IRLS 541-001 Preservation

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COURSE NAME, NUMBER AND PREREQUISITES:

IRLS 541 - Preservation

[Prerequisite: IRLS 504 or consent of the instructor.]

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Office Hours

Due to our geographic separation, student-teach contact will mostly be by e-mail or telephone, although I’m happy to meet one-on-one by appointment if you are going to be in Salt Lake City, or during lunch or after class while I’m in Arizona.

COURSE DESCRIPTION:

This course provides an introduction to the preservation of library materials. The curriculum includes an overview of the causes of physical and chemical deterioration to various forms of library media and explores the body of knowledge related to ameliorating these problems. The sequence includes a history of papermaking and book production for the purpose of understanding the physical “stuff” of traditional library collections, as well as addressing some non-book media including digital. Inherent causes of book and paper deterioration will be discussed in relation to currently accepted standards for book and paper conservation. Current replication practices will be contrasted with older methods. The role of preventive measures, including appropriate care and handling, archival housing, the use of alkaline paper, and environmental control will be explored. Technical aspects of commercial library binding, in-house book repair, and rare book conservation will be evaluated. Approaches to disaster preparedness and response will also be discussed.
Class Outline
Segment 1 — Course Overview and Introduction
Segment 2 — Environmental Control and Preventive Conservation
Segment 3 — History of Papermaking
Segment 4 — Understanding Paper and its Conservation
Segment 5 — Library Binding
Segment 6 — Book Repair
Segment 7 — Book Conservation
Segment 8 — Photographic Media
Segment 9 — Sound Recordings, Magnetic, and Digital Media
Segment 10 — Selection and Preservation Reformatting
Segment 11 — Care and Handling
Segment 12 — Disaster Recovery
Segment 13 — Preservation Administration

COURSE OBJECTIVES:
Knowledge the types of physical and chemical deterioration that affect books, paper, photographs, and related library media (including paper, parchment, microforms, phonograph records, magnetic tape, and digital media);
Knowledge of current book and paper conservation options for decelerating deterioration (preventive conservation) including appropriate environmental controls, care and handling, storage, and exhibit practices;
Knowledge of current book and paper conservation treatment options for repairing library and archival media, including paper conservation, book repair, library binding, and rare book conservation;
Knowledge of ethical considerations related to treatment decision making for all types of library material;
Knowledge of ethical considerations related to preservation versus replication;
Knowledge of disaster planning and response options.

REQUIRED COURSE MATERIALS:
Required Texts (to be read by the first class meeting) — A single text book that provides a broad introduction to the field of library preservation is very difficult to identify. Readings from a number of sources are therefore required to gain a broad overview of the subject. This semester we will use three books as required readings: one deals with the hubris of dogmatic behavior; the second deals with standard approaches to library and archives preservation problems; and the third provides an argument for the importance of original material in research libraries (two of the three are available without charge as web documents; the third can probably be procured on the out-of-print market).

The first required book was quite controversial among some librarians and preservation professionals when it first appeared (many continue have an opinion about it although few can claim to have actually read it!). The book takes the position that national preservation practices, especially during the past couple of decades, resulted in a significant loss of historical material.


Double fold was the 2001 National Book Critics Circle Award winner for general nonfiction. (Founded in 1974, The National Book Critics Circle consists of nearly 700 active book reviewers, interested in communicating with one another about common concerns, annually presenting an award for the best book in five categories: fiction, general nonfiction, biography/autobiography, poetry, and criticism). This is a very well written and researched text (a real page turner!) that I
hope you’ll enjoy.

The second required reading is a series of leaflets developed over the years by the Northeast Document Conservation Center (NEDCC) for their institutional clients to answer commonly-asked preservation questions. There is no requirement to purchase this material as each can be accessed online and downloaded at:

http://www.nedcc.org/resources/leaflets.list.php

There are 59 leaflets, so this is going to require a serious commitment.

The third required reading is an argument concerning the need to preserve material in original format to support the long-term research needs of scholars.


