

NYU Moving Image Archiving and Preservation (MIAP) Program
Fall 2018 Syllabus

CINE-GT 1802 Conservation and Preservation: Principles (2 credits)
721 Broadway, Room 652

Mondays, 4:00pm-6:00pm (Please note exceptions below.)
14 sessions

Class Dates: Sep 10, 17, 24; Oct 1, 9 (Tue), 15, 22, 29
Nov 5, 12, 19, 26; Dec 3, 10

On October 8, the class will meet from 4-6 pm at Columbia University and tour the Columbia Conservation Lab.

On October 15 and November 5, the class will meet from **2:30 to 5:30** in the Metropolitan Museum of Art Photo Conservation Lab.

Alexis Hagadorn
ah333@columbia.edu
212-854-3580
Office hours: by appointment.

Course Description

This course will explain the principles of conservation and preservation, and place moving image preservation within the larger context of cultural heritage preservation. It will explore the chemical and physical mechanisms of deterioration, and how institutions work to mitigate these factors through storage and proper handling. The course addresses selection for preservation and the role preservation actions play in future access to materials. Students will learn principles of condition assessment, conservation treatment, and how to write a disaster plan. They will also learn about working with vendors to outsource work, and sources of funding for preservation activities.

Learning Objectives

To understand how objects deteriorate, and how preservation programs work within institutions to accomplish selection for preservation, collection care, disaster preparedness and recovery, and environmental control to prevent deterioration.

Student Learning Outcomes:

Through successful completion of the course, students

- Demonstrate aware of the major trends in the development of library and archives preservation,
- Are able to identify the types of objects found in library and archives collections; begin to understand how identifications of materials are made; are conversant with important factors in the deterioration of collection objects.
- Demonstrate familiarity with basic goals, techniques and limitations of conservation treatment

- Apply the principles of conservation ethics to preservation decision making.
- Understand how preservation activities, such as disaster preparedness, environmental control, treatment, and reformatting are carried out within institutions to maintain access to collections for their present and future users.

Course Texts

There is no single textbook for this course, however, several core readings are found in Paul Banks and Roberta Pilette. *Preservation: Issues and Planning*. <https://www.alastore.ala.org/content/preservation-issues-and-planning> and many affordable used copies online.

It is not a requirement that you purchase this text for the class, but, if you think having to read it on course reserve at the library will prevent you from completing the five or six required readings it contains, you are strongly encouraged to acquire a copy.

Other readings for the course are accessible from links in the syllabus, or available on course reserve if so indicated.

Readings for a class session appear in the row associated with that class meeting and should be completed in advance of that days meeting.

Attendance

Class attendance is required.

Students will be given the opportunity to make up missed quizzes and in-class presentations at the discretion of the instructor. As a general rule, only absences due to illness or emergency will justify making up a missed quiz. Please contact the instructor as soon as possible if you will need to miss class on the day a quiz or presentation is assigned.

Class Topics

Unit I – Classes 1 – 4	History of Preservation
	Technology and structure of records materials
Unit II – Classes 5,6, 8, 9, 10	Conservation and Collection Care
Unit III – Classes 7, 12	Environmental control and disaster response
Unit IV – Classes 11, 13, 14	Preservation planning and program design

Readings

Readings listed on a class meeting date should be read in advance of that class session. Readings listed as “further reading” are optional, and all others are required.

