Course: INLS 753 Preservation of Library and Archive Materials (3 credits)

Fall 2023

Time: Mondays 10:10-12:55, Manning 304

Office Hours: Wednesdays, 1:00-2:00, Manning 205

Instructor: Elliott Kuecker, Teaching Assistant Professor

Credits: 3

Description of INLS 753 from SILS Website

An introduction to current practices, issues, and trends in the preservation of materials for libraries and archives with an emphasis on integrating preservation throughout an institution's operations.

My Detailed Description

This class will prepare you to think historically, critically, and practically about library and archive preservation. Preservation is built into the daily practices of many libraries and archives, given that those of us in the profession are stewards and caregivers of physical and digital objects that, much like living things, have their own lifespans and weaknesses. Preservation often comes to the spotlight, however, in moments of distress, such as building disasters or environmental impact. It is thus a complex web of care relying on technological solutions, smart decision making, and an ethos of responsibility.

We will handle this topic from several angles:

(1) Becoming informed about preservation needs requires some knowledge of materials. We will think about and discuss what kinds of needs various materials have regarding climate, storage, repair, and so forth.
(2) There are many historical instances of preservation disasters. We will explore the implications of such and what we know about preventing them.
(3) Preservation of digital objects and digital events is as important as the more traditional book arts. We will explore the conversations going on in digital preservation and learn about special initiatives.
(4) Typically, librarians and archivists are the advocates for the preservation of things. In fulfilling this role, it is important to consider the political, cultural, and ethical reasons for caring about such things. We will dig into this as a group, and you will research it independently, as well.

Outcomes:

- Students will understand preservation needs across format types, including digital and physical objects.
- Students will analyze the impact social, political, and environmental issues have on library and archive preservation.
- Students will gain skills needed to solve preservation issues that may arise in their library and archive careers.
- Students will research and synthesize information impacting the future of library preservation.

Course Materials:

This class is entirely no-cost, so you will never be asked to buy anything. I will supply you with pdfs of articles to read and we will also use open access resources, such as the [Preservation 101 Textbook](#) from the Northeast Documentation Conservation Center.

Grading

Participation: 30 points

Literature Review Presentation on Format of your Choice: 30 points (rubric provided)

Research Essay: 40 points (rubric provided)

Assignments:

Participation (50 points)

One of the main ways people learn in graduate school is through the dialogic space of seminar discussion. It requires reading things independently, then coming together in the seminar space to discuss them. This method works well if everyone does their reading and attends class. Coming to class, coming on time, and participating through preparations made before class is the most essential aspect of this course.

At the same time, seminar discussions can be tiring, so there are also lectures, during which you can listen and ask questions. There will be student presentations, which will require your attention and interest. There will also be many small group and individual activities.

Literature Review (20 points) & Presentation on Preserving a Format of Your Choice (30 points)

Select a format of your choice and conduct research on the preservations needs of that format. You may take a practical approach, emphasizing library and archive practices for maintaining items of that format. You may alternatively take a historical approach, describing the changes in caring for that format over time, or trends in the scholarly conversation. You may work independently or with a partner.

You will present this as a synchronous lecture or workshop to our class. Presentations should be 15-25 minutes long. We will spend 5-10 extra minutes with questions or comments.

In addition to your presentation, you will write up your research in a literature review that includes 4-6 sources. It should be around 4 pages, double-spaced.

Possible media types:

-microfilm/microfiche	-social media data	-digital art
-papers of any sort	-audio in any forms	-circulating books
-rare books	-video in any forms	-drawings
-newspapers	-digital datasets	-photographs
-maps	-gov docs	-3D objects

University Attendance Policy:

No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

- Authorized University activities
- Disability/religious observance/pregnancy, as required by law and approved by Accessibility Resources and Service and/or the Equal Opportunity and Compliance Office (EOC)
- Significant health condition and/or personal/family emergency as approved by the Office of the Dean of Students, Gender Violence Service Coordinators, and/or the Equal Opportunity and Compliance Office (EOC).

Class Attendance Policy:

Write me if you are dreading coming to class for any reason, if you are having trouble focusing, or if there is anything else that is keeping you from coming to class. It is reasonable for you to miss up to two class during the semester, but I appreciate when you let me know in advance. Excessive absences or late entry to class will impact your participation grade.

Constant late entry to class or absence from class sessions are good reasons for us to have an office hours meeting and try to resolve the issue.

Honor Code

The University of North Carolina at Chapel Hill has had a student-administered honor system and judicial system for over 100 years. The system is the responsibility of students and is regulated and governed by them, but faculty share the responsibility. If you have questions about your responsibility under the honor code, please bring them to your instructor or consult with the office of the Dean of Students or the Instrument of Student Judicial Governance. This document, adopted by the Chancellor, the Faculty Council, and the Student Congress, contains all policies and procedures pertaining to the student honor system. Your full participation and observance of the honor code is expected (honor.unc.edu).

Accessibility

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in barriers to fully accessing University courses, programs and activities.

Counseling and Psychological Services

UNC-Chapel Hill is strongly committed to addressing the mental health needs of a diverse student body. The Heels Care Network website (https://care.unc.edu) is a place to access the many mental resources at Carolina. CAPS is the primary mental health provider for students, offering timely access to consultation and connection to clinically appropriate services. Go to their website https://caps.unc.edu/ or visit their facilities on the third floor of the Campus Health building for an initial evaluation to learn more.

Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the ARS Website for contact information: https://ars.unc.edu or email ars@unc.edu.

Title IX Resources

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community.

Reports can be made online to the EOC at https://eoc.unc.edu/report-an-incident/. Please contact the University's Title IX Coordinator (Elizabeth Hall, interim – titleixcoordinator@unc.edu), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (gvsc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.

Policy on Non-Discrimination

The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with this principle and applicable laws, the University's Policy Statement on Non-Discrimination offers access to its educational programs and activities as well as employment terms and conditions without respect to race, color, gender, national origin, age, religion, creed, genetic information, disability, veteran's status, sexual orientation, gender identity or gender expression. Such a policy ensures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied.

If you are experiencing harassment or discrimination, you can seek assistance and file a report through the Report and Response Coordinators (see contact info at safe.unc.edu) or the Equal Opportunity and Compliance Office, or online to the EOC at https://eoc.unc.edu/report-an-incident/.

Diversity Statement

I am attentive to issues of difference, privilege, inclusivity, ability, and experience in our classroom. I take all of this into consideration when I select readings, lead discussions, create assignments, set the classroom pace, and manage classroom environment. I want you to feel like you are not only safe in my classroom, but that you belong in my classroom, that your ideas are wanted, and that your thoughts are respected. Please let me know if you have feedback for me regarding any aspect of this class, including material and delivery.

At the beginning of the semester, we will discuss respectful classroom discussions, preferences for pedagogic style, ideas for classroom themes, and more. You will be given opportunities to provide anonymous feedback and have one-on-one discussions with me throughout the course. There is also room for you to help direct the class themes. I hope you find my classroom to be both well-managed and collaborative. Thank you for being here!