderstanding.

**Grading for this Course**

The following table represents how you will demonstrate your learning and how we will assess the degree to which you have done so.

Assignments	Points possible	Percent of Total Grade
1. Research paper-Final paper	20	20
2. Research paper-Presentation	10	10
3. Research paper-Discussion	10 (5 each session)	10
4. Article presentation "Journal Club"	20	20
5. Agents of deterioration summary	10	10
6. Quizzes	5	5
7. Attendance and participation*	15	15
8. Lab protocol and safety**	10	10

\*Participation is mandatory and defined by the amount of meaningful content each student contributes to the class. That said, participation is not dominance, rather open and welcoming discussion that includes everyone. If you never open your mouth in class, other than when you are presenting, you will not get a grade higher than a B for the class and more likely a C. On the other hand, if you tend to dominate every discussion, especially with personal anecdotes, expect a low grade.

\*\*I will be enforcing safety protocols and will not tolerate any departure from them. New rules may be set in place as the semester progresses.

## Course Outline

**Changes** to the schedule may be made at my discretion and if circumstances require. It is your responsibility to note these changes when announced (although I will do my best to ensure that you receive the changes with as much advanced notice as possible).

**Readings are found at the end of this document.**

Week	Date	Day	Class Topic	Out of class activities	Assignments due
1	August 27	Th	Context and introduction	Have all readings complete before class.	
2	September 3	Th	Preventive conservation and environmental control Article presentation:	Have all readings complete before class. Psychrometric charts will be distributed in class.	
3	September 10	Th	Preventive conservation and environmental control Article presentation:	Have all readings complete before class. Class time will be devoted to interview questions	Topic for paper submitted to Canvas.
4	September 17	Th	Appreciation and aesthetics Article presentation: Article presentation:	Have all readings complete before class.	
5	September 24	Th	Basic concepts: Polymers Article presentation:	Have all readings complete before class.	Interview questions due.
6	October 1	Th	Basic concepts: Dyes and colorants; examination and analysis Article presentation:	Have all readings complete before class.	

7	October 8	Th	Basic concepts: Paper and ink Discuss interviews Article presentation:	Have all readings complete before class.	Interviews complete.
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8	October 15	Th	Applying concepts: Prints and photos. Article presentation:	Have all readings complete before class.	Summary of interviews due.
9	October 22	Th	Applying concepts: Photographic materials Article presentation:	Have all readings complete before class.	
10	October 29	Th	Applying concepts: Photographic materials (Photo display) Article presentation:	Have all readings complete before class. Review photo Powerpoint.	Draft including bibliography is Due Sunday, November 1, Midnight.
11	November 5	Th	Discuss papers	A list of papers to read will be assigned before class.	Have read papers and prepared questions.
12	November 12	Th	Discuss papers	A list of papers to read will be assigned before class.	Have read papers and prepared questions.
13	November 19	Th	Future directions for conservation Print and photo id quiz	All notes and references are allowed. Do not study; it's not that kind of quiz.	
14	November 26		Thanksgiving	Relax. Sort of.	
15	December 3		Review Discussion of final papers	Be prepared to ask for feedback.	Final paper due Friday, December 4. Midnight.

## Policies

### Classroom Policies

#### Statement on Learning Success

Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course. I also encourage you to reach out to the student resources available through UT. Many are listed on this syllabus, but I am happy to connect you with a person or Center if you would like.

#### Grading Policies

As I hope you can see, flexibility is built into the assignments to support your success in this course. If you miss a smaller assignment or don't do as well on your earlier journal entries, your grade will not be impacted significantly. Consequently, the final grades are firm, and no additional curve is available.

Grade	Cutoff	Points needed
A	94%	94
A-	90%	90
B+	87%	87
B	84%	84
B-	80%	80
C+	77%	77
C	74%	74
C-	70%	70
D	65%	65
F	<65%	<65

#### GRACE POLICY: Time-bank options

Sometimes we have bad days, bad weeks, and bad semesters. In an effort to accommodate any unexpected, unfortunate personal crisis, I have built "time banks" into our course. You do not have to utilize this policy, but if you find yourself struggling with unexpected personal events, I encourage you to e-mail me as soon as possible to notify me that you are using our grace policy. You may use this policy one of two ways (please choose, and let me know):

You may have a two-day grace period for one assignment, OR

You may have 2 one-day extensions for two different assignments.