DATE	TOPIC	READINGS
<p>Class 1 Sept 10</p>	<p>Introduction</p> <p>Overview of course</p> <p>History of the field of preservation</p> <p>Discussion of non-textual information and the artifact</p> <p>Watch on your own, as time permits. <i>The Restoration of Books</i>, London: Royal College of Art, 1968. Running time, 39 minutes. (Selections) https://www.youtube.com/watch?v=lp6698zQmY</p>	<p>Cloonan, Michele Valerie. "The Preservation of Knowledge." <i>Library Trends</i>, 41.4 (Spring 1993): 594-605. https://www.ideals.illinois.edu/bitstream/handle/2142/7871/librarytrendsv41i4e_opt.pdf?sequence=1</p> <p>Modern Language Association. Statement on the significance of primary records. 2003. https://www.mla.org/Resources/Research/Surveys-Reports-and-Other-Documents/Publishing-and-Scholarship/Significance-of-Primary-Records</p> <p>Abby Smith. <i>The Evidence in hand: The report of the Task Force on the Artifact in Library Collections</i>, Chapt. 2 "The Artifact in Question." Washington, DC: Council on Library and Information Resources, 2001. https://www.clir.org/wp-content/uploads/sites/6/pub103.pdf</p> <p>McCorison, Marcus. "Statement on Conservation." <i>Abbey Newsletter</i> 14, no. 5 (1990): 84–85. http://cool.conservation-us.org/byorg/abbey/an/an14/an14-5/an14-509.html</p> <p>PBS Newshour. "Decades after Florence's great flood, an art hospital renews still-damaged treasures." Oct 26, 2015. https://www.youtube.com/watch?v=WeGPMuxYHgA</p>

<p>Class 2 Sept 17</p> <p>Artifact Description DUE</p>	<p>Technology and structure of library materials</p> <p>Chemical reactions that cause deterioration</p> <p>Part I – Paper, Pigments</p>	<p>Northeast Document Conservation Center, <i>Preservation 101</i>, Chapter 2: Deterioration of Paper Collections. https://www.nedcc.org/preservation101/session-4 Read sections on “Papermaking” and “Inherent vice: Paper.”</p> <p>National Information Standards Organization (NISO). <i>Permanence of Paper for Publications and Documents in Libraries and Archives</i> ANSI/NISO Z39.48-1992 (R2002). Bethesda, MD: NISO Press, 1997. (SKIM) http://www.niso.org/publications/ansiniso-z3948-1992-r2009-permanence-paper-publications-and-documents-libraries-and</p> <p>Ink Corrosion Web site. https://irongallink.org/ Read “Iron Gall Ink: History, Ingredients, Manufacture” -the first three sections under the “Iron Gall Ink” heading And “Iron gall ink corrosion - the role of collection keepers” -found under the menu title “Conservation”</p> <p>Nadeau, Louis. "Office Copying and Printing Processes," from <i>Guide to the Identification of Prints and Photographs: Featuring a Chronological History of Reproduction Technologies</i>, 2002. (PDF). (SKIM ONLY) http://cool.conservation-us.org/byauth/nadeau/copyingprocesses.pdf</p> <p>“Mass Deacidification: the Need for a National Program” (READ pp. 7-18) http://msc.mellon.org/msc-files/Columbia%20University%20-%20Deacidification%20Process%20FR%2008.pdf</p> <p>FURTHER READING: Sarah D. Stauderman, Irene Brückle, Judith J. Bischoff. “Observations on the Use of Bookkeeper® Deacidification Spray for the Treatment of Individual Objects.” AIC Book and Paper Group Annual, v. 15, 1996. http://cool.conservation-us.org/coolaic/sg/bpg/annual/v15/bp15-17.html</p>
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<p>Class 3 Sept 24</p>	<p>Technology and structure of library materials</p> <p>Part II – Bound materials, leather, parchment, gelatin</p> <p>Binding structure Processes in bookbinding Leather Parchment Adhesives Library Binding</p>	<p>Ogden, Sherylyn, <i>CONSERVATION PROCEDURES 7.1 Guidelines for Library Binding</i>. Northeast Document Conservation Center, Preservation Leaflets, 2007. https://www.nedcc.org/free-resources/preservation-leaflets/7.-conservation-procedures/7.1-guidelines-for-library-binding</p> <p>Frost, Gary, "A brief history of western bookbinding, without one mention of decoration." <i>Abbey Newsletter</i> 2, no. 4 (February, 1979): 39-43.</p> <p>"Bookbindings," National Preservation Advisory Centre (UK) http://www.bl.uk/aboutus/stratpolprog/collectioncare/publications/booklets/caring_for_bookbindings.pdf</p> <p><u>ANSI/NISO Z39.78 - 2000 Library Binding (2018 revision)</u> go to https://groups.niso.org/apps/group_public/download.php/18990/Z39.78-2000_R2018.pdf</p>
<p>IN CLASS</p>	<p>Examination of binding structures</p>	<p>Further Reading</p> <p>Merrill-Oldham, Jan <i>Standard for Library Binding</i>, (Chicago and London: American Library and Paul Parisi, Guide to the Library Binding Institute Association, 1990), vii. https://bomi.memberclicks.net/assets/lbc-documents/0838984840_lbiguide.pdf</p> <p>"Hand Bookbindings from Special Collections in the Princeton University Library: From Plain and Simple to Grand and Glorious." http://libweb5.princeton.edu/visual_materials/hb/hb.html</p> <p>Fitzwilliam Museum, "The Making of a Medieval Manuscript" http://www.fitzmuseum.cam.ac.uk/pharos/images/swf/manuscript/manuscript_5a.html</p>