This publication can be downloaded in its entirety at: http://www.clir.org/pubs/reports/pub103/pub103.pdf

Supplemental Texts (reference material) — Now, on to the suggested readings. The first is a brief history of the book to provide a bit of background on the evolution of historic media types. A decent, very short text is:


A very authoritative text I would recommend reading that resulted from a long-range planning study conducted for the National Archives:

The next two are basic introductions to preservation principles applicable to the range of objects that comprise our material culture. They were developed recently as references for the general public, and while the first is the more technical of the two, I think either will give you a good bracing:

Landrey, Gregory J. [et al.], The Winterthur guide to caring for your collection (Winterthur, DE : Henry Francis du Pont Winterthur Museum, 2000). This book can be ordered directly from Winterthur Museum Book Store for $17.95 by calling 800-448-3883 and asking to be transferred to the Book Store.


Another excellent and informative manual focused on preservation issues within archives is:

Additional information related to preservation can be found at the following on-line sources, and in the citations appearing in the course outline below:

Canadian Conservation Center Notes: An excellent source of information, these 100+ notes “offer practical advice about issues and questions related to the care, handling, and storage of cultural objects” (in CCI’s own words) http://www.cci-icc.gc.ca/crc/notes/index-eng.aspx

Preservation 101: An Internet Course on Paper Preservation

Eight modules that include self-testing quizzes, this very well designed online tutorial covers archiving; environmental, biological, and mechanical causes of deterioration; cleaning and tools of the trade; planning for emergencies; specifics on storage and care of photographic images; and organizing a preservation program. Also included is a glossary of terms, basic care and handling guidelines, and an annotated guide to further sources, both hard copy and online.
Conservation OnLine (CoOL) [http://palimpsest.stanford.edu]
Resources for Conservation Professionals. For example, at bottom of page under "Library Binding" you can get ANSI/NISO/LBI standards. Or, click in Conservation/Information for the General Public, then Online Conservation/Preservation Serials and you can get include Abbey Newsletter, AIC Journal, Journal of Conservation & Museum Studies, etc. (Unfortunately the Segment 5 1979 citation from Abbey Newsletter is not yet scanned in, but about 20 years' worth are available.)

Conservation DistList Archives [http://palimpsest.stanford.edu/byform/mailing-lists/cdl]
Discussion and questions by real conservation professionals world-wide. The list is moderated by Walter Henry of Stanford University. For example, click search and enter "Library Binding." The results are postings to the list on the subject.

Try clicking General Information and then Definitions of Conservation Terminology for a good (short) glossary. The Related Web Sites & Resources could be helpful too. Or from the main page try Conservation Specialities or Caring for Your Treasures (each section has a bibliography).


Has some full-text preservation guidance leaflets. Titles include “Good Handling Principles and Practice for Library and Archive Materials,” “Photocopying of Archive and Library Materials,” “The Application and Use of Standards in the Care and Management of Libraries and Archives,” “Preservation of Photographic Material.”

Imaging & Preservation Services, a component of Amigos Library Services, Inc., (a nonprofit, resource-sharing organization in the southwestern United States), provides informational leaflets.

National Information Standards Organization [http://www.niso.org/]
NISO develops and promotes technical standards used in a wide variety of information services. NISO is a nonprofit association accredited as a standards developer by the American National Standards Institute, the national clearinghouse for voluntary standards development in the U.S.

Regional Alliance for Preservation [http://www.rap-arcc.org/]
The mission of the Regional Alliance for Preservation (RAP) is to provide comprehensive preservation information to cultural institutions and the public throughout the United States.

Nationaal Archief (the National Archives of the Netherlands) and the European Commission on Preservation and Access, Gateway for Resources and Information on Preservation (GRIP) [http://www.knaw.nl/ecpa/grip/]
GRIP is a fully searchable database of information on preservation of the documentary heritage.

Digital Preservation Testbed. [http://www.digitaleduurzaamheid.nl/home.cfm]
The Testbed is experimenting with digital information in a unique E-lab to determine the best methods of long-term preservation, not just now, but also over ten, twenty or hundred years. Working for the Dutch government, is researching the answers to questions such as: How can you preserve e-mails that contain important agreements? If asked by Parliament, can an arbitrary ministerial employee find and retrieve important records created and saved by someone else? Is a digital permit still readable after ten years?


An excellent resource related to the history of paper, bookbinding, and printing techniques is G. Thomas Tanselle’s Introduction to Bibliography syllabus available for free downloading in its 370-page entirety at:
The class outline below provides an overview of the course with further bibliographic suggestions for additional reading that you may choose to investigate as your curiosity dictates and time constraints allow.

