

NYU Cinema Studies MIAP

Fall 2017

Conservation and Preservation: Principles

H72.1802

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(*subject to change*)

Instructor: Evelyn Frangakis

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Class Schedule: Mondays, 4:00 – 6:00 p.m., with some additional alternate scheduling

Office Hours: The instructor will be available for office hours before/after class and by appointment

COURSE DESCRIPTION

The Conservation and Preservation: Principles course is an introduction to the basic principles and methods of conserving and preserving the wide range of materials found in libraries, archives, special and heritage collections. Topics include the history of preservation, collections care, maintenance and environmental issues, commercial preservation options, selection for preservation, security, issues in paper and photographic preservation and conservation, disaster planning and recovery, issues relating to non-print materials, preservation reformatting, digital imaging, the preservation and responsibility for cultural heritage, and public policy for preservation.

*** The course includes two mandatory class sessions (consisting of six hours total duration) on still photography that have been scheduled at the Metropolitan Museum of Art with Nora Kennedy, Sherman Fairchild Conservator in Charge, Photograph Conservation Department and Katherine (Katie) Sanderson, Assistant Conservator of Photographs.

The first session will take place on Monday November 6th from 2:30-5:30 pm.

The second session will be held on Monday November 13th from 2:30-5:30 pm.

*** One additional Monday class/site visit may be scheduled at the NYPL Manhattan central building. Due to the collection space required for this visit, it may be scheduled in the morning to secure that space for this class' use only.

Other site visits and guests may be arranged if student/class interests arise. Feel free to suggest visits to the instructor and we will work together to pursue those options.

Directions and details for all site visits will be provided by email and on NYU Classes course site prior to the visits.

COURSE INSTRUCTIONAL AND LEARNING OBJECTIVES

To introduce students to the:

1. Issues and options for the preservation of collections in all formats
2. Causes of collection deterioration and options for prolonging useful longevity
3. Roles of collection stewards in the conservation and preservation of collections to ensure enduring access
4. Tools available in the conservation and preservation field
5. Need for networking, staff and user education and training.

Students completing this course should:

1. understand the nature of current preservation challenges, their origins and the resources and possible solutions to address them.
2. understand and be able to identify preservation needs and the issues to be addressed in implementing and administering a preservation program.
3. have necessary skills to evaluate technological options and strategies as they relate to specific collections and types of materials
4. understand issues related to fund raising and grant writing for preservation projects and collection needs.
5. be able to see the role of collection care and preservation within the larger institutional environment.
6. understand the role of preservation in the larger context of organizational administration, academic and research support, cultural heritage, and the broader context of societal communication, interaction and inquiry.

GRADING

Evaluation of student performance will be based on:

- General preservation survey report (30% of grade)
- Comparative review of two disaster plans assigned by instructor (25% of grade)
- 1-2 page review of each site visit and any class taught by guest speakers (20% of grade)

- Attendance and class participation (25% of grade), including:
 - Readings, films, and essays as assigned and discussed
 - Attendance and participation at site visits
 - Hands-on preservation activities in class

Description of Assignments and Deadlines:

Each written assignment should include the course title, assignment title, student's name, date, and include page numbers. There is no specific required writing style, but citations are required.

Grades will be assessed on adherence to instruction, clarity of presented information and level of its organization, and appropriateness/relevance to the assignment.

Comparative Disaster Preparedness Assignment: Due Monday November 6th

Students will complete an assignment related to disaster planning and recovery, resulting in a written report/assessment. Details of the assignment will be provided in class.

Survey Assignment: Due Tuesday December 12th (last class)

Students will conduct an overview preservation survey of a small library collection and produce a final report of findings and recommendations. Details of the assignment, including a required survey format, will be provided in class.

Site visit summaries. One to two page site visit written summaries are due after each site visit, including two for the Met visits (one for each visit). The summaries should highlight what you learned and found most interesting. The purpose of the summaries is to reinforce what was taught during each site visit. These summary papers are due one week after the visit.