<p>Class 5 Oct 8</p> <p>SITE VISIT Columbia Conservation</p>	<p>Conservation Treatment Part I</p> <p>Conservation Treatment for Books and Paper Training for library conservation Treatment documentation</p> <p>Visit to Columbia Conservation Lab for tour and discussion</p>	<p>DIRECTIONS: subway #1; bus #M4 from east side or #M104 from west side; get off at 116th Street, and meet in room 203 of Butler Library.</p> <p>American Institute for Conservation. Code of ethics and guidelines for practice. 1998. Skim. http://www.conservation-us.org/about-us/core-documents/code-of-ethics</p> <p>Paris, Jan. "NEDCC Preservation Leaflets: 7.7 Choosing and Working with a Conservator" http://www.nedcc.org/free-resources/preservation-leaflets/7.-conservation-procedures/7.7-choosing-and-working-with-a-conservator</p> <p>Ogden, Shereilyn. "NEDCC Preservation Leaflets: 7.6 Conservation Treatment for Bound Materials of Value" https://www.nedcc.org/free-resources/preservation-leaflets/7.-conservation-procedures/7.6-conservation-treatment-for-bound-materials-of-value</p> <p>Stewart, Eleanor. "Special Collections Conservation," in Banks, Paul N. and Pilette, Roberta. Preservation: Issues and Planning. Chicago: ALA, 2000. pp. 285-306.</p> <p>Merrill-Oldham, Jan and Nancy Carlson Schrock, "The Conservation of General Collections." in Banks, Paul N. and Pilette, Roberta. Preservation: Issues and Planning. Chicago: ALA, 2000. pp.225-247.</p>
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<p>Class 6 Oct 15 MET MUSEUM</p> <p>NOTE CHANGE IN TIME: 2:30-5:30</p>	<p>Still Photography, Session One (Hands-on Session)</p> <ul style="list-style-type: none"> ☑ History of photography ☑ Chemistry of photography ☑ Identifying processes and time periods ☑ Hands-on exercises 	<p>This is the first of two hands-on class sessions that will be held 2:30 – 5:30 pm at the Metropolitan Museum of Art, Photography Conservation Lab</p> <p>Please assemble with the rest of the class inside the Education kiosk inside the main entrance, to the left of the central information desk. We will be escorted to the labs as a group. Please be on time.</p> <p>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.</p> <p>Zinkham, Helena. “Reading and Researching Photographs,” in <i>Archival Outlook</i>, 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</p> <p>Understanding Photographic Processes, http://www.metmuseum.org/en/about-the-museum/now-at-the-met/features/2011/understanding-photographic-processes</p>
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<p>Class 7 Oct 22 Quiz, Material weeks 1-4</p> <p>Environment assignment distributed Due Nov 5</p>	<p>Library Environments and Building Design</p> <p>Retrofitted, modern and high-density buildings</p> <p>Review: what are the parameters for safe storage of collections?</p> <p>Temperature Relative Humidity Light Indoor Air Quality</p>	<p>Banks, Paul N. "Environment and Building Design." In Banks, Paul N. and Pilette, Roberta. <i>Preservation: Issues and Planning</i>. Chicago: ALA, 2000. pp. 115-144 On course reserve.</p> <p>NISO TR01-1995 Environmental Guidelines for the Storage of Paper Records by William K. Wilson http://www.niso.org/publications/niso-tr01-1995-environmental-guidelines-storage-paper-recordsFurther Reading:</p> <p>Ogden, Barclay. "Collection Preservation in Library Building Design." https://calpreservation.org/wp-content/uploads/2015/03/LibrisPreservation.pdf</p> <p>Tyson, Peter. "Fading Away". <i>Saving the National Treasures</i>. http://www.pbs.org/wgbh/nova/charters/fading.html</p>
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<p>Class 8 Oct 29</p> <p>Quiz – Development of library preservation Technology and structure of records materials (material from all four weeks in this section)</p>	<p>COLLECTION CARE</p> <p>Handling materials Housing and stabilization</p> <p>Integration of preservation activities with other library activities</p> <p>Security</p>	<p>“Ownership Marking of Paper-Based Materials” http://www.loc.gov/preservation/care/markings.html</p> <p>Collections Trust UK “Labeling and Marking Collections.” http://collectionstrust.org.uk/resource/labelling-and-marking-museum-objects-booklet/</p> <p>Greene, Mark A. and Dennis Meissner, “More Product, Less Process: Revamping Traditional Archival Processing” <i>The American Archivist</i>, V. 68 (Fall/ Winter 2005) : 208 – 263 http://www.archivists.org/prof-education/pre-readings/IMPLP/AA68.2.MeissnerGreene.pdf Please review the preservation-related recommendations in this article and be prepared to discuss them in class.</p> <p>McCann, Laura, “Preservation: Obstacle or Opportunity.” <i>Journal of Archival Organization</i>. 11:1-2, 23-48. http://dx.doi.org/10.1080/15332748.2013.871972</p> <p>Judith Reed, Olga Souza Marder, and Laura McCann, “Art Serving Science: Solutions for the Preservation and Access of a Collection of Botanical Art and Illustration” http://cool.conservation-us.org/coolaic/sg/bpg/annual/v18/bp18-14.html</p> <p>“Care, Handling and Storage of Books.” http://www.loc.gov/preserv/care/books.html</p> <p>Lavedrine, Bertrand. <i>A Guide to the Preventive Conservation of Photograph Collections</i>. Los Angeles: Getty Conservation Institute, 2003. Part 2, Chapter 3, Enclosures. On course reserve.</p>
<p>Class 9 Nov 5 MET MUSEUM</p> <p>NOTE TIME CHANGE: 2:30 – 5:30 PM</p> <p>Environment assignment DUE</p>	<p>Still Photography, Session Two</p> <ul style="list-style-type: none"> ☑ Handling and storing photographs ☑ Cleaning and mending ☑ Hands-on exercises 	<p>This second hands-on class session will be held 2:30 – 5:30 pm at the Metropolitan Museum of Art, Photography Conservation Lab Please assemble with the rest of the class inside the Education kiosk inside the main entrance, to the left of the central information desk. We will be escorted to the labs as a group. Please be on time.</p>

