School of Library and Information Studies
University of Oklahoma

LIS 5653 Preservation of Information Materials

Fall 2013
Tuesdays 4:30-7:10 PM
Locations: BL 100

Instructor: Dr. Kelvin L. White
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COURSE DESCRIPTION
Theory and practice of the preservation and conservation of intellectual content and physical artifacts, including paper, microform, and digital records. Emphasis on planning and administering disaster prevention and recovery, preservation, and digitization programs.

INTERPRETATION OF COURSE DESCRIPTION
This course is an introduction to the fundamental principles of library and archives preservation. As an introductory course, students will become acquainted with the nature and deterioration of library and archival materials, collections care, analog and digital reformatting, conservation, disaster planning, and issues in digital preservation by considering real-life examples and studying professional literature.

OBJECTIVES

At the end of this course, students will be able to:

➢ Demonstrate an understanding of the nature and structure of library and archival materials.
➢ Identify agents of deterioration of library and archival materials (including multimedia collections), as well as accepted preservation functions that help mitigate deterioration.
➢ Explore treatment and reformatting options available to librarians and archivists.
➢ Identify the elements of an effective disaster plan, and be aware of methods for preventing, mitigating, and responding to disasters in libraries and archives.
➢ List the components of a preservation program and describe how they can be incorporated into an organization's policies.
➢ Identify basic issues and understand emerging trends in digital preservation
➢ Demonstrate awareness of the role of preservation in ensuring continued access to digital information.
➢ Recognize preservation as a central function that has implications throughout libraries and archives.

REQUIRED TEXT/READINGS
There is no required text for this class. Required weekly readings will be available on the class website, Desire-to-Learn.
A very helpful resource is the SAA Glossary of Archival Terminology available here:

http://www.archivists.org/glossary/

Please consult this resource for basic terminology throughout the semester.

EXPECTATIONS
This course will be delivered using a variety of learner-centered pedagogies, including group discussions, class discussion, and individual and/or group exercises. As such, I expect the following from each student:

✓ Adequate preparation: You are expected to complete required readings each week and be able to discuss them and raise questions about issues you do not understand.
✓ This classroom is a collaborative laboratory. You are encouraged to expand your horizons, try out new ideas, and entertain other ways of seeing the world. You are encouraged to change your mind, even if your views are inconsistent.
✓ Timely completion of assignments.
✓ Critical and original thinking, written skills, evidence of reading widely, and class participation will be important components of this class and will be graded accordingly.

ATTENDANCE AND RELATED POLICIES

Class attendance
Class attendance is expected. Non-attendance may adversely affect student performance on assignments and tests. Attendance is also important because the graduate student experience encompasses more than fulfillment of assignments.

Absence for religious holidays
“It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required classwork that may fall on religious holidays.” (Section 3.13.2, The Faculty Handbook). Students who plan to observe a religious holiday should notify the instructor as soon as possible in order to make appropriate arrangements for classwork or rescheduling of examinations.

Reasonable accommodations
The University of Oklahoma is committed to providing reasonable accommodation for all students with disabilities. Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact the instructor as soon as possible to discuss accommodations necessary to ensure full participation and facilitate educational opportunities. Students requesting accommodations are required to contact the Office of Disability Services. This office accepts requests from students for reasonable accommodation after the student has self-identified as an individual with a disability. The Disability Resource Center on the Norman campus is located in Goddard Health Center, Suite 166, phone 405/325-3852 or TDD only 405/325-4173.

Academic Integrity
Students should review expectations for the academic integrity of work by reading and reviewing the items posted at the URLs listed below.

Academic Integrity and Misconduct: http://integrity.ou.edu/students_guide.html
GRADING AND ASSIGNMENTS
Your grade will be comprised as follows:

• A.1 Vocabulary Exam (5%)
• A.2 Preservation Webinar Attendance Report (5%)
• A.3 Preservation Assessment (30%)
• A.4 Disaster Plan (25%)
• A.5 Preservation Issue Paper or Mock NEH Preservation Grant Application (35%)

A.1: Vocabulary Exam (5%): In-class October 29
This exam will cover preservation terms and concepts covered in the class.