Related Audiovisual Material
The related audiovisual material listed below under each Course Segment (1-13) are videos that may be shown in class to the extent that time allows. They are listed below for your future reference, or in case you chose to investigate one or more of these videos on your own after the class.

Additional readings
Following under each course Segment (1-13) are suggested readings provided within the structure of the course outline. “Preservation” attempts to survey the entire scope of profession with a long and complex literature, so a concise reading list is difficult to formulate. The following are listed for your general edification in the hopes you will use available sources and interlibrary loans to familiarize yourself with this literature to establish a grounding in the subject. Depending on your areas of interest, some of these publications may help focus your independent research topic. Audiovisual material listed (as well as ideas for practicums) will be included within the class as contact hours allow.

Segment 1 — Course Overview and Introduction
Introduction to library preservation. Course outline and teacher expectations.

Preparatory Reading


Audiovisual (this may be shown in class)

Segment 2 — Environmental Control and Preventive Conservation
Temperature, relative humidity, light, and gaseous and particulate contaminants. Environmental monitoring equipment. Insects and biological pests.

Preparatory Reading

Weintraub, Steven, “Creating and maintaining the right environment,” in, National Committee to Save America's Cultural Collections (Arthur W. Schultz, chairman), Caring for your collections : preserving and protecting your art and other

Segment 3 — History of Papermaking

Preparatory Reading


Audiovisual (these may be shown in class)

Overview, paper, sawmill, sheater [videorecording], (Boise Paper Solutions). (University of Utah Marriott Library call number V-Cass TS1105 .O84).

Practicum
Examples of modern handmade and machine made papers will be used to illustrate grain direction. A demonstration of the swelling characteristics of machine vs. hand made paper will be given.

Segment 4 — Understanding Paper and its Conservation

Preparatory Reading


Porck, Henk. J., Mass deacidification, an update on possibilities and limitations, (Washington, DC: Commission on


Audiovisual (this may be shown in class)
Yoshi Nishio. Hidden Grapes: Conservation of Grapevine Screens. DVD

**Segment 5 — Library Binding**
An overview of contemporary commercial library binding and its appropriate application to the repair of circulating library collections.

Preparatory Reading

McCrayd, Ellen, “Preserving inner margins in the library bindery,” Abbey newsletter 3 (no. 3, September, 1979), 29-34.


Audiovisual (this may be shown in class)

**Segment 6 — Book Repair**
Terminology and techniques; when and where to apply what.

Preparatory Reading


Audiovisual (useful as a reference)

Fortson-Jones, Judith, Surface cleaning, encapsulation, and jacket-making, [videorecording, 80 minutes], (Washington, DC: Library of Congress, National Preservation Program Office, 1987).


Merrill-Oldham, Jan, Pamphlet binding, [videorecording, 60 minutes], (Washington, DC: Library of Congress, National Preservation Program Office, 1987).


Preservation and conservation: basic preservation techniques for libraries and archives, [videorecording, 70 minutes], (Baltimore, MD: Johns Hopkins University, 1987).


Segment 7 — Book Conservation
Book conservation techniques, ethical considerations, and locating reputable conservators.

Preparatory Reading


Audiovisual (these may be shown in class)


Practicum
Tour of a local conservation facility will be scheduled as possible.

Book History Online
Cover Story: 19th Century Cloth Book Covers
http://www.uflib.ufl.edu/spec/baldwin/covers/coverstory.htm

Godburn, Mark, (The Bookmark, North Canaan, CT) website: “Nineteenth Century Dust Jackets: An Illustrated History
http://nineteenthcenturydustjackets.com/

Hand Bookbindings Plain and Simple to Grand and Glorious
http://libweb5.princeton.edu/visual_materials/hb/hb.html

Judging a Book by Its Cover: Gold-Stamped Publishers' Bindings of the 19th Century
http://www.columbia.edu/cu/lweb/eresources/exhibitions/gilded/

Publishers' Bindings Online, 1815 - 1930: The Art of Books http://bindings.lib.ua.edu/

UNT Libraries Rare Book & Texana Collections, Victorian Bookbinding Exhibit
http://www.library.unt.edu/rarebooks/exhibits/binding/default.htm

Segment 8 — Photographic Media
Overview of the major historic photographic processes, significant deterioration problems, and housing considerations for photographic material.

