CATHOLIC UNIVERSITY OF AMERICA  
School of Library & Information Science  
LSC 609 Preservation Management  
Fall 2008  
Faculty: Dr. Mary Edsall Choquette, Assistant Professor  
(edsall@cua.edu; phone 202-319-6277; cell 215-880-0119)  
Office Hours: Tuesdays, 1:00pm – 3:00pm  
Call or email for an appointment – email questions also welcome.  

SYLLABUS: LSC 609  
Thursday, 3:35pm – 6:05pm  
Regan Hall  

3 GRADUATE CREDIT HOURS  

COURSE DESCRIPTION  
The Preservation Management course is designed to provide an introduction to the  
preservation of paper collections and related media in cultural heritage collections  
including bound volumes, documents, scrapbooks, photographic prints and negatives,  
newspapers, maps, works on art on paper, moving images, audio recordings, and digital  
media. The course defines preservation management and identifies the components of  
preservation programs. Students will learn about the basics of preservation in the context  
of library or archival collections – how to identify deteriorated materials, how to properly  
care for collections, and how to set priorities for preservation. Included is an exploration  
of the historical and contemporary contexts of preservation activities, including the  
impact of new technologies. A basic overview of preservation management strategies,  
including methods of assessment, selection and collection, program planning, disaster  
preparedness, and preventive maintenance is provided through the utilization of state-of-  
the-art information resources, readings, critical writings, as well as physical and virtual  
exercises and site visits. Through verbal and written communication assignments, and  
 experiential learning students will demonstrate their understanding of preservation  
management strategies as related to the core principles of library and information science.  

STUDENT LEARNING OUTCOMES  
By the end of the semester-long course the students will:  
1. Understand of the major issues related to preservation management facing  
cultural heritage institutions, specifically libraries and archives.  
2. Appreciate the value of preservation management to the life of information.  
3. Acquire knowledge of the historical and contemporary contexts of  
preservation activities, including the impact of new technologies.  
4. Enhance critical thinking skills through experiential learning, analytical  
writing exercises, and other written assignments  
5. Develop professional communication skills and behaviors through in-class  
experiences and site visits.
PREREQUISITE
There is no prerequisite for this course, though it is highly recommended that students complete the core curriculum before taking this course.

REQUIRED SOURCES
There is a required text for this course, which can be purchased through ALA or online:


A copy is on reserve in Mullen Library.

Suggested Bibliography (see Appendix #1.)

ADDITIONAL READINGS
Although there are no other assigned readings, students are encouraged to investigate sources on their own and bring additional sources and found ideas into class discussions.

STYLE MANUAL
*The Chicago Manual of Style*. Chicago: University of Chicago, 2006. This is an accepted style manual for use in research in the arts and humanities. Students are not required to purchase this volume, but must adhere to these guidelines in preparing all written assignments. Additionally, all written assignments must contain a title page as outlined in the manual. Written assignments must have a professional appearance and not be handwritten. Any written assignment of more than one page must be securely fastened together with a staple or other metal or plastic paper fastener.

INSTITUTIONAL WEB SITES
Students are expected to visit the web sites of each site visit institution in advance of each visit. Other web sites of possible interest are listed. Students are encouraged (but not required) to visit as many web sites as possible to develop a comparing/contrasting viewpoint for discussion purposes.

EVALUATION
Evaluation will be based on the following factors:
Class Participation: 25%
In-class Chapter Presentation: 10%
Analytical Review of a Digitization Project or Initiative: 25%
Final Project/Paper: 40%

COURSE GRADE
Course grade will be based on the percentages listed above using an A-F scale.
WRITTEN WORK PRODUCTS
Analytical Review of a Digitization project or a Digital Preservation Initiative (25%)
Each student will identify and select an existing digitization project or digital preservation initiative ongoing or completed at a library or archival institutional repository for analytical review. Digitization and digital preservation initiatives are now prevalent in most libraries, archives, and museums. Analysis papers should reflect an in-depth understanding of the impetus for the project or initiative; the project’s components; the project’s technical processes; the project’s outcomes; and the project or initiative’s effects on the repository’s policies and preservation planning process.
Analytical reviews should be 5-8 pages in length, double-spaced, and must be submitted via the digital drop box on Blackboard no later than Thursday, November 13, 2008.

Final Project/Paper (40%)
Write a 15-20 page research paper on a significant preservation issue covered in the course, either analog or digital. The paper should be thoroughly researched, well written, and fully documented (e.g., in context citations or footnotes/endnotes, and a bibliography). Conducting original research (e.g. from primary sources, survey data, etc.) is not necessary. The paper must include and review relevant published literature and Internet resources (if appropriate) until you feel that you have run out of new insights. With the possible exception of historical topics, you should make every effort to find the most recent literature -- keeping in mind that you may need to go back to earlier material on the subject.