A.2: Preservation Webinar Attendance Report (5%): Due to the Dropbox anytime before or on 12/3, 11 P.M.
This assignment is designed for students to explore preservation topics that are not covered in class and/or to receive more in-depth coverage in a particular preservation topic. You may choose either a webinar course that will be available this semester or an archived course. The current schedule is available at http://www.connectingtocollections.org/newcourses/. Archived webinars and materials are located here: http://www.connectingtocollections.org/courses/about/. Students must attend at least 3 clock hours and submit a ½ - 1 page (single-space) summary of what each session covered.

A.3: Preservation Assessment (30%): Due Wednesday, October 30th, 11 P.M.
Create a detailed listing of a specific collection at your workplace or a local institution of interest, noting the types of materials included and the general condition of each category of material. Write a paper summarizing the problems seen within the collection. Suggest priorities for preventing additional damage and dealing with damage that has already occurred. Provide suggestions for storage, handling, use, environmental control, and reformatting (if appropriate)

A.4: Disaster Plan (25%): Due Wednesday, November 27th, 11 P.M.
Write a disaster plan or update a plan for a library, archives, or other institution that holds cultural resources.

A.5: Preservation Issue Paper or Mock NEH Preservation Grant Application (35%): Due Tuesday, December 3rd, 11 P.M.
For this assignment, you have two options. For either option, your work should be thorough and scholarly, drawing upon appropriate theoretical, historical, cultural, or other texts as appropriate to reinforce your argument.

Option 1
Identify a research topic of interest to the student, and write a term paper that provides an overview of current research efforts in that topic.

Option 2
Develop a grant proposal for the student’s workplace or a local institution of interest. A Preservation Assistance Grant from the National Endowment for the Humanities would be an appropriate length for the proposal and helpful to the home institution.

Grades of Incomplete:
The Graduate College has strict conditions under which a student is given an incomplete in a regularly scheduled, letter-graded course. A grade of Incomplete (I) will be given only for a justifiable reason (due to unavoidable circumstances, not lack of planning on the student's part) and only if the student is passing the course. It is the responsibility of the student to request a grade of I and to meet with the instructor as early as possible to determine the requirements for completing the course. Any incomplete granted must be removed by the deadline specified by the instructor. The time limit set for removal of an incomplete will take into account the circumstances of the situation but may not exceed one calendar year.

READINGS AND SCHEDULE

Week 1 (Aug 20) Introductions; Course Planning

Week 2 (Aug 27) Historical Background; Components of a Preservation Program

Week 3 (Sep 3) Context for Cultural Records

Required readings:


Week 4 (Sep 10) Attend webinar related to preservation (no in-class meeting)

Week 5 (Sep 17) Collections Care: Archival environments, handling archival materials

Required readings:


Week 6 (Sep 24) Preservation Assessment and Collection Surveys

Required readings:

Suggested Reading:


**Week 7 (Oct 1) Structure and Deterioration of Paper-based Materials and Site Visit: History of Science—Joann Palmeri, Acting Curator**

**Required readings:**


**Week 8 (Oct 8) Structure and Deterioration of Multi-media and Site Visit: TBD**

**Required readings:**


**Week 9 (Oct 15) Site Visit: Surveys and Assessments (City Clerk, Oklahoma City—Jennifer Day, Archivist 3 P.M.)**

**Week 10 (Oct 22) Fieldwork: Work on Collection Assessments**

**Week 11 (Oct 29) Treatments Options and Disaster Planning (NOTE: A.3 due Wednesday, Oct 30, 11PM—Dropbox); Vocabulary Exam (A.1) in class.**

**Required readings:**


Week 12 (Nov 5) Fieldwork: Work on Collection Assessments and Disaster Plans

Week 13 (Nov 12) Site Visit: Disaster Planning (Western Hist. Collect.—Kristina Southwell, Acting Curator 3 P.M)

Week 14 (Nov 19) Preservation Reformatting

Required readings:


Week 15 (Nov 26) Building a Preservation Program (NOTE: A.4 due Wednesday, Nov 27, 11PM—Dropbox)

Required readings:


“Preservation Program Planning for Archives and Historical Records Repositories,” by Christine Ward (pp. 43–62);

“Preservation Programs in High-Use Library Collections,” by Sara R. Williams (pp. 28–42);

“Programs, Priorities, and Funding,” by Margaret Child with Laura Word (pp. 63–81).

Week 16 (Dec 3) A.5 due 11PM—Dropbox