All written assignments must be submitted through the NYU Classes online learning management system, <http://www.nyu.edu/life/information-technology/instructional-technology-support/instructional-technology-tools-and-services/nyu-classes.html>

Assignments are due by 4:00 pm on the date(s) listed in this syllabus in order to receive full possible credit. Students with reasonable cause for delayed work need to negotiate an alternate arrangement with the instructor in advance, if at all possible. Otherwise late work will be dropped two points if submitted in the first 24-hour period past the due date and an additional two points for each 24-hour period thereafter.

No incompletes are accepted for this course.

OUTLINE OF COURSE CONTENT AND LIST OF RESOURCES

Required Text:

Ritzenthaler, M. L., & Society of American Archivists. (2010). *Preserving Archives and Manuscripts*. Chicago: Society of American Archivists. Available on the SAA website: <http://saa.archivists.org/store/preserving-archives-and-manuscripts-2nd-ed/1599/>

Book Table of Contents: <https://saa.archivists.org/4DCGI/store/PDFs/TOCs/BOOKSAA-AFS0533.pdf>

Students of this course will receive a substantial discount on this book (\$30 plus \$10 shipping) by mentioning this course and instructor. Contact Lee Gonzalez at lgonzalez@archivists.org, or toll free at 866-SAA-7858.

Professional Tools:

Students are expected to become familiar with preservation and conservation journals, internet lists and websites. Class conversation will depend on this familiarity.

A variety of required readings will be assigned and are noted under each class session section (by class date and number). The readings in the syllabus may change or be added to during the course of the semester. Students are responsible for following these changes. Resources listed support the themes and content of the syllabus and also support course assignments and students are encouraged to explore them.

CCAHA, Conservation OnLine (CoOL) and NEDCC online resources should be utilized for additional core information:

- CCAHA: <http://www.ccaha.org/publications>
- CoOL: <http://cool.conservation-us.org/>
- NEDCC: <http://www.nedcc.org/free-resources/nedcc-publications>

NYU Classes (Online Course Site):

Additional required readings for each class, as well as supplemental resources, are found on the NYU Classes online learning management system, <http://www.nyu.edu/life/information-technology/instructional-technology-support/instructional-technology-tools-and-services/nyu-classes.html>.

NYU Classes will be used for the following (not limited to):

- Class announcements
- Syllabus, including required reading list for each class and supplemental resources
- Documents posted by the instructor
- Public (for all-class access) and private (for instructor-only view) documents posted by the students
- Discussion board for relevant communication, including topic sign-up and tours communication
- Completed assignments and grades

Films to be viewed as part of class assignments and discussion:

- *Art of the Steal*, MAJ Production in association with 9.14 Pictures; produced by Sheena M. Joyce; directed and photographed by Don Argott, 2009.
- *Expert Series – Preserving the Charters of Freedom*, (National Archives and Records Administration) <http://www.youtube.com/watch?v=gHIQr9GjVXU>
- *Glatfelter Interactive Mill Tour*, http://www.glatfelter.com/learning/interactive_tour.aspx
- *Saving the National Treasures*, NOVA, 2005.

- *Slow Fires: On the Preservation of the Human Record*, American Film Foundation; produced and directed by Terry Sanders; written by Ben Maddow and Terry Sanders, 1987.

Additional films will be recommended throughout the course.

CLASS SCHEDULE AND ASSIGNMENTS

September 11 – Class #1

TOPICS:

- Introductions
- Review syllabus, reading list, expectations and assignments
- Overview and history of preservation activities, terminology, organizations associated with preservation and conservation of cultural property

Post-class work, Read:

Ritzenthaler, Mary Lynn. *Preserving Archives and Manuscripts*. Chicago, SAA, 2010. Chapter 1.