Your paper must include the following components:

- Introduction stating the subject of the paper and thesis
- Summary of the literature (a.k.a. literature review)
- Critical review/theoretical analysis of the topic based off the literature
- Conclusion summarizing what you have learned and what other research is needed.
- Bibliography

The reader should be able to glean the current state of knowledge about the topic, the key issues it is concerned with, and questions it raises for preservation management or broader information professions. Citations should conform to the Chicago Manual of Style. A bibliography listing the sources consulted is required.

Papers will be evaluated on the following criteria:

- Appropriateness of the topic
- Thoroughness of background research
- Clarity of writing
- Originality of analysis (depth of analysis, critique, synthesis)
- Presentation (citations, proofreading, bibliography, etc.).
The purpose of the paper is to extend well beyond the required readings and the chapter presentations to demonstrate an in-depth understanding of the issue or problem, its evolution, efforts to resolve it, and possibly trends for the future. Because preservation best practice evolves over time, your bibliography should reflect the most current theory and practice in your chosen domain.

Below is a list of possible topics, though this list is by no means exhaustive. If you wish to discuss a topic selection make an appointment with the Instructor to discuss possibilities and interests. Topics should be selected and abstracts submitted by Oct. 16.

Possible topics:

- Write a disaster plan for a library or archive that does not have one.
- Discuss some of the major disasters documented in library literature. Describe the causes and effects of and responses to the disasters. What were the lessons learned? How have response strategies changed as a result of disasters?
- Design and implement a care and handling program for all the staff in your chosen institution, including maintenance staff, support staff, etc.
- Design and implement a collections condition survey for your chosen institution. Research and compare existing surveys - both paper-based and computer-based. Present your research, survey instrument and the results of your collection survey.
- Security issues: Who vandalizes and steals books? Discuss some of the major thefts from library and archival collections documented in the literature. How do libraries protect their collections?
- What are the preservation issues for a particular format? (e.g., audio tape, video tape, e-mail, maps, etc.) Discuss the storage, handling, use, future use and reformatting options for the format.
- What are the challenges of preserving digital collections? How does digitization differ from digital preservation? What are libraries and archives doing to create, acquire, provide access to, and preserve digital collections?

**DUE DATES**

*Thursday, October 16:* Final Project/Paper Abstract
*Thursday, November 13:* Analytical Review of a Digitization Project or Initiative
*Thursday, December 4:* Final Project/Paper and In-class Presentations

In-class Chapter Presentation as Assigned (see Appendix 3.)

All due dates are final; no exceptions. Students are expected to work outside of each class to prepare for class and complete assignments on time

**EXTRA-CURRICULAR ACTIVITIES**

One objective of the course is to become familiar with the field of preservation in libraries and archives, the nature and diversity of careers in this field, and the structure of these professions. Therefore, students are encouraged to participate in extra-curricular
activities that will augment information presented in the class. Possible extra curricular activities include:

Participating in listserv discussions in the field of preservation management.

Attending lectures and discussion on related topics within the DC area.

Finding part-time employment or volunteering at local organizations with preservation management problems.

Exploring Web based resources. These are preservation management resources -- including institutions, professional associations, research projects, policy papers, and the like -- available on the Internet. The Internet is also a tremendous resource for current events reporting on preservation management related issues.

Additional opportunities/activities/resources will be announced in class as they come to my attention.

Another objective of the course is to understand how preservation management relates to other aspects of information management and other information professions. Therefore, students are encouraged to raise related issues from other courses they are taking in class discussions.

**STUDENT PARTICIPATION AND IN-CLASS PRESENTATIONS**

Class Participation and Protocol (25%)

*Attendance:* Attendance is mandatory, in keeping with university policy. All participants are expected to attend all classroom sessions and field site visits. Participation is primary to the context of this course.

*Late work:* Students are expected to be working on assignments before and after class sessions throughout the week. Late work will not be accepted except by prior arrangement.

*Arrive on time:* Chronic lateness can negatively affect class participation grades.

*Behave respectfully:* Students are expected to behave respectfully while in class. Participation grades will reflect a student’s maturity level and professionalism, and whether the student actively participates in class discussions.

*No phone calls during class:* Turn off or silence cell phones and pagers and other electronic devices. Students leaving the room for calls are not allowed to return to that class session. This especially important to adhere to when we are on field site visits.

*No grade discussions in class:* Instructor will not discuss grades in class. Questions with regard to assignments will be discussed only before and after class, if time allows, and
during a scheduled appointment during the Instructor’s office hours. Please consult the syllabus before asking questions about the course requirements.