#### Absences

If you are absent or unable to participate on the day that your team meets, you are responsible for providing your team with the necessary information to compensate for your absence. *It is crucial to keep in communication with your team members; you are responsible for letting both us and your team know if you cannot make it to a class.*

*Excused Absence:* The only absences that will be considered excused are for religious holidays or extenuating circumstances due to an emergency. If you plan to miss class due to observance of a religious holiday, please let us know at least two weeks in advance. You will not be penalized for this absence, although you will still be responsible for any work you will miss on that day if applicable. Check with us for details or arrangements.

*If you have to be absent, use your resources wisely.* Ask your team and other classmates to get a run-down and notes on any lessons you miss. If you find there are topics that we covered while you were gone that raise questions, you may come by during office hours or schedule a meeting to discuss. Email specific questions you have in advance so that we can make the most of our time. "What did I miss?" is not specific enough.

### Student Rights & Responsibilities

- You have a right to a learning environment that supports mental and physical wellness.
- You have a right to respect.
- You have a right to be assessed and graded fairly.
- You have a right to freedom of opinion and expression.
- You have a right to privacy and confidentiality.
- You have a right to meaningful and equal participation, to self-organize groups to improve your learning environment.
- You have a right to learn in an environment that is welcoming to all people. No student shall be isolated, excluded or diminished in any way.

*With these rights come responsibilities:*

- You are responsible for taking care of yourself, managing your time, and communicating with the teaching team and with others if things start to feel out of control or overwhelming.
- You are responsible for acting in a way that is worthy of respect and always respectful of others.
- Your experience with this course is directly related to the quality of the energy that you bring to it, and your energy shapes the quality of your peers' experiences.
- You are responsible for creating an inclusive environment and for speaking up when someone is excluded.
- You are responsible for holding yourself accountable to these standards, holding each other to these standards, and holding the teaching team accountable as well.

### **Personal Pronoun Use (She / He / They / Ze / Etc)**

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name, unless they have added a "preferred name" with the Gender and Sexuality Center (<http://diversity.utexas.edu/genderandsexuality/publications-and-resources/>). I will gladly honor your request to address you by a name that is different from what appears on the official roster, and by the gender pronouns you use (she/he/they/ze, etc). Please advise me of any changes early in the semester so that I may make appropriate updates to my records.

### **University Resources for Students**

#### ***COVID-19 Update: "Keep Learning" Resources***

This course may be offered in a format to which you are unaccustomed. If you are looking for ideas and strategies to help you feel more comfortable participating in our class, please explore the resources available here: <https://onestop.utexas.edu/keep-learning/>

#### ***Services for Students with Disabilities***

~~This class respects and welcomes students of all backgrounds, identities, and abilities. If there are circumstances that make our learning environment and activities difficult, if you have medical information that you need to share with me, or if you need specific arrangements in case the building needs to be evacuated, please let me know. I am committed to creating an effective learning environment for all students, but I can only do so if you discuss your needs with me as early as possible. I promise to maintain the confidentiality of these discussions. Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities at 471-6259 (voice) or 512-410-6644 (Video Phone) as soon as possible to request an official letter outlining authorized accommodations. For more information, visit <http://ddce.utexas.edu/disability/about/>.~~

#### ***Counseling and Mental Health Center***

Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress.

All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful.

If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support. <http://www.cmhc.utexas.edu/individualcounseling.html>

#### ***The Sanger Learning Center***

Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit <http://www.utexas.edu/ugs/slc> or call 512-471-3614 (JES A332).

Undergraduate Writing Center: <http://uwc.utexas.edu/>  
Libraries: <http://www.lib.utexas.edu/>  
ITS: <http://www.utexas.edu/its/>  
Student Emergency Services: <http://deanofstudents.utexas.edu/emergency/>

### BeVocal

BeVocal is a university-wide initiative to promote the idea that individual Longhorns have the power to prevent high-risk behavior and harm. At UT Austin all Longhorns have the power to intervene and reduce harm. To learn more about BeVocal and how you can help to build a culture of care on campus, go to: <https://wellnessnetwork.utexas.edu/BeVocal>.

### Important Safety Information:

**COVID-19 Update:** While we will post information related to the contemporary situation on campus, you are encouraged to stay up-to-date on the latest news as related to the student experience. <https://coronavirus.utexas.edu/students>

If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns Advice Line): 512-232-5050. Your call can be anonymous. If something doesn't feel right – it probably isn't. Trust your instincts and share your concerns.