September 18 – Class #2

Class will not meet this week on site. Between week 1 and 2 students will work on a series of activities to become familiar with the preservation landscape. The class assignment is to view the film below and to explore/review all of the web sites listed. Each student is required to post to the entire class an original substantive review/comment on the film and each web site reviewed (for a total of five original comments) and is required to reply to two comments made by others. Focus on the nature, mission, and priorities of these organizations and how they interact with or support preservation of library, archival and other heritage collections. Look for current preservation issues that are being addressed by these organizations. For the film, comment on the content and its effectiveness as an educational and public awareness tool. For example, what did you learn from it; what were its strengths and where/how do you think it could have had greater impact?

View:

- *Slow Fires: On the Preservation of the Human Record*, American Film Foundation; produced and directed by Terry Sanders; written by Ben Maddow and Terry Sanders, 1987, (33 min version at <https://www.youtube.com/watch?v=aCsBSO6S8So> the video is also available in Bobst Library))

Explore the websites of these organizations:

- American Alliance of Museums, <http://www.aam-us.org>
- American Library Association, Preservation and Reformatting Section (PARS), <http://www.ala.org/alcts/mgrps/pars>
- Association of Research Libraries, <http://www.arl.org/>
- Society of American Archivists, <https://www2.archivists.org/>

September 25 – Class #3

WE WILL MEET AT BOBST LIBRARY FOR THIS SESSION

TOPIC:

- The broad range of topics and concerns that embody the concept of “preservation” in cultural institutions and how they are addressed through various preservation surveys and assessments
- Conduct survey walk-through of Bobst facility and collections

Reading:

- Heritage Health Index: <http://resources.conservation-us.org/hhi/>
- Patkus, Beth. *Assessing Preservation Needs: A Self-Survey Guide*. Andover, MA: NEDCC, 2003. Available at <http://www.nedcc.org/resources/downloads/apnssg.pdf>
- **Ritzenthaler, Mary Lynn. *Preserving Archives and Manuscripts*. Chicago, SAA, 2010. Chapter 2.**

Optional Reading:

- Indiana University, Bloomington (2011). Media Digitization and Preservation Initiative. Available at <https://mdpi.iu.edu/>.
 - Read the Executive Summary: [Meeting the Challenge of Media Preservation: Strategies and Solutions](#)
- McClure, I., and Pilette, R. (2010). Yale University Conservation Survey of Photograph Collections. Available at <http://ydc2.yale.edu/projects/directory-yale-photographic-collections> [Read the final report to Mellon: <http://ydc2.yale.edu/node/412/attachment>]

October 2 – Class #4

TOPIC:

- Disaster Preparedness and Recovery
- Institutional Readiness

Reading:

- CCAHA disaster and emergency resources, available at <http://www.ccaha.org/publications>
- Conservation OnLine (CoOL) <http://cool.conservation-us.org/>
 - Disaster Preparedness and Response, <http://cool.conservation-us.org/bytopic/disasters/>
 - Mold, <http://cool.conservation-us.org/bytopic/mold/>
- Dorge, V., & Jones, S. L. (1999). *Building an Emergency Plan: A Guide for Museums and Other Cultural Institutions*. Los Angeles: Getty Conservation Institute. Available at http://www.getty.edu/conservation/publications_resources/pdf_publications/emergency.html
- Heritage Preservation, *Working with Emergency Responders: Tips for Cultural Institutions*. 2009. Available at http://www.conservation-us.org/docs/default-source/emergency-resources/working_with_emergency_responders
- NEDCC Emergency Management leaflets, available at <https://www.nedcc.org/free-resources/preservation-leaflets/overview>

- Walsh, Betty, “Salvage at a Glance,” *WAAC Newsletter*, vol. 19, no. 2, May 1997, <http://cool.conservation-us.org/waac/wn/wn19/wn19-2/wn19-207.html>
- Walsh, Betty, “Salvage Operations for Water Damaged Archival Collections: A Second Glance,” *WAAC Newsletter*, vol. 19, no. 2, May 1997, <http://cool.conservation-us.org/waac/wn/wn19/wn19-2/wn19-206.html>

October 9 – NYU Fall Break, No Class

October 16 – Class # 5

TOPIC:

- Environmental issues that affect collection longevity

Reading:

- Conservation OnLine (CoOL) <http://cool.conservation-us.org/>
 - Mold, <http://cool.conservation-us.org/bytopic/mold/>
 - Pest Management, <http://cool.conservation-us.org/bytopic/pest/>
- Image Permanence Institute (IPI): <http://www.imagepermanenceinstitute.org/index.shtml>
IPI related sites:
 - eClimate Notebook, <https://www.eclimatenotebook.com/>
 - Dew Point Calculator: <http://www.dpcalc.org/>
- National Archives and Records Administration (NARA), *Directive 1571, Archival Storage Standards*, 2002. <http://www.archives.gov/foia/directives/nara1571.pdf>
- Northeast Document Conservation Center. *Northeast Document Conservation Center Resources: Preservation Leaflets*. Andover, MA: Northeast Document Conservation Center. Available at <http://www.nedcc.org/free-resources/preservation-leaflets/>
- **Ritzenthaler, Mary Lynn. *Preserving Archives and Manuscripts*. Chicago, SAA, 2010. Chapters 4 and 5.**

October 23 – Class # 6

TOPICS:

- Introduction to the range of materials and formats contained in research and heritage collections and the challenges they pose
- Introduction to preservation of library and archival collection formats
- Discussion of the challenges of stewardship and the “enemies” of collections

Reading:

- **Ritzenthaler, Mary Lynn. *Preserving Archives and Manuscripts*. Chicago, SAA, 2010. Chapter 3.**
- Glatfelter Interactive Papermaking Mill Tour, http://www.glatfelter.com/learning/interactive_tour.aspx
- Canadian Conservation Institute. (2016). Paper and Books. Available at <http://canada.pch.gc.ca/eng/1453998639226>

- Conservation Resources. (n.d.). Acid Deterioration. Available at [http://conservationresources.com/Main/S CATALOG/Acid Deterioration.htm](http://conservationresources.com/Main/S%20CATALOG/Acid%20Deterioration.htm)

October 30 – Class # 7

TOPIC:

Preservation of Special Formats

- Oversized and Mixed Media
- Photo Albums and Scrapbooks
- Posters and Flat Paper Collections
- Other Heritage Materials

Reading:

CCAHA leaflets

NEDCC leaflets

See also sections of the syllabus related to General Preservation and Collection Stewardship as well as Conservation and Collections Care

November 6 — Class #8

NOTE CHANGE IN MEETING TIME AND PLACE BELOW

Class will be held 2:30 – 5:30 pm at the Metropolitan Museum of Art, Photography Conservation Lab

Students should group inside the Education kiosk inside the main entrance, to the left of the central information desk. We will sign in and be escorted to the labs, as they are not open to the public.

TOPIC:

- Still Photography, Session One (Hands-on Session)
 - History of photography
 - Chemistry of photography
 - Identifying processes and time periods
 - Hands-on exercises

Reading:

- Kennedy, Nora. “The Coming of Age of Photograph Conservation” ICOM Committee for Conservation. 11th Triennial Meeting Edinburgh, Scotland. 1-6 September 1996. Preprints Volume II.
- Zinkham, Helena. “Reading and Researching Photographs,” in *Archival Outlook*, January/February 2007. Chicago, IL.: Society of American Archivists. pp. 6-7, 28. Available at http://www.archivists.org/periodicals/ao_backissues/AO-Jan07.pdf
- Understanding Photographic Processes, <http://www.metmuseum.org/en/about-the-museum/now-at-the-met/features/2011/understanding-photographic-processes>

November 6 - DISASTER PLAN ASSIGNMENT DUE

November 13 – Class #9

NOTE CHANGE IN MEETING TIME AND PLACE BELOW

This second hands-on class session will be held 2:30 – 5:30 pm at the Metropolitan Museum of Art, Photography Conservation Lab

The class should group inside the Education kiosk inside the main entrance, to the left of the central information desk. We will sign in and be escorted to the labs, as they are not open to the public.