**In-class Chapter Presentation (10%)**: Each student will be assigned a chapter in the text book by Banks & Pilette to present in class each week for class discussion. Assignments will be made alphabetically (see Appendix 2.)

**ADA ACCOMMODATION**
Students with disabilities requiring accommodation under federal regulations must present a **written accommodation request** to the instructor **before the first class meeting**. It is strongly recommended that the student contact the Office of Disability Support Services, Suite 207, Pryzbyle Center (202-319-5211; email: cua-disabilityservices@cua.edu). This is the University office responsible for disability accommodation and services, and its staff can answer questions about services and requirements regarding documentation. Special accommodations or other arrangements cannot be made without documentation approved by this office.

**ACADEMIC HONESTY POLICY**
As the daily student panel presentations of course readings will be group work, you are expected to consult with your fellow students on this presentation. However, consulting does not mean that you hand in the same written work products. In regard to all written assignments, the work you hand in must be completely the result of your own effort.

All students are expected to adhere to accepted codes of ethical, personal, and civil conduct while in this class and conversing online, using e-mail, or engaging in any online chat sessions. The University’s policy is available at: [http://policies.cua.edu/academicundergrad/integrity.cfm](http://policies.cua.edu/academicundergrad/integrity.cfm) Failure to meet these standards will have serious consequences: you will receive a grade of “F” on the assignment or project in question, and will be reported to the Dean for possible further action such as an “F” for the course and possible withdrawal from the program. The Catholic University of America defines plagiarism as:

“presenting the work of another as if it were one’s own. It includes quoting, paraphrasing, summarizing, or utilizing the published work of others without proper acknowledgement, or, where appropriate, quotation marks”

“… any unacknowledged use of another’s ideas constitutes plagiarism, including the use of papers written by other students, interviews, radio or TV broadcasts, and any published or unpublished materials (including web-based materials, letters, pamphlets, leaflets, notes or other electronic or print documents).”

CUA’s “Academic Graduate and Undergraduate Student Academic Dishonesty” Policy, Section III., Categories of Academic Dishonesty. [http://policies.cua.edu/academicundergrad//integrityfull.cfm#i](http://policies.cua.edu/academicundergrad//integrityfull.cfm#i)
SCHEDULE OF CLASSES
(Subject to Revision)

Week One: Thursday, August 28, 2008
Course Overview: Student introductions and review of syllabus.

Week Two: Thursday, September 4, 2008
Introduction to Preservation Management
Read in Banks/Pilette:
Preface xiii
Chapter 1: “Defining the Library Preservation Program: Policies and Organization”
Chapter 2: “Preservation Programs in High-use Library Settings”

Week Three: Thursday, September 11, 2008
***LIBRARY OF CONGRESS FIELD TRIP***
Class will meet at the Preservation lab in the Madison Building of the Library of Congress at 3:30pm, for a hosted tour and introduction to the conservation/preservation work at the LC.

Week Four: Thursday, September 18, 2008
Deterioration of Paper Collections
Read in Banks/Pilette:
Chapter 12: “Selection for Preservation”
Chapter 13: “The Conservation of General Collections”

Week Five: Thursday, September 25, 2008
Deterioration of Film and Electronic Media
Read in Banks/Pilette:
Chapter 18: “Preservation of Information in Non-Paper Formats”

Week Six: Thursday, October 2, 2008
The Building and Environment
Read in Banks/Pilette:
Chapter 7: “Environment and Building Design”
Chapter 10: “Library and Archives Security”
Chapter 11: “Exhibition Policy and Preparation”

Week Seven: Thursday, October 9, 2008
***CUA ARCHIVES FIELD TRIP***
Class will meet at the CUA Archives, in Thomas Aquinas Hall at 3:30pm for a presentation by Maria Mazzenga and other Archives Staff.

Week Eight: Thursday, October 16, 2008
Collections Care
Read in Banks/Pilette:
Chapter 8: “Collections and Stack Management”
Chapter 16: “Special Collections Conservation”

***FINAL PROJECT/PAPER ABSTRACT DUE***

Week Nine: Thursday, October 23, 2008
Reformatting and Treatment
Read in Banks/Pilette:
Chapter 6: “Issues in Digital Archiving”
Chapter 14: “Commercial Library Binding”
Chapter 15: “Preservation Microfilming and Photocopying”
Chapter 17: “Digitization for Preservation and Access”

Week Ten: Thursday, October 30, 2008
Disaster Planning: Guest Lecturer, Yvonne Carignan, DC Historical Society
Read in Banks/Pilette:
Chapter 9: “Preservation Management: Emergency Preparedness”
Class will meet in the Information Commons.