The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Link to information regarding emergency evacuation routes and emergency procedures can be found at: [www.utexas.edu/emergency](http://www.utexas.edu/emergency)

### Title IX Reporting

Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When sexual misconduct occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university's [relevant policies](https://titleix.utexas.edu/relevant-policies/) (<https://titleix.utexas.edu/relevant-policies/>).

Beginning January 1, 2020, Texas Senate Bill 212 requires all employees of Texas universities, including faculty, report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations) must be reported. **I am a Responsible Employee and must report any Title IX related incidents** that are disclosed in writing, discussion, or one-on-one. Before talking with me, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email [advocate@austin.utexas.edu](mailto:advocate@austin.utexas.edu). For more information about reporting options and resources, visit <http://www.titleix.utexas.edu/>, contact the Title IX Office via email at [titleix@austin.utexas.edu](mailto:titleix@austin.utexas.edu), or call 512-471-0419.

Although graduate teaching and research assistants are not subject to Texas Senate Bill 212, they are still mandatory reporters under Federal Title IX laws and are required to report a wide range of behaviors we refer to as sexual misconduct, including the types of sexual

misconduct covered under Texas Senate Bill 212. The Title IX office has developed supportive ways to respond to a survivor and compiled campus resources to support survivors.

### Emergency Evacuation Procedures

The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>

### University Policies

#### Academic Integrity

Each student in the course is expected to abide by the University of Texas Honor Code: “As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity.” **Plagiarism is taken very seriously at UT.** Therefore, if you use words or ideas that are not your own (or that you have used in previous class), you must cite your sources. Otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding UT’s Academic Honesty and the University Honor Code which can be found at the following web address:

<https://deanofstudents.utexas.edu/conduct/standardsofconduct.php>

#### Q Drop Policy

If you want to drop a class after the 12th class day, you’ll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see: <http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop>

### COVID-19 Updates: Fall 2020 Semester

#### Safety and Class Participation/Masks:

For every face-to-face class experience, we will all need to make some adjustments in order to benefit from in-person classroom interactions in a safe and healthy manner. Our best protections against spreading COVID-19 on campus are masks (defined as cloth face coverings) and staying home if you are showing symptoms. Therefore, for the benefit of everyone, this means that all students are required to follow two important rules.

- **Every student must wear a cloth face covering properly in class and in all campus buildings at all times.**
- **Every student must engage in documented daily symptom screening.** This means that each class day in which on campus activities occur, students must upload certification from the symptom tracking app and confirm that they completed their symptom screening for that day to Canvas. Students should not upload the results of that screening, just the certificate that they completed it. If the symptom tracking app recommends that the student isolate rather than coming to class, then students must not return to class until cleared by a medical professional.

If a student is not wearing a cloth face covering properly in the classroom (or any UT building), that student must leave the classroom (and building). If the student refuses to wear a cloth face covering, class will be dismissed for the remainder of the period, and the student will be subject to disciplinary action as set forth in the university’s Institutional Rules/General Conduct 11-404(a)(3). Students who have a condition that precludes the wearing of a cloth face covering must follow the procedures for [obtaining an accommodation](https://orientation.utexas.edu/students-with-disabilities) (<https://orientation.utexas.edu/students-with-disabilities>)

#### Sharing of Course Materials is Prohibited:

No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have my explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University’s Student Honor Code and an act of academic dishonesty. I am well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.

#### Class Recordings:

Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

**Recommended texts: One copy of each will be kept in the lab for limited loans**

Benson, R. (2008). *The printed picture*. New York: Museum of Modern Art. The companion website to this book can be found at: <http://www.benson.readandnote.com/videos/woodcut-printing> Accessed July 17, 2018 when the text was there but the videos were not loading.

Boersma, F. (2007). *Unravelling textiles: A Handbook for the preservation of textile collections*. London: Archetype

Jurgens, M. (2009). *The digital print: Identification and preservation*. Los Angeles: Getty Conservation Institute.

Lavedrine, B. (2003). *A guide to the preventive conservation of photograph collections*. Los Angeles: Getty Conservation Institute.

**Required readings**

Students are responsible to have read all the readings listed on the syllabus before class and are expected to come to class prepared to discuss them. Every week in class we will review the readings for the next week and I will let you know which are the most important, which are trivial and just for fun, and which will be over your heads. There are many more books, journals, samples etc. in UTA 1.506 and you are welcome to use any of the materials in that room. Please do not remove anything from 1.506 without my specific permission for each item.