<p>Class 10 Nov 12</p>	<p>COLLECTION CARE AND CONSERVATION II</p> <p>Other media, artworks, including special handling requirements</p> <p>Handling exercises</p> <p>Exhibits and Loans - Conservation's role</p> <p>Technical Analysis of collection objects</p>	<p>Victoria and Albert Museum, "Loaning Objects" http://www.vam.ac.uk/content/articles/b/behind-the-scenes-loaning-objects/</p> <p><i>Environmental Conditions for Exhibiting Library and Archival Materials.</i> ANSI/NISO Z39.79-2001. Bethesda: NISO Press, 2001. pp. 5-14. https://groups.niso.org/apps/group_public/download.php/6482/Environmental%20Conditions%20for%20Exhibiting%20Library%20and%20Archival%20Materials.pdf</p> <p>"Guide to Preservation Matting and Framing" http://www.loc.gov/preserv/care/mat.html</p> <p>National Park Service, "Handling, Packing, Shipping" from the NPS Museum Handbook. http://www.nps.gov/museum/publications/mhi/chap6.pdf</p> <p>Olin, Jacqueline. "Scientists Determine Age of First New World Map: "Vinland Map" Parchment Predates Columbus' Arrival in North America." http://www.si.edu/mci/english/learn_more/publications/articles.html</p> <p>NOVA, "The Viking Deception," http://www.pbs.org/wgbh/nova/vinland/</p>
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<p>Class 11 Nov 19</p> <p>Housing Assignment DUE</p>	<p>PLANNING PRESERVATION ACTIVITIES</p> <p>Selection for Preservation</p> <p>Conservation Surveys</p> <p>Treatment Decision-making Exercises</p>	<p>Harris, Carolyn. "Selection for Preservation." in Banks, Paul N. and Pilette, Roberta. <i>Preservation: Issues and Planning</i>. Chicago: ALA, 2000. pp. 206-224</p> <p>Pickwood, Nicholas. "Determining How Best to Conserve Books in Special Collections." <i>AIC Book and Paper Annual</i>, v. 13, 1994. http://cool.conservation-us.org/coolaic/sg/bpg/annual/v13/bp13-07.html</p> <p>Clarkson, Christopher. "Minimum Intervention in Treatment of Books." Preprint from IADA Congress, 1999. http://www.iada-home.org/ta99_089.pdf</p> <p>Paris, Jan. "Conservation and the Politics of Use and Value in Research Libraries." <i>AIC Book and Paper Annual</i>, v. 19, 2001. https://cool.conservation-us.org/coolaic/sg/bpg/annual/v19/bp19-16.html</p> <p>Further Reading: Thomas H. Teper, Stephanie S. Atkins. "Building Preservation: The University of Illinois at Urbana-Champaign's Stacks Assessment." <i>College and Research Libraries</i> (64:3) 2003 https://doi.org/10.5860/crl.64.3.211</p> <p>Pickwood, Nicholas. "The condition survey of the manuscripts in the monastery of Saint Catherine on Mount Sinai" <i>The Paper Conservator</i> v. 28 (2004) 33-61 http://dx.doi.org/10.1080/03094227.2004.9638640</p>
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<p><u>Class 12</u> Nov 26</p>	<p>DISASTER PLANNING</p> <p>Emergency Response and Recovery</p> <p>Mold</p> <p>Integrated Pest Management (IPM)</p>	<p>“Salvaging Library and Archive Collections,” National Preservation Advisory Centre (UK) http://www.bl.uk/aboutus/stratpolprog/collectioncare/publications/booklets/salvaging_library_and_archive_collections.pdf</p> <p>“EMERGENCY MANAGEMENT 3.8 Emergency Salvage of Moldy Books and Paper” NEDCC Preservation Leaflets https://www.nedcc.org/free-resources/preservation-leaflets/3.