Week Eleven: Thursday, November 6, 2008
Building a Preservation Program
Read in Banks/Pilette
Chapter 3: “Preservation Program Planning for Archives and Historical Records Repositories”
Chapter 4: “Programs, Priorities, and Funding”
Chapter 5: Planning for Preservation in Libraries”

Week Twelve: Thursday, November 13, 2008
***NO CLASS***CONFERENCE***
***REVIEW OF DIGITIZATION PROJECT/INITIATIVE DUE***

Week Thirteen: Thursday, November 20, 2008
***NATIONAL LIBRARY OF MEDICINE FIELD TRIP ***
Students will meet at the National Library of Medicine, 3:30-5:30pm, for a tour and lecture provided by Margaret Byrnes, NLM Preservation Program.

Week Fourteen: Thursday, November 27, 2008
***NO CLASS: THANKSGIVING HOLIDAY***

Week Fifteen: Thursday, December 4, 2008
***FINAL PROJECT/PAPER DUE***
***IN-CLASS PROJECT/PAPER PRESENTATIONS***
APPENDIX #1
Suggested Bibliography

This bibliography is not exhaustive, but has been prepared as a starting point to help you obtain more information on collection management, selection for preservation, and other preservation issues. Students are advised to consult this listing in selecting background literature for selected research paper topics.

Introduction to Preservation Management


Cloonan, Michele V. “W(h)ither Preservation?” Library Quarterly 71 (April 2001): 231-42.


**Deterioration of Paper Collections**

**General**


**Ink and Colorants**


Watercolors Web site. http://www.handprint.com/HP/WCL/pigmt1.html#pigmenttypes (Provides information on the history and characteristics of pigments.)

**Parchment and Leather**


**Paper**


**Photographs**


**Books**


**Deterioration of Film and Electronic Media**

**General**


**Photographic Negatives and Transparencies**


**Motion Picture Film**


**Microforms**


**Magnetic Media**


Vidipax Web site. [www.vidipax.com](http://www.vidipax.com). See the video and audio format guides and the magnetic tape preservation section.


**Optical Media**


**Sound Recordings**


**The Building and Environment**


Association of College and Research Libraries. Rare Books and Manuscripts Section. [www.rbms.nd.edu/](http://www.rbms.nd.edu/). See Publications: Standards and Guidelines, particularly *Guidelines*
for the Security of Rare Book, Manuscript, and Other Special Collections, and Guidelines Regarding Theft in Libraries.


A guide to diagnosing and resolving indoor air quality (IAQ) problems has appendices on measurement of IAQ; HVAC systems and IAQ; and moisture, mold, and mildew.


Collections Care

General Storage and Handling/Paper Collections


- “Handling Archival Documents and Manuscripts,” 19/17, 1996.
- “How to Care for Bound Archival Materials,” 19/18, 1996.


Exhibition


**Staff/User Education**


**Photographs and Film**


National Park Service. *ConservOGrams*.  


Sound Recordings/Magnetic Media/Optical Media


- “Care of Archival Compact Disks,” 19/19, 1996.
- “Care of Archival Digital and Magnetic Media, 19/20, 1996.


Reformatting and Treatment

Library Binding


Paper Reproductions


Preservation Microfilming


Reformatting Media Collections


**Digital Imaging**


Conservation Treatment


Disaster Planning

Links to Sample Plans


Templates for Writing a Plan


dPlan, NEDCC’s online disaster planning template, at [www.dplan.org](http://www.dplan.org). This template allows you to input information about your institution and generates a disaster plan for you. Be aware that collecting and entering data into this template is a time-consuming process that results in a very detailed plan.
**Printed Resources**


**Online Resources**


http://www.fema.gov/hazard/.


Building a Preservation Program


SOLINET. “Funding Resources for Preservation” and “Preservation Budget Planning,” at [www.solinet.net/preservation/leaflets/](http://www.solinet.net/preservation/leaflets/).

APPENDIX #2
In-class Presentation of Chapter
(assigned alphabetically)

Chapter 1: Roxanne Beatty
Chapter 2: Caroline Bragdon
Chapter 3: Mona Chandon
Chapter 4: Jeremy Frank
Chapter 5: Lindsay Halkola
Chapter 6: Michael Klein
Chapter 7: Kim Machado
Chapter 8: Kera Manion
Chapter 9: Julie Medlock
Chapter 10: Catherine Moran
Chapter 11: Cronan Murphy-O’Connor
Chapter 12: Allison O’Dell
Chapter 13: Roslyn Pachoca
Chapter 14: Dawn Powers
Chapter 15: Elsbeth Purdy
Chapter 16: Ramona Sampsell
Chapter 17: Colleen Semitekol
Chapter 18: Christopher Thompson