Quizzes

There will be at least one quiz for printing process and photo process identification. There may be others including "pop" quizzes. All quizzes combined only count for 5% your grade and they are graded very liberally. I give them to help me know what people are understanding or misunderstanding.

Useful dates to remember

- September 10: Research proposal due; post directly to Canvas. Students are strongly advised to speak with the instructor before submitting a proposal. *Please note there are only 8 ½ weeks until the draft is submitted.*
- September 24: Interview questions due.
- October 1: Agents of deterioration paper due. Email the Word document to [pavelka@utexas.edu](mailto:pavelka@utexas.edu)
- October 8: Interview complete.
- October 15: Summary of interviews due.
- November 1: SUNDAY Written paper, bibliography and discussion questions are due. Please post directly to Canvas. Students are expected to read all papers before the class discussion and be prepared to offer comments and suggestions. DUE AT MIDNIGHT SUNDAY
- November 5 & 12: Discussion of class papers. Collegial. Sadly, we can't have food this year.
- December 3: Photo and print process identification quiz.
- December 4: Final papers due; post directly to Canvas.
- To be assigned: Individual article presentations.

Grading

Grade points will be distributed as follows:

- Research paper-Final paper 20 points
- Research paper presentation 10 points
- Participation in paper discussions 10 points (5 points each session)
- Article presentation "Journal Club" 20 points

Agents of deterioration summary	10 points
Quizzes	5 points
Attendance and *participation	15 points
Lab protocol and safety	10 points

\*Participation is mandatory and defined by the amount of meaningful content each student contributes to the class. That said, participation is not dominance, rather open and welcoming discussion that includes everyone. If you never open your mouth in class, other than when you are presenting, you will not get a grade higher than a B for the class and more likely a C. On the other hand, if you tend to dominate every discussion, especially with personal anecdotes, expect a low grade.

### Course Policies

Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 471-6259, <http://www.utexas.edu/diversity/ddce/ssd/>

Students are expected to adhere to the University Honor Code. <http://registrar.utexas.edu/catalogs/gi09-10/ch01/index.html>

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

## <<<<< Class 1 - 27 August >>>>> Context and introduction

- Anderson, S. (2016, August 21). David's Ankles: How imperfections could bring down the world's most perfect statue. Retrieved August 11, 2020 from <https://www.nytimes.com/2016/08/21/magazine/davids-ankles-how-imperfections-could-bring-down-the-worlds-most-perfect-statue.html?ref=collection%2Fsectioncollection%2Fmagazine&action=click&contentCollection=magazine&region=rank&module=package&version=highlights&contentPlacement=3&pgtype=sectionfront>
- Brazil, R., & Chemistry World. (2014, June 28). Modern chemistry techniques save ancient art. Retrieved August 11, 2020, from <http://www.scientificamerican.com/article/modern-chemistry-techniques-save-ancient-art/?page=2> *Good reflection on the possibilities, successes and mistakes of conservation. You might need a dictionary for some of the terms.*
- Cirino, E. (2018). The environments new clothes: Biodegradable textiles grown from live organisms. Retrieved August 11, 2020 from <https://www.scientificamerican.com/article/the-environments-new-clothes-biodegradable-textiles-grown-from-live-organisms/>
- Grann, David. (2010). The mark of a masterpiece. *The New Yorker*, July 12 – 19. Available on-line through UT Libraries.
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**Preventive conservation and environmental control**  
**Article presentation:**

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- Microscopy resource center. (2012). Retrieved August 11, 2020, from <http://www.olympusmicro.com/> Read (at least) the following sections:  
 Home page > Physics of Light and Color > Sources of Physical Light > Introduction to Visible Light Sources  
 Home page > Physics of Light and Color > Primary Colors > Introduction to Primary Colors  
 Home page > Microscopy Basic Concepts > Introduction > Anatomy of the Microscope  
 Home page > Special Techniques > Polarized Light Microscopy > Polarization of Light
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<<<<< Class 3 - 10 September >>>>>

**Preventive conservation and environmental control**

**Using the psychrometric chart**

**Article presentation:**

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<<<<< **Class 4 - 17 September** >>>>>  
**Appreciation and aesthetics**

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<<<<< **Class 5 - 24 September** >>>>>  
**Basic concepts: Polymers**  
**Article presentation:**

