

	<b>ARTC-667-016</b> <b>Preventive Conservation Research and Applications (PCRA)</b>
	<b>Credits:</b> 3
	<b>Semester:</b> Spring <b>Year:</b> 2023
	<b>Meeting Days, Times, Location and Room:</b> Wednesdays, Feb 8 - May 10, 9:30 am - noon In the preventive lab and on Zoom

## 1. Instructor Information

<b>Instructor name(s)</b>	Anisha Gupta (she/her)
<b>Contact details</b>	<a href="mailto:agupta@udel.edu">agupta@udel.edu</a>
<b>Office location</b>	Online (Zoom)
<b>Office hours</b>	I hold regular office hours on Zoom: <b>Thursdays, 4:00 - 5:00, Zoom</b> Others meeting times are available upon request

## 2. Course Description

Preventive Conservation Research and Applications provides a structure within which students build a research community and carry out independent projects focused either on preventive conservation focused research or the application of preventive conservation principles in an environment new to them. The projects are defined by boundaries that allow significant freedom of choice in topic selection. The student must be able to argue that the project does indeed address preventive conservation issues. It must be able to be accomplished within the semester timeline. It must be able to be carried out within the structure of a written proposal, a final product that summarizes the outcomes, and a mid-project check-in with stakeholders, as appropriate.

For course purposes we are using Dr. Joelle Wickens's current working definition of sustainable preventive conservation:

***Sustainable preventive conservation is the process of:***

- ***identifying risks to cultural heritage, in its tangible, intangible, and natural forms***
- ***putting things in place to reduce these risks***
- ***while taking care to not increase risks to people, our planet, or the world's financial well-being***

### Course Goal

Provide a context in which graduate students can carry out an in-depth preventive conservation research or practical application project, with the support of a small, research community.

### Course Structure

This 13-week course includes a combination of 6 taught sessions and 7 sessions for independent research. The taught sessions are all held in person. Each of these taught sessions will have a slightly different format, outlined below.

#### February 8 - Proposal writing

- Introduction to class and syllabus review
- Discussion of the similarities and differences in the approaches to proposal writing described in your pre-class reading (below), and how writing a proposal with your project in mind is informed by these approaches.
  - <https://www.ed.ac.uk/files/imports/fileManager/HowToWriteProposal090415.pdf>

- <http://www2.hawaii.edu/~matt/proposal.html>
- <https://www.youtube.com/watch?v=Hp8eCzYYxbg>
- [http://www.writing.engr.psu.edu/workbooks/proposal\\_guidelines.pdf](http://www.writing.engr.psu.edu/workbooks/proposal_guidelines.pdf)
- <https://www.garivers.org/files/Standard%20Proposal%20Outline.pdf>
- In-class writing exercises to assist students in the process of focusing their research topics into coherent, achievable projects.

### **February 15 - Proposal and Reading List review**

- This entire class session is dedicated to sharing feedback on proposals. As a group we will discuss each proposal and reading list. Our goal is to support each student in the process of crafting a project and proposal that is relevant, rigorous, and achievable.
- See Assignment Details: Proposal and Reading List Review Process for how to prepare for this class session.

### **February 22 - Storage planning**

- 9:30 – *Anarchist's Guide* discussion
- 10:00 – Lecture and discussion of traditional storage planning, how to help institutions do the best with what they have, and anti-colonial storage brainstorming
- 12:00 - End of class

### **March 1 - Time-based media taught by Alex Nichols**

- 9:30 - *Anarchist's Guide* discussion
- 10:00 – TBM preventive conservation overview
- 11:15 – Hands-on exercises \*Each student should have their computer to complete these exercises
- 11:45 - Discussion and wrap-up
- 12:00 - End of class

### **March 8 – Lighting**

- 9:30 - *Anarchist's Guide* discussion
- 10:00 – How to use lighting equipment, working through exhibition lighting guidelines, and discussion on the values that lighting conveys
- 12:00 - End of class

### **May 3 - Finding a funder - where do you start?**

- 9:30 - *The Anarchist's Guide* discussion
- 10:00 - 5-minute project pitch by each member of the class
- 10:30 - Finding a funder - where do you start? with Debbie Hess Norris
- 12:00 - End of class

# 3. Learning Outcomes

By the end of the course

Students will have experience:

- Applying preventive conservation principles in a real-life environment
- Planning a course of work and writing a proposal for that work
- Implementing and modifying a proposed project
- Reviewing and providing feedback on research proposals
- Reviewing and providing direction for reading list development
- Presenting project progress and results in a format tailored to a specific audience - written and oral

Students will be more familiar with:

- A variety of ways to construct a research proposal
- Matching projects to funding sources
- Knowledge specific to the projects being undertaken by classmates

Students will have further developed:

- Research skills
- Written communication skills
- Oral communication skills

## 4. Assignment Details

### Reading Discussion Preparation

The first 30 minutes of class on February 22, March 1, 8, and May 3 will be a discussion of assigned pages of *Anarchist's Guide to Historic House Museums* by Franklin D. Vagnone and Deborah E. Ryan. See the Course Calendar and Course Description: Course Structure for assigned pages and discussion leaders. A pdf copy of the book can be found in this Google Drive folder.