-emergency-management/3.8-emergency-salvage-of-moldy-books-and-paper</p> <p>National Park Service. “Mold and Mildew: Prevention of Microorganism Growth in Museum Collections.” http://cool.conservation-us.org/bytopic/disasters/primer/npsmold.html</p> <p>Integrated Pest Management Working Group. “Prevention.” Read as many of the documents in this section as possible. http://museumpests.net/prevention-introduction/</p> <p>Preventing Infestations: Control Strategies and Detection Methods - Canadian Conservation Institute (CCI) Notes 3/1 https://www.canada.ca/en/conservation-institute/services/conservation-preservation-publications/canadian-conservation-institute-notes/preventing-infestations.html</p> <p>Further Reading: Florian, Mary-Lou E. <i>Fungal Facts</i>. London: Archetype, 2002. Introduction and Chapter 1. On course reserve.</p> <p>Hilary A. Kaplan and Kathleen A. Ludwig, “Efficacy of Various Drying Methods” http://www.archives.gov/preservation/conservation/drying-methods-01.html</p> <p>U.S. Environmental Protection Agency, "Mold Remediation in Schools and Commercial Buildings" https://www.epa.gov/sites/production/files/2014-08/documents/moldremediation.pdf</p>
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<p>Class 13 Dec 3</p> <p>Selection Assignment DUE</p>	<p>Disaster response group exercises</p> <p>PLANNING PRESERVATION ACTIVITIES</p> <p>Preservation Program design</p> <p>Context of Reformatting and Digitization</p> <p>National Standards and Cooperation</p>	<p>Robin Dale. Outsourcing and Vendor Relations. Preservation Leaflet 6.7. NEDCC, 2007. http://www.nedcc.org/free-resources/preservation-leaflets/6.-reformatting/6.7-outsourcing-and-vendor-relations</p> <p>“Preservation Photocopying,” Washington, DC: Library of Congress. http://www.loc.gov/preserv/care/photocpy.html</p> <p>NEDCC Preservation 101, Session 6, sections on “Preservation Microfilming” and “Paper Reproductions”. https://www.nedcc.org/preservation101/session-7</p> <p>Federal Agencies Digitization Initiative Still Image Working Group. Technical Guidelines for Digitizing Cultural Heritage Materials: Creation of Raster Image Master Files. http://www.digitizationguidelines.gov/guidelines/FADGI_Still_Image_Tech_Guidelines_2016.pdf read pp.8-18, then skim.</p> <p>FURTHER READING: Getty Conservation Institute, “The Conservation Assessment: A proposed model for evaluating museum environmental management needs.” http://www.getty.edu/conservation/publications_resources/pdf_publications/evaluating_museum_environmental_mngmnt.html</p> <p>NEDCC Self-Survey Tool. Patkus, Beth, “Assessing Preservation Needs: A Self-Study Guide.” http://nedcc.org/free-resources/nedcc-publications</p>
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Class 14 Dec 10	Summary and Future Directions In Class Presentations	Lars Meyer. <i>Safeguarding Collections at the Dawn of the 21st Century: Describing Roles & Measuring Contemporary Preservation Activities in ARL Libraries</i>. Washington, DC: ARL, 2009. http://www.arl.org/storage/documents/publications/safeguarding-collections.pdf Abby Smith, “What Can We Afford to Lose?” http://www.nps.gov/parkhistory/online_books/preserve_protect/chap21.html Michele Valerie Cloonan, “W(h)ither Preservation?” http://www.jstor.org/stable/4309507
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Assignments