How to identify plastic materials using the burn test. (2014). Retrieved August 11, 2020, from <http://www.boedeker.com/burntest.htm>  
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- POPART: Preservation of plastic artefacts in museum collections. (n.d.). Retrieved August 11, 2020, from <http://popart-highlights.mnhn.fr/index.html> Look over site.
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<<<< Class 6 - 1 October >>>>

**Basic concepts: Dyes and colorants; examination and analysis**

**Article presentation:**

- Ball, P. (2001). In *Bright earth: Art and the invention of color* (pp. 24-71). New York: Farrar, Straus and Giroux. Personal copy located in Paper Lab.
- Boersma, F. (2007). *Unravelling textiles: A Handbook for the preservation of textile collections*. London: Archetype. pp. 47-60.
- Brazil, R. (2017). Coloring in the past. Retrieved August 11, 2020, from <https://www.chemistryworld.com/feature/raiders-of-the-lost-pigments/3007237.article>
- Conservation science for the cultural heritage: Applications of instrumental analysis*. (2013). Berlin, Heidelberg: Springer Berlin Heidelberg. This is available electronically from UT libraries. **Read the table of contents only.**
- Cosentino, A. (2013, April 15). Multispectral image analysis for art. Retrieved August 11, 2020, from <http://chsopensource.org/2013/04/15/multispectral-image-analysis-for-art-examination-multispec/>
- Giesbrecht, J. (2015, August 28). How the ballpoint pen killed cursive. *Atlantic*. Available through UT Libraries.
- Johnston, I. (2014, July 13). Blackest is the new black: Scientists develop a material so dark that you can't see it... Retrieved August 11, 2020, from <http://www.independent.co.uk/news/science/blackest-is-the-new-black-scientists-have-developed-a-material-so-dark-that-you-cant-see-it-9602504.html>
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<<<< Class 7 - 8 October >>>>

**Applying concepts: Paper and ink**

**Article presentation:**

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- Baty, J.W., Maitland, C., Minter, W., Hubbe, M. and Jordan-Mowery, S. (2010). "Deacidification for conservation," *BioResources* 5(3), 1955-2023. Search the title and journal and the PDF is available. Part of this article is dense, but just take the chemistry on faith.
- Grossman, E. (2014). Why receipts and greasy fingers shouldn't mix. Retrieved August 11, 2020, from <http://time.com/3531776/bpa-receipts-fast-food/>
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- Image Permanence Institute. (2014). Graphics atlas. Retrieved August 11, 2020, <http://www.graphicsatlas.org/>
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- Stephens, C. H., Barrett, T., Whitmore, P.M., Wade, J., Mazurek, J., & Schilling, M. (2009). Composition and condition of naturally aged papers. *Journal of the American Institute for Conservation*, 47, 201-216. Available through JSTOR
- Stephens, C. H.; Whitmore, P. M.; Morris, H. R.; and Bier, M. E. Hydrolysis of the amorphous cellulose in cotton-based paper. *Biomacromolecules* 9, no. 4 (2008), pp. 1093-1099 **(Read the abstract only unless you have a strong chemistry background.)** PDF available by searching title at <http://scholar.google.com/>
- What is a print? (n.d.). Retrieved August 11, 2020, from <http://www.moma.org/interactives/projects/2001/whatisaprint/flash.html>