Preparatory Reading


Segment 9 — Sound Recordings, Magnetic, and Digital Media
Overview of the major historic photographic processes, significant deterioration problems, and housing considerations for non-print media.

Preparatory Reading
Bay Area Video Coalition, Playback: A preservation primer for video. (San Francisco: Bay Area Video Coalition, 1998).


Palm, Jonas, “The digital black hole,” (Director, Head of Department of Preservation, Riksarkivet/National Archives, Stockholm, Sweden) http://www.tape-online.net/docs/Palm_Black_Hole.pdf


Texas Commission on the Arts, "Videotape Identification and Assessment Guide" http://www.arts.state.tx.us/video/


Video Aids to Film Preservation, http://www.folkstreams.net/vafp/


Audiovisual (this may be shown in class)

Segment 10 — Selection and Preservation Reformatting
Decision making when sorting library material for conservation treatment or reformatting. Cooperative preservation microfilming, archival photocopying, and magnetic and optical storage.

Preparatory Reading


Audiovisual (useful as a reference) (contrasting these two films can be very educational)
Slow fires: on the preservation of the human record / Council on Library Resources (Santa Monica, Calif.: American Film Foundation, 1987), videocassette (VHS format, 59 min.): sd., col.; 1/2 in./ Director and producer, Terry Sanders; narrator, Robert MacNeil. (University of Utah Marriott Library call number V-Cass Z 701 .S57 1987).


Segment 11 — Care and Handling
Educating staff and patrons about proper book handling procedures. Book return systems. Storage, security, and exhibits.

Preparatory Reading


Audiovisual (useful as a reference)

Murder in the stacks, [videorecording], (New York: Center for Biomedical Communications, College of Physicians and Surgeons, Columbia University,1987). (Use as a reference as needed).

Segment 12 — Disaster Recovery
Overview of local, national, and international disasters affecting cultural material. Creating a disaster plan. Recovery techniques for water damaged books, documents and photographs.

Preparatory Reading


dPlan, the Online Disaster-Planning Tool, produced by the Northeast Document Conservation Center and The Massachusetts Board of Library Commissioners. http://dplan.zaks.com


Hendriks, Klaus B., & Brian Lesser, “Disaster preparedness and recovery: photographic materials,” American archivist 46, (no. 1, winter, 1983), 52-68.


Michigan State University disaster resources website http://matrix.msu.edu/~disaster/index.php


Audiovisual (this may be shown in class)

Segment 13 — Preservation Administration
Collection surveys as a means of assessing and prioritizing needs. Methodologies for allotting resources to engender the greatest benefit for the largest number of materials. Institutional politics, state-wide programs, national perceptions, and public education.

Preparatory Reading


Merrill-Oldham, Jan, “The preservation program defined,” in Preservation: a research library priority for the 1990’s,


COURSE REQUIREMENTS:

Participation

Students are expected to attend class, complete all required course readings prior to class, participate in the class discussions, practicums, and tours, and complete a final research paper or project. Research papers or projects can be sent to me as an email attachment or by US Mail at the contact information at the top of this syllabus. Every student is also expected to send me a self evaluation which is described below.

Research Paper or Project

Your research paper or project will be graded on four criteria:

1) relevance of the argument to the general topic of library preservation and material culture
2) interest the topic holds for a reader (in this case, that would be me)
3) intellectual strength and evidence of depth of involvement in the research, and,
4) quality of the mechanics of the paper (organization, grammar, spelling, footnoting, etc. or project).

If your choice is to produce a project, the three-dimensional work should be carefully prepared and include commentary interpreting the work for the observer (e.g., Why did you produce this work? What went into the work’s creation, including research conducted? How is the work useful to you or to others in the profession?).

The topic you choose should be one that has meaning for you and provides an opportunity for you to synthesize the course. The paper should be as long as necessary to present a thoughtful, informative and interesting piece of research, but should be short enough to have publication possibilities in professional journals. Collaborative work with one or more classmates is welcome, as long as each individual independently submits a unique paper or project. Poor physical presentation of the work, including misspellings, grammatical errors, inadequate footnoting, and the like will result in a lower grade. All papers should be typed, double-spaced, in 12-point type, and prepared in a consistent manner using a standard style guide appropriate to the journal you envision publishing the piece. Papers should be well edited, grammatically correct, and written using standard English. Sources from which information is derived should be accurately cited, including the page number(s) of the citation (please note: a citation is an opportunity to lead the reader into an ongoing exploration of the topic; please try to be as encouraging as possible and help the reader know where to turn for further information).