Assignment	Description	Instructions given	Due Date
Artifact Assignment	Paragraph describing an Artifact	September 10	September 17
Quiz 1	Short answer quiz on material from classes 1 and 2	September 10	In class, October 1
Quiz 2	Short answer quiz on material from classes 1 – 4	September 10	In class, October 22
Environment Assignment	2 pages	October 22	November 5
Housing Assignment	Budget table and 3 pages	October 29	November 19
Selection Assignment	4-5 pages	October 29	December 3
Presentation	Summary of Housing and Selection findings	October 29	In class, December 10

Digital Archive of Student Work

All student projects are to be collected and made accessible on the Student Work page of the MIAP website (<https://tisch.nyu.edu/cinema-studies/miap/student-work>). Certain types of assignments will be password-protected and made accessible only to MIAP students and faculty. Students are required to submit all of their work for each class to their professor in a digital format (.pdf is encouraged for cross-platform compatibility) via email or other available digital medium.

As a primary goal of NYU’s MIAP Program is to be useful to the archival field, the default status of student works will be public (with the exception of internship reports and thesis proposals). Students, in consultation with their instructor, can make a case for why a particular assignment should be restricted to internal use. Proprietary information, confidential information, or copyright issues may lead to this decision, but not a general unwillingness to make work public.

Formatting

Please use **Chicago Notes and Bibliography** citation format for all submitted work.

When students submit digital files of their work, the file names should conform to MIAP's standard format, with *f* used to indicate fall semester and *s* used to indicate spring semester: YYsemester_course number_author's last name_a[assignment#].file extension. Here is an example of a student with the surname Smith, submitting the first assignment in the fall 2018 course CINE-GT 1800:

18f_1800_Smith_a1.pdf.

For multiple authors, the two initials of each author will be used, separated from each other by underscores. An underscore and the assignment number will follow this. Assignment numbers are determined by the order in which the assignments are given. They begin with an "a," followed by a number between one and ten. For assignments with multiple files, a letter can be added after the number. Thus, one could have "a1b," meaning that this is the second of multiple files from one student for one particular assignment. In the case of a restricted file that should not be made public, the student should add an "_x" to the end of the file name indicating the file's restricted status:

18f_1800_Smith_a1_x.pdf. Otherwise, permission shall be implicitly granted for the student's work to be posted on the MIAP website.