<<<<< Class 8 - 15 October >>>>>

**Applying concepts: Printing processes and photographic materials**

**Article presentation:**

- Aardenberg Imaging and Archives. (2016). Light fade test results. Retrieved August 11, 2020, from <http://www.aardenburg-imaging.com/>
- Benson, R. (2008). *The printed picture*. New York: Museum of Modern Art. (Required text; copy in lab) Skim the entire text.
- Clark, S. (2009). *Preservation of photographic material* (2009 ed.). London: British Library, Preservation Advisory Centre. Retrieved August 11, 2020, from [http://www.bl.uk/aboutus/stratpolprog/collectioncare/publications/booklets/preservation\\_of\\_photographic\\_material.pdf](http://www.bl.uk/aboutus/stratpolprog/collectioncare/publications/booklets/preservation_of_photographic_material.pdf) There are other useful resources on the site: <http://www.bl.uk/blpac/publicationsleaf.html>
- Dewitz, A. (2015). Printwiki :The free encyclopedia of print. Retrieved August 11, 2020, from [http://printwiki.org/Front\\_Page](http://printwiki.org/Front_Page)
- George Eastman House (2016). Retrieved August 11, 2020, from <https://www.eastman.org/> Look around the site. It has useful information but changes frequently.
- Griffiths, A. (2016). Luminous-lint. Photography: History, evolution and analysis. Retrieved August 11, 2020, from <http://www.luminous-lint.com/app/home/> This has become a website that requires a subscription but there is some useful information available for free.
- Jürgens, M. (2017). The eye. Retrieved August 11, 2020, from <http://the-eye.nl/> This is a useful reference site.
- Lavedrine, B. (2003). In *A guide to the preventive conservation of photograph collections* (pp. 3-142). Los Angeles: Getty. (Required text; copy in lab)
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- Photoseed collection. (n.d.). Retrieved August 11, 2020, from <http://photoseed.com/>
- Van Roessel, Annemarie. "Through a Glass, Brightly: Re-viewing a Lost Architectural and Pedagogical Landscape Through Historic Lantern Slides." *Art Documentation: Journal of the Art Libraries Society of North America* 22, no. 1 (2003): 4-8. Retrieved August 11, 2020, from <http://www.jstor.org/stable/27949228>
- Weaver, G. (2008) *Guide to Fiber-Base Gelatin Silver Print Condition and deterioration*. New York: George Eastman House. Retrieved August 11, 2020 from <http://gawainweaver.com/library/>
- Weaver, G. (2013). Updated photo id. chart. Retrieved August 11, 2020, from [http://gawainweaver.com/images/uploads/Process\\_ID\\_Chart\\_19th\\_Century\\_Photo.pdf](http://gawainweaver.com/images/uploads/Process_ID_Chart_19th_Century_Photo.pdf)

<<<<< **Class 9 - 22 October** >>>>>  
**Applying concepts: Photographic materials**  
**Article presentation:**

Frey, F., Heller, D., Kushel, D., Vitale, T., Warda, J., & Weaver, G. (2008). *The AIC guide to digital photography and conservation documentation* (J. Warda, Ed.). Washington, DC: AIC. Copies of first and second editions in lab.

Image Permanence Institute. (2016). Digital print preservation portal. Retrieved August 11, 2020, from <http://www.dp3project.org/>

Image Permanence Institute. (2016). Filmcare.org. Retrieved August 11, 2020, from <https://www.filmcare.org/>

Messier, P. (2015). Conservation of photographs and works on paper. Retrieved August 11, 2020, from <http://www.paulmessier.com/> Good site to know about.

Stulik, D. and Kaplan, A. (2013). The Atlas of Analytical Signatures of Photographic Processes. Retrieved August 11, 2020, from [http://www.getty.edu/conservation/publications\\_resources/pdf\\_publications/atlas.html](http://www.getty.edu/conservation/publications_resources/pdf_publications/atlas.html)

Update on timeline of historical film colors. (n.d.). Retrieved August 11, 2020, from <http://filmcolors.org/>

Wilhelm Imaging Research. (n.d.) Retrieved August 11, 2020, from <http://www.wilhelm-research.com/index.html> This site is for reference. Take a look at what is found here.

<<<<< **Class 10 - 29 October** >>>>>  
**Applying concepts: Photographic materials (Photo display)**  
**Article presentation:**

<<<<< **Class 11 - 5 November** >>>>>  
**Discuss papers**

<<<<< **Class 12 - 12 November** >>>>>  
**Discuss papers**

<<<<< **Class 13 - 19 November** >>>>>  
**Time based media; Future directions for conservation**  
**Print and photo id quiz**

Curatorial resource for upstart media bliss. (2013.) Retrieved August 11, 2020, from <http://www.crumbweb.org/>

Electronic Media Group. (2010, September 1-2). Tech focus: Caring for video art. Retrieved August 11, 2020, from <http://resources.conservation-us.org/techfocus/tech-i-speakers-tw/>

Guggenheim. (2014). Time based media. Retrieved August 11, 2020, from <http://www.guggenheim.org/new-york/collections/conservation/time-based-media>

Jonas, J. (2010, January 13). Joan Jonas discusses Mirage. Retrieved August 11, 2020, from <http://youtu.be/yiYsGBMHNql>

Richmond, A., & Bracker, A. (Eds.). (2009). *Conservation: Principles, dilemmas and uncomfortable truths*. Amsterdam: Elsevier. Available electronically through UT libraries.

<<<<< **Class 14 - 26 November** >>>>>  
**Thanksgiving**

<<<<< **Class 15 3 December** >>>>>  
**Review; Discussion of final papers**