Extra credit (one half letter grade) is available for submitting papers to a qualified reader (including one of your classmates) for proofreading and editorial comment prior to submitting it to me. This should resultant in a tighter, more carefully groomed piece of work than would otherwise be the case (this is a norm prior to all submissions for publication and, if you have not submitted articles for publication to date, you should start to assume that getting feedback from an astute reader is an extremely valuable step in the writing process).
Beyond the proficiency of the written or three dimensional work (the strength and organization of the argument, the overall readability or craftsmanship of the piece, etc.), I would very much like to see your research and writing benefit you. I sincerely encourage you to select a topic relevant to the themes of this class that allows you to develop areas of interest to you. You can run your ideas past me if you are at all unsure of a direction, and I may be able to help suggest some topics, but please (please) feel free to chose your own direction for this work. This is an opportunity for you to take control of your library school education and invest your time in an area that is meaningful for your own professional development.

While the sky is the limit as far as a topic goes (as, indeed, it is any time you choose to write an article for a professional journal), I expect some clear link back to the course’s themes. The following are offered as suggestions only to kick off your own creativity – you are welcome to use one of these but I sincerely encourage you to use your imagination and personal interests to pick a topic that has meaning for you:

*explore an aspect of the history of (pick one) papermaking, bookbinding, xerography, sound recording, photography, etc., with specific attention to manufacturing methods and materials that affect the permanence of the media;

*create a biographical sketch of one or more key figures whose contributions have affected the development *of specific aspects of library media or its preservation;

*fashion a defensible argument for or against a specific preservation approach, including, but not limited to, *the National Preservation Microfilming program, library binding, paper splitting, digitization, etc.;

*argue convincingly for or against the need to preserve material culture within libraries in the digital age;

*write an NEH Preservation Assistance Grant to secure funding to support a professional preservation assessment of your institution or an institution you’d like to help (these are small, e.g., five-page proposals and quite manageable;

I’d be happy to share examples of successful Preservation Assistance Grant proposals, if that is useful, and this is an excellent opportunity to get some experience in the grant writing arena). More information can be found at NEH’s website at: http://www.neh.fed.us/grants/guidelines/pag.html;

*investigate an actual preservation problem and its solution dealing with a specific rare item or a collection (this topic lends itself to a brief history of applicable preservation standards; an analysis of the problem; and recommendations related to the optimal long-term preservation of the object/collection, including possible funding sources);

*explore the historical development of U.S. library preservation;

*undertake a three-dimensional project, such as creating an effective preservation-awareness brochure for distribution at public service points within a real library; bind and document the process involved in binding a book; outline the history of papermaking and provide handmade examples of historical patterns; or,

*fashion a defensible argument for or against a specific preservation approach, including, but not limited to, the National Preservation Microfilming program, library binding, paper splitting, digitization, etc.;

*argue convincingly for or against the need to preserve material culture within libraries in the digital age;

*write an NEH Preservation Assistance Grant to secure funding to support a professional preservation assessment of your institution or an institution you’d like to help (these are small, e.g., five-page proposals and quite manageable; I’d be happy to share examples of successful Preservation Assistance Grant proposals, if that is useful, and this is an excellent opportunity to get some experience in the grant writing arena). More information can be found at NEH’s website at: http://www.neh.fed.us/grants/guidelines/pag.html;

*investigate an actual preservation problem and its solution dealing with a specific rare item or a collection (this topic lends itself to a brief history of applicable preservation standards; an analysis of the problem; and recommendations related to the optimal long-term preservation of the object/collection, including possible funding sources);
explore the historical development of U.S. library preservation.

Self Evaluation (mandatory)
When you send me your paper or project as an email attachment or via US Mail (at the address listed on the first page of this syllabus), please include:
1) a scanned picture of yourself (to help me connect your name with your face), and
2) a one-page self evaluation; include in this evaluation your assessment of the grade you’ve earned for the course.