Grading

Graded work is marked on a scale of 0 – 100 points.

94-100 A	77-79 C+	60-63 D-
90-93 A-	74-76 C	0-60 F
87-89 B+	70-73 C-	
84-86 B	67-79 D+	
80-83 B-	64-66 D	

- Two quizzes - average of two grades --25%
- Class participation, including in-class group exercises, participating in class discussions, presentation on Dec.10 – 10%
- Weekly questions – 5% (based on timely completion only, not given a grade)
- Artifact assignment – description – 10%
- Environment assignment – 2pgs – 15%
- Selection assignment – 4-5 pages – 20%
- Housing assignment – budget table and 3 pages – 15%

Assignments turned in past the deadline will be reduced by 3 points per overdue day. If you are unable to complete an assignment on time, please contact the instructor as soon as possible.

Important Policies and Resources

Tisch Policy on Academic Integrity

The core of the educational experience at the Tisch School of the Arts is the creation of original work by students for the critical review of faculty members. Any attempt to evade that essential transaction through plagiarism or cheating is educationally self-defeating and a grave violation of Tisch's community standards. Plagiarism is presenting someone else's original work as if it were your own; cheating is an attempt to deceive a faculty member into believing that your mastery of a subject or discipline is greater than it really is. Penalties for violations of Tisch's Academic Integrity Policy may range from being required to redo an assignment to dismissal from the School. For more information on the policy--including academic integrity resources, investigation procedures, and penalties--please refer to the [Policies and Procedures Handbook](https://tisch.nyu.edu/student-affairs/important-resources/tisch-policies-and-handbooks) (tisch.nyu.edu/student-affairs/important-resources/tisch-policies-and-handbooks) on the website of the Tisch Office of Student Affairs.

Health & Wellness Resources

Your health and safety are a priority at NYU. If you experience any health or mental health issues during this course, we encourage you to utilize the support services of the 24/7 NYU Wellness Exchange 212-443-9999. Also, all students who may require an academic accommodation due to a qualified disability, physical or mental, please register with the Moses Center 212-998-4980. Please let your instructor know if you need help connecting to these resources. Students may also contact MIAP Director Juana Suárez (juana@nyu.edu) and/or Associate Director Scott Statland (scott.statland@nyu.edu) for help connecting to resources.

Sexual Misconduct, Relationship Violence, and Stalking Policy & Reporting Procedures

NYU seeks to maintain a safe learning, living, and working environment. To that end, sexual misconduct, including sexual or gender-based harassment, sexual assault, and sexual exploitation, are prohibited. Relationship violence, stalking, and retaliation against an individual for making a good faith report of sexual misconduct are also prohibited. These prohibited forms of conduct are emotionally and physically traumatic and a violation of one's rights. They are unlawful, undermine the character and purpose of NYU, and will not be tolerated. A student or employee determined by NYU to have committed an act of prohibited conduct is subject to disciplinary action, up to and including separation from NYU. Students are encouraged to consult the online [Sexual Misconduct, Relationship Violence, and Stalking Resource Guide for Students](https://nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/sexual-misconduct--relationship-violence--and-stalking-resource-.html) (nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/sexual-misconduct--relationship-violence--and-stalking-resource-.html) for detailed information about on-campus and community support services, resources, and reporting procedures. Students are also welcome to report any concerns to MIAP Director Juana Suárez (juana@nyu.edu) and/or Associate Director Scott Statland (scott.statland@nyu.edu).