### Research Proposal

Each student will prepare a 2 – 4-page project proposal in the format of their choosing. Ideas for shaping the proposal will be provided in several ways:

- Students will have the opportunity to review proposals, in a variety of formats, prepared by previous students.
- Students will read several guides to proposal writing in preparation for the first class session.
- Students will discuss the previously mentioned guides and participate in some writing exercises during the first class session.

## Partially Annotated Reading List / Bibliography

Each Preventive Conservation Research and Applications project will involve extensive background reading in areas necessary to support the student's research project. A record of this reading is kept in a partially annotated list.

### ***Initial list***

During the first week of class a reading list is developed which is organized by general reading categories. It will include reading that has already been completed as well as sources which seem appropriate to read. At this point, it is expected the reading list will represent a good guess as to what each student can and should read for their project. In the end readings will be added and subtracted from the list.

### ***Review of initial lists***

Initial reading list are emailed to all class participants and the instructor by 9 AM on February 13. The lists will be discussed during the second class session on February 15. Class participants are asked to consider whether each list covers all necessary categories and whether they can suggest further reading within a category.

### ***In-progress reading lists***

An in-progress reading list is submitted with project drafts on April 19. The list should be submitted in bibliographic format. It should still be organized by broad reading categories and arranged alphabetically within each category. The bibliography should be prepared using the *Chicago Manual of Style* referencing system. Up to 10 of the most significant entries which have been read will be annotated. It is expected that there may still be a few sources on the list that have not yet been read.

### ***Final Annotated Bibliography***

The reading list is converted to a partially annotated bibliography and submitted with the final project report on May 10. The bibliography should include only sources that have been read for the project. It should be arranged alphabetically and no longer by category. The 10 most significant entries will be annotated. The *Chicago Manual of Style* referencing system will be used.

## Proposal and Reading List Review Process

- On Feb 13 by 9 AM, all class participants will have emailed their draft proposals and initial reading lists to all class members and Anisha.
- At the same time, class participants will also email draft proposals to their project stakeholders. They will inform the stakeholders that they welcome but do not require feedback on the proposal. If the stakeholders would like to provide feedback it is needed in a timely manner as the final proposal is due on February 22 at 9 AM.
- Before class on February 15, Anisha will review all proposals and reading lists. Each student will review the two proposals and reading lists assigned to them in the table below. Students are welcome to review all proposals and reading list, but they are required to read the two that have been assigned.
- The purpose of the review is to provide constructive criticism on proposal development, gain ideas for improvement of one's own proposal and offer suggestions for additions to reading lists. Students should keep notes as they review. Feedback will be given orally in class on February 15.

## Final Project

The final submission for each project will vary in format.

What will be submitted on May 10 should be estimated in the project proposal, with modifications to the proposed submission agreed with Anisha, and stakeholders, if necessary, along the way.

There are two required elements for each final submission:

- A one-page project summary of no more than 500 words. These summaries are shared with future students and others interested in learning about the work that is done in Preventive Conservation Research in Applications and/or work that has been done by a particular student. Summaries of previous projects can be found here: <https://www.artcons.udel.edu/about-us/laboratories-and-specializations/preventive/student-projects>
- The partially annotated bibliography described above.



## 5. Course Assessment

The University of Delaware requires letter grades to be submitted for graduate level courses. Current research and practice suggest that grades encourage students to ‘focus on how they did rather than what they learned’. They can become ‘a barrier: between students and professors, between students and learning.’<sup>1</sup> To reconcile these two conflicting statements, a version of the following approach to grading that is used in all of Joelle’s graduate level courses will also be used in Preventive Conservation Research and Applications.

- Students will spend 15 to 30 minutes, at four assigned times, responding to the prompts in this document.
- The reflections should be typed directly into a copy of the document available only to the student.
- The reflections will be submitted to Anisha on May 10, along with the final project.
- Anisha will provide feedback on these reflections at the same time she provides feedback on final projects. The last reflection requires the student assign themselves a grade and justify it. If Anisha disagrees with the self-assigned grade, she and the student will meet to reach consensus.