Your self evaluation should cover class attendance, a assessment of the thoroughness of your reading in preparation for the class, your class participation, how well you did with the hands-on activities, and an evaluation of your research paper or project using the four criteria listed above. I am interested to learn what you got out of the class.

Please be realistic. You may think this is an odd approach, but remember, you paid for this class. You are the one controlling your own educational experience and it is hard for me to see things from your perspective given the short amount of time we spend together face-to-face. I tend to rely on your self evaluation for grading purposes if it seems realistic to me, but if I do not concur with your perceptions I am also likely to substitute my own grade for yours. Please use the following criteria for determining your grade:

Grading
Research paper or project: 60% of the total grade (60 points). Evaluation of the research paper or project will be determined by the four evenly weighted categories mentioned above:
1) Relevance of the argument to preservation
2) Interest the topic holds for reader
3) Intellectual strength and evidence of research depth
4) Quality of the mechanics

Participation: 40% of the total grade (40 points). Evaluation of participation will be determined by four evenly weighted categories:
- Demonstrated knowledge derived from reading
- Demonstrated class participation
- Demonstrated respect for fellow classmates and overall responsibility
- Timeliness in meeting assignments

Due Date
A typed, final copy of the research paper or project is to be submitted to me via email or US Mail by the date contracted between the class and the instructor (usually on the first day of class). Uncertainty about the paper’s topic or scope, or clarification regarding the guidelines for its completion should be brought to my attention PRIOR to this deadline. Incomplete grades will be granted for certifiable medical emergencies and life tragedies, and need to be negotiated with the instructor.

COURSE, SCHOOL, AND UNIVERSITY POLICIES:

Students with Disabilities
Students with documented disabilities who need academic accommodations or assistance with emergency evacuations, please contact me as soon as possible so arrangements and accommodations can be made.

UA Policy on Academic Integrity
As stated in the University of Arizona Policies and Procedures, "Integrity is expected of every student in all academic work.” For more information on this topic, please refer to the University’s website: http://info-center.ccit.arizona.edu/~studpubs/policies/cacaint.htm

Classroom requirements (for SIRLS)
Comfortable seating arrangements and temperature controls for entire class.
4 (four) long (8 foot) tables
2 (two) slide projectors
2 (two) screens
1 (one) LCD Projector and laptop computer with software to run Powerpoint
1 (one) VCR and TV monitor

GRADING:
Grading
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- Demonstrated knowledge derived from reading
- Demonstrated class participation
- Demonstrated respect for fellow classmates and overall responsibility
- Timeliness in meeting assignments

INSTRUCTOR NAME AND CONTACT ADDRESSES:

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- IRLS 488-010 Issues in Information Resources: International Librarianship
- IRLS 521-010 Children's and Young Adult Literature in a Multicultural Society
- IRLS 524-010 INFORMATION RESOURCES & SERVICES
- IRLS 533-010 Medical Online Searching
- IRLS 541-001 Preservation
- IRLS 556-010 Health Information in Ethnic-Cultural Communities
- IRLS 564-031 The Organization and Administration of a Corporate Library
- IRLS 570-010 Database Development and Management (Summer 2011)
- IRLS 571-010 Introduction to Information Technology (Virtual-Smith)
- IRLS 588-010 Issues in Information Resources: International Librarianship
- IRLS 588-011 Archival Care and Management of Photographs
- IRLS 588-012 Information Resources: Instructional Programs in Academic Libraries
- IRLS 588-014 Introduction To Special Collections
- IRLS 608 Planning and Evaluation of Libraries and Information Centers
- IRLS 651-010 Information Policy & Cultural Perspectives
- IRLS 672-010 Introduction to Applied Technology (Summer 2011)
- IRLS 676-910 DigIn Capstone

- Spring 11
- Fall 10
- Summer 10
- Winter 10-11
- Spring 10
- Winter 09 10
- Fall 09
- Summer 09
- Spring 09
- Winter 08 09
- Fall 08
- Archive of Old Syllabi

- Schedules
- Core Courses
- Course Delivery Options
- Course Descriptions
- Distributed Electives
- Individual Studies: Internships, Independent Studies & Practica
- Registration
- Required first course: IRLS504
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- Suggested Out of Department Courses
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