Non-Discrimination and Anti-Harassment Policy & Reporting Procedures

NYU is committed to equal treatment and opportunity for its students and to maintaining an environment that is free of bias, prejudice, discrimination, and harassment. Prohibited discrimination includes adverse treatment of any student based on race, gender and/or gender identity or expression, color, religion, age, national origin, ethnicity, disability, veteran or military status, sexual orientation, marital status, or citizenship status, rather than on the basis of his/her individual merit. Prohibited harassment is unwelcome verbal or physical conduct based on race, gender and/or gender identity or expression, color, religion, age, national origin, ethnicity, disability, veteran or military status, sexual orientation, marital status, or citizenship status. Prohibited discrimination and harassment undermine

the character and purpose of NYU and may violate the law. They will not be tolerated. NYU strongly encourages members of the University Community who have been victims of prohibited discrimination or prohibited harassment to report the conduct. MIAP students may make such reports to MIAP Director Juana Suárez (juana@nyu.edu) and/or Associate Director Scott Statland (scott.statland@nyu.edu), or directly to Marc Wais, Senior Vice President for Student Affairs. Students should refer to the University's [Non-Discrimination and Anti-Harassment Policy and Complaint Procedures](http://nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/non-discrimination-and-anti-harassment-policy-and-complaint-proc.html) (nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/non-discrimination-and-anti-harassment-policy-and-complaint-proc.html) for detailed information about on-campus and community support services, resources, and reporting procedures.

NYU Guidelines for Compliance with the Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act of 1974 (FERPA) was enacted to protect the privacy of students' education records, to establish the rights of students to inspect and review their education records, and to provide students with an opportunity to have inaccurate or misleading information in their education records corrected. In general, personally identifiable information from a student's education records, including grades, may not be shared without a student's written consent. However, such consent is not needed for disclosure of such information between school officials with legitimate educational interests, which includes any University employee acting within the scope of their University employment. See [here](http://nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/FERPA.html) (nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/FERPA.html) for full policy guidelines.

NYU Academic Support Services

NYU offers a wide range of academic support services to help students with research, writing, study skills, learning disability accommodation, and more. Here is a brief summary:

NYU Libraries

Main Site: library.nyu.edu; Ask A Librarian: library.nyu.edu/ask

70 Washington Square S, New York, NY 10012

Staff at NYU Libraries has prepared a guide (<http://guides.nyu.edu/c.php?g=276579&p=1844806>) covering services and resources of particular relevance to graduate students. These include research services and guides by topic area, subject specialists, library classes, individual consultations, data services, and more. There's also a range of study spaces, collaborative work spaces, and media rooms at Bobst, the library's main branch.

The Writing Center

nyu.mywconline.com

411 Lafayette, 4th Floor, 212-998-8860, writingcenter@nyu.edu

The Writing Center is open to all NYU students. There, students can meet with a faculty writing consultant or a senior peer tutor at any stage of the writing process, about any piece of writing (except exams). Appointments can be scheduled online. Students for whom English is a second language can get additional help with their writing through a monthly workshop series scheduled by the Writing Center (cas.nyu.edu/content/nyu-as/cas/ewp/writing-resources/rise-workshops.html).

The University Learning Center (ULC)

nyu.edu/ulc; Academic Resource Center (18 Washington Pl, 212-998-8085) or University Hall (110 East 14th St, 212-998-9047)

Peer Writing Support: All students may request peer support on their writing during drop-in tutoring hours for "Writing the Essay / General Writing" at the University Learning Center (ULC), which

has two locations noted above. Students for whom English is a second language may wish to utilize drop-in tutoring geared towards international student writers (see schedule for "International Writing Workshop").

Academic Skills Workshops: The ULC's Lunchtime Learning Series: Academic Skills Workshops focus on building general skills to help students succeed at NYU. Skills covered can help with work in a variety of courses. Workshops are kept small and discuss topics include proofreading, close reading to develop a thesis, study strategies, and more. All Lunchtime Learning Series workshops are run by Peer Academic Coaches.

Moses Center for Students with Disabilities

nyu.edu/students/communities-and-groups/students-with-disabilities.html

726 Broadway, 3rd Floor, 212-998-4980, mosescsd@nyu.edu

All students who may require an academic accommodation due to a qualified disability, physical or mental, are encouraged to register with the Moses Center. The Moses Center's mission is to facilitate equal access to programs and services for students with disabilities and to foster independent decision making skills necessary for personal and academic success. The Moses Center determines qualified disability status and assists students in obtaining appropriate accommodations and services. To obtain a reasonable accommodation, students must register with the Moses Center (visit the Moses Center website for instructions).