### Grading Scale

- Grade of “A” denotes outstanding or exemplary work
- Grade of “B” denotes competence
- Grade of “C” will be granted for work that is unsatisfactory

Numerical parameters for these grades, based on a 0-100 scale, are:

Grade	Interval	Grade	Interval
A	97 - 100	C	73 - 76
A-	93 - 96	C-	69 - 72
B+	89 - 92	D+	65 - 68
B	85 - 88	D	61 - 64
B-	81 - 84	D-	57 - 60
C+	77 - 80	F	56 and below

<sup>1</sup> Supiano, B. 2019. Grades Can Undermine Learning. What Should Professors Use Instead? *The Chronicle of Higher Education*, August 2, 2019, A12-A15.

## 6. Course calendar Due Dates in Red

Date	Time	Pre-Class Work	Topic	Other Details
Feb 8	9:30 – 12:00	Identify your project Read the proposal descriptions sent via email on 1/12	Intro to Class and Proposal Writing	Class discussion and in-class writing
<span style="color: red;">Feb 13</span>	<span style="color: red;">9:00 AM</span>		<span style="color: red;">Draft proposal and reading lists due</span>	<span style="color: red;">Upload to Google Drive and email to project stakeholders</span>
Feb 15	9:30 – 12:00	Review the two proposals you were assigned and prepare feedback	Proposal and reading list reviews	Class discussion
<span style="color: red;">Feb 22</span>	<span style="color: red;">9:00 AM</span> 9:30 - 12:00	Read <i>Anarchist's Guide</i> , pages 47 – 63 and, only if you are feeling intrigued or inspired, 63 – 70	<span style="color: red;">Final proposal and in-progress reading list due</span> Storage Planning	<span style="color: red;">Upload to Google Drive</span> In Preventive Lab
March 1	9:30 - 12:00	Read <i>Anarchist's Guide</i> , pages 101 – 104 and 112 – 128. Read 105 – 111 only if you are feeling intrigued or inspired.  Recommended TBM reading: Kramer, Lia, Alexandra Nichols, Mollie Anderson, Nora W. Kennedy, Lorena Ramírez-López, and Glenn Wharton. 2021. "Conducting a Time-Based Media Conservation Assessment and Survey at The Metropolitan Museum of Art." <i>Journal of the American Institute for Conservation</i> 60 (2–3): 236–54. <a href="https://doi.org/10.1080/01971360.2020.1855866">https://doi.org/10.1080/01971360.2020.1855866</a> .	Time-Based Media	Taught by Alex Nichols - <b>on Zoom</b> Every student should have their own computer for exercises
March 8	9:30 - 12:00	Read <i>Anarchist's Guide</i> , pages 129 – 137 and 142 – 145 and Agnes Brokerhof, Pieter Kuiper & Steph Scholten (2018) <i>Spread or Sacrifice: Dilemma for Lighting Policies</i> , Studies in	Lighting	In Preventive Lab

Date	Time	Pre-Class Work	Topic	Other Details
		Conservation, 63:sup1, 28-34, DOI: <a href="https://www.federalregister.gov/documents/2018/03/28/2018-06393/conservation">10.1080/00393630.2018.1504439</a>		
March 15	n/a		Individual project work	Anisha available as needed
March 22	n/a		Individual project work	Admissions week - Anisha available as needed
March 29	n/a	No Class - spring break		Anisha's availability unknown
April 5	n/a		Individual project work	Anisha available as needed
April 12	n/a Noon		Individual project work Deadline for in-progress check in with stakeholders	Anisha available as needed
April 19	n/a Noon		Individual project work Drafts and in-progress reading lists due by noon	Upload to Google Drive Anisha available as needed
April 25	5:00 PM		Return of drafts with feedback	n/a
April 26	n/a	No class - ANAGPIC		Anisha available as needed
May 3	9:30 – 12:00	Read <i>Anarchist's Guide</i> , pages 155 – 166.	Finding a funder - where do you start?	With Debbie Hess Norris & Jackie Killian
May 10	Noon		Final project and reading reflections due	Email to Anisha
May 26	5:00 PM		Return of projects with feedback	n/a

## 7. University Policies/Resources

**Academic Integrity:** Please familiarize yourself with UD policies regarding academic dishonesty. To falsify the results of one's research, to steal the words or ideas of another, to cheat on an assignment, to re-submit the same assignment for different classes, or to allow or assist another to commit these acts corrupts the educational process. Students are expected to do their own work and neither give nor receive unauthorized assistance. Complete details of the university's academic integrity policies and procedures can be found at [sites.udel.edu/studentconduct/sgup/](https://sites.udel.edu/studentconduct/sgup/) & Office of Student Conduct, 218 Hullahen Hall, (302) 831-2117. E-mail: [student-conduct@udel.edu](mailto:student-conduct@udel.edu)