TOPIC:

Still Photography, Session Two

- Handling and storing photographs
- Cleaning and mending
- Hands-on exercises

November 20 – Class #10

TOPIC:

- Preserving Archives and Manuscripts

Reading:

- “More Product, Less Process: Revamping Traditional Archival Processing” by Mark A. Greene and Dennis Meissner, *The American Archivist*, vol. 68 (Fall/Winter 2005) pp. 208-263. (Available at <http://www.archivists.org/prof-education/pre-readings/IMPLP/AA68.2.MeissnerGreene.pdf>)
- “Preservation as Obstacle or Opportunity? Rethinking the Preservation-Access Model in the Age of MPLP,” by Laura McCann, *Journal of Archival Organization* v. 11, (1-2) pp. 23-48, 2013, available at <http://www.tandfonline.com/doi/abs/10.1080/15332748.2013.871972>
- **Ritzenthaler, Mary Lynn. *Preserving Archives and Manuscripts*. Chicago, SAA, 2010. Chapter 8.**

View before class:

- *Expert Series – Preserving the Charters of Freedom*, (National Archives and Records Administration) <http://www.youtube.com/watch?v=gHIQr9GjVXU>
- *Saving the National Treasures*, NOVA, 2005.

November 27 – Class #11

TOPICS:

- Conservation treatment, collection care, holdings maintenance, storage, handling and education issues
- Preservation/conservation selection
- Choosing appropriate housing options and materials

Readings:

- American Institute for Conservation (AIC), <http://www.conservation-us.org/>
 - Code of Ethics, [http://www.conservation-us.org/our-organizations/association-\(aic\)/governance/code-of-ethics-and-guidelines-for-practice#.WbXyN7pFzIU](http://www.conservation-us.org/our-organizations/association-(aic)/governance/code-of-ethics-and-guidelines-for-practice#.WbXyN7pFzIU)
- Conservation OnLine (CoOL), <http://cool.conservation-us.org/>
- Canadian Conservation Institute, <http://www.cci-icc.gc.ca/index-eng.aspx>
- Getty Conservation Institute, <http://www.getty.edu/conservation/>
 - National Archives and Records Administration (NARA), <http://www.archives.gov/> and <https://www.archives.gov/preservation>
 - Holdings Maintenance, <http://www.archives.gov/preservation/holdings-maintenance/>
- Paris, Jan, “Choosing and Working with a Conservator,” Andover MA: NEDCC, 2010, <http://www.nedcc.org/free-resources/preservation-leaflets/7.-conservation-procedures/7.7-choosing-and-working-with-a-conservator>
- Saving the National Treasures, <http://www.pbs.org/wgbh/nova/charters/>
- **Ritzenthaler, Mary Lynn. *Preserving Archives and Manuscripts*. Chicago, SAA, 2010. Chapters 6, 7 and 10.**
- Teper, J. (2014). “Selection for Preservation: A Survey of Current Practices in the Field of Preservation,” *Library Resources and Technical Services*. 58(4), pp. 220-232.

December 4 – Class #12

TOPICS:

- Managing collections
- The role of preservation in the context of the larger organization
- Organizing for preservation
- The role of vendor services

Class exercise: Identifying preservation needs and options

Class exercise: Outline for a Preservation Plan

Reading:

- *Managing Cultural Assets from a Business Perspective*” by Laura Price and Abby Smith. (Available at <http://www.clir.org/pubs/reports/pub90/pub90.pdf>.)
- *The Idea of Order: Transforming Research Collections for 21st Century Scholarship*, June 2010. <http://www.clir.org/pubs/abstract/pub147abst.html>
- *No Brief Candle: Reconceiving Research Libraries for the 21st Century*, August 2008. <http://www.clir.org/pubs/abstract/pub142abst.html>

December 11 — Class # 13

TOPICS:

- Fundraising
- Grantsmanship

Reading:

- Foundation Center, <http://foundationcenter.org/>
- Grantsmanship Center, <http://www.tgci.com/>
- Institute of Museum and Library Services (IMLS), <https://www.ims.gov/>
- National Endowment for the Humanities, <http://www.neh.gov/>
 - Division of Preservation and Access, <http://www.neh.gov/divisions/preservation>
 - NEH's Application Review Process, <http://www.neh.gov/grants/application-process>
 - NEH policies, forms, and other information for organizations with a grant from NEH. <http://www.neh.gov/grants/manage/organizations>
 - NEH Preservation Assistance Grants for Small Institutions, <http://www.neh.gov/grants/preservation/preservation-assistance-grants-smaller-institutions>
- National Historical and Publication Commission, <http://www.archives.gov/nhprc/>

December 12 – Class #14

TOPICS:

- We will review the state of preservation programs in cultural institutions today
- Conversation about the concept of cultural property and the future of stewardship in society

Reading:

- Merrill-Oldham, J. (2002). Chapter 8. Taking Care - An Informed Approach to Library Preservation. In *To preserve and protect: the strategic stewardship of cultural resources. Essays from the symposium held at the Library of Congress, Oct. 30-31, 2000*, at https://www.nps.gov/parkhistory/online_books/preserve_protect/contents.html
- Additional articles to be assigned from major publications of current events and trends

View before class:

Art of the Steal, MAJ Production in association with 9.14 Pictures; produced by Sheena M. Joyce; directed and photographed by Don Argott, 2009.

December 12--SURVEY ASSIGNMENT DUE

INSTRUCTOR & GUEST LECTURER BIOGRAPHICAL INFORMATION

Evelyn Frangakis has led diverse and innovative preservation and education programs for a variety of organizations, including the Conservation Center for Art and Historic Artifacts in Philadelphia, New York State Conservation Consultancy, Society of American Archivists, University of Maryland, and the National Agricultural Library. From 2004-2017, Frangakis was the Aaron and Clara Greenhut Rabinowitz Assistant Director for Preservation at the New York Public Library, where she led the development of programs that ensured the long-term care and immediate access to NYPL's world-renowned collections. Program activities included conservation, collections care, field services, registrar services, audio and moving image labs and the preservation reformatting lab. Frangakis has been adjunct faculty at Rutgers University's School of Communication and Information and directed its long-running Preservation Management Institute, a certificate-based program. Frangakis has held leadership positions in ALA and SAA, served on GPO's Depository Library Council, FLICC's Executive Board, and presented at numerous national forums. From 2013-15 Frangakis was an Association of Research Libraries (ARL) Leadership Fellow. She holds degrees from Franklin and Marshall College, Rutgers University, and Columbia University, where she was an International Thomson Scholar.

Nora Kennedy is the Sherman Fairchild Conservator in Charge, Photograph Conservation at The Metropolitan Museum of Art in New York City where she established a lab devoted to the conservation of photographs. At the Met she has worked on over ninety photography exhibitions and continues to expand the Museum's initiatives in education and research. Ms. Kennedy also serves on the adjunct faculty of the New York University Institute of Fine Arts Conservation Center. She received her M.S. degree in conservation from the University of Delaware/Winterthur Museum art conservation program. Previously she worked at the Museum of Modern Art and the Conservation Center for Art and Historic Artifacts. In 2006 she was awarded the American Institute for Conservation's Sheldon and Carolyn Keck Award recognizing a sustained record of excellence in the education and training of conservation professionals. She is the recipient of the HP Image Permanence Award for her work with the Mellon Collaborative Workshops in Photograph Conservation, the development of the Digital Sample Sets, as well as her contributions to the establishment of the Photograph Information Record.

Katherine Sanderson is Assistant Conservator of Photographs at The Metropolitan Museum of Art. She received her M.A. in art history and advanced certificate in conservation with a specialization in photographs from NYU's Conservation Center at the Institute of Fine Arts, followed by two years as the Research Scholar in Photograph Conservation at The Metropolitan Museum of Art, where she conducts research on the study of color change in photographs over time with particular attention paid to the effects of light exposure during exhibition. Her other main research interest involves the use of using economic and philosophical theory to more broadly assess how museums use their collections and how use affects the longevity of the art objects in their care.