**Harassment and Discrimination:** The University of Delaware works to promote an academic and work environment that is free from all forms of discrimination, including harassment. As a member of the community, your rights, resource and responsibilities are reflected in the non-discrimination and sexual misconduct policies. Please familiarize yourself with these policies at [www.udel.edu/oei](http://www.udel.edu/oei) . You can report any concerns to the University's Office of Equity & Inclusion, at 305 Hullahen Hall, (302) 831-8063 or you can report anonymously through UD Police (302) 831-2222 or the EthicsPoint Compliance Hotline at [www1.udel.edu/compliance](http://www1.udel.edu/compliance). You can also report any violation of UD policy on harassment, discrimination, or abuse of any person at this site: [sites.udel.edu/sexualmisconduct/how-to-report/](https://sites.udel.edu/sexualmisconduct/how-to-report/)

**Faculty Statement on Disclosures of Instances of Sexual Misconduct:** If, at any time during this course, I happen to be made aware that a student may have been the victim of sexual misconduct (including sexual harassment, sexual violence, domestic/dating violence, or stalking), I am obligated to inform the university's Title IX Coordinator. The university needs to know information about such incidents in order to offer resources to victims and to ensure a safe campus environment for everyone. The Title IX Coordinator will decide if the incident should be examined further. If such a situation is disclosed to me in class, in a paper assignment, or in office hours, I promise to protect your privacy--I will not disclose the incident to anyone but the Title IX Coordinator. For more information on Sexual Misconduct policies, where to get help, and how to reporting information, please refer to [www.udel.edu/sexualmisconduct](http://www.udel.edu/sexualmisconduct). At UD, we provide 24-hour crisis assistance and victim advocacy and counseling. Contact 302-831-1001, UD Helpline 24/7/365, to get in touch with a sexual offense support advocate.

For information on various places you can turn for help, more information on Sexual Misconduct policies, where to get help, and reporting information please refer to [www.udel.edu/sexualmisconduct](http://www.udel.edu/sexualmisconduct)

**Accommodations for Students with Disabilities:** Any student who thinks he/she may need an accommodation based on a disability should contact the Office of Disability Support Services (DSS) office as soon as possible. Students who have documentation of their need for accommodation should register via the SAM platform: [andes.accessiblelearning.com/UDEL/](https://andes.accessiblelearning.com/UDEL/). Reach

DSS in the following ways: Visit at 240 Academy Street, Alison Hall Suite 130, Phone: [302-831-4643](tel:302-831-4643), fax: 302-831-3261, DSS website. Email: [dssoffice@udel.edu](mailto:dssoffice@udel.edu)

**Non-Discrimination:** The University of Delaware does not discriminate against any person on the basis of race, color, national origin, sex, gender identity or expression, sexual orientation, genetic information, marital status, disability, religion, age, veteran status or any other characteristic protected by applicable law in its employment, educational programs and activities, admissions policies, and scholarship and loan programs as required by Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and other applicable statutes and university policies. The University of Delaware also prohibits unlawful harassment including sexual harassment and sexual violence.

For inquiries or complaints related to non-discrimination policies, please contact:

Danica Myers , Office of Equity and Inclusion Director & University Title IX Coordinator  
[titleixcoordinator@udel.edu](mailto:titleixcoordinator@udel.edu), 305 Hullihen Hall Newark, DE 19716 (302) 831-8063

For complaints related to Section 504 of the Rehabilitation Act of 1973 and/or the Americans with Disabilities Act, please contact:

Elizabeth Reed, Director Office of Disability Support Services and University ADA Compliance Coordinator - [ecreed@udel.edu](mailto:ecreed@udel.edu), Alison Hall, Suite 130, Newark, DE 19716 (302) 831-4643  
OR contact the U.S. Department of Education - Office for Civil Rights.

**Counseling services:** Services are available through the UD Center for Counseling & Student Development. Emergency 24/7 hotline: 302-831-1001. To schedule an appointment: 302-831-2141. You can speak to a counselor about career, academic, or personal concerns. Counselors respect racial, cultural, and sexual diversity and everything discussed is strictly confidential. The service is free to WUDPAC students with UD health insurance. UD psychiatric care is also available with a referral.

**Attendance:** You are expected to be on time and present at all sessions. Throughout the year, it is inevitable that students will become ill and need to miss class. Religious and cultural holidays may also necessitate missing a class. When one of these situations arises, the student should communicate with the appropriate instructor.

If a health issue requires a regularly scheduled appointment, which cannot be accommodated on the regularly scheduled personal time, please work with the appropriate instructors to identify the best time to schedule these.