

California University of Pennsylvania  
Guidelines for New Course Proposals  
University Course Syllabus  
Approved: 2/4/13

Department of Justice, Law and Society

**A. Protocol**

Course Name: Professional Preservation  
Course Number: ANT 380  
Credits: 3  
Prerequisites: ANT 100  
Maximum Class Size: 30

**B. Objectives of the Course:**

Upon completion of this course the student should be able to:

1. Identify inorganic and organic materials,
2. Process an entire artifact/specimen collection by properly identifying each artifact, utilizing appropriate cataloguing, and classification methods,
3. Examine the properties applicable for identification and storage of the following objects:
  - o Lithics
  - o Ceramics
  - o Perishables
  - o Floral remains
  - o Faunal remains,
4. Describe and implement proper artifact storage using appropriate materials and techniques,
5. Demonstrate the use of basic computer software for collections management,
6. Develop a working plan for emergency preparedness, response and recovery of an artifact/specimen collection,
7. Describe and implement various environmental monitoring and control devices for a variety of collections,
8. Develop an archaeological/forensic report utilizing object data documentation. Each student is responsible for writing a technical report about each collection they process then provide a scholarly/professional documentation about a particular collection.
9. Examine the basic components of the grant writing process and be able to find resources to provide appropriate funding for the care of collections,
10. Demonstrate the ability to use photographic documentation using digital imaging of collections, and
11. Demonstrate the ability to properly pack and ship of a variety of artifacts and specimens using appropriate specimen specific materials.

**C. Catalog Description:**

This course is designed to provide the essential theoretical background knowledge and practical skills required for anyone working and handling artifacts and forensic specimens, as it introduces students to a wide range of collections care responsibilities for a variety of collections (historical, archaeological, ethnographic, natural history, and forensic science), found in museums, archaeological and forensic labs. The extensive comprehensive lab component of this course is designed to provide each student with an opportunity to combine theory with practical analysis, documentation and classification of specimens, and then employ step-by-step curatorial methods to properly treat and process historic, prehistoric and forensic materials recovered from archaeological investigations. Once the artifacts have been analyzed and stored, the student will be responsible for archaeological reporting and producing a scholarly presentation about the collection.

**D. Outline of the Course:**

- I. Evaluation and preservation of inorganic and organic materials: Examination and Documentation and curatorial processing of artifacts and specimens.
  - A. Materials will include lithics, ceramics, and perishables, floral and faunal remains
  - B. Physical/chemical composition and construction/fabrication of artifacts
  - C. Identification of artifact material
  - D. Identification of specific types of deterioration to artifacts
  - E. Examination and assessment of artifacts
  - F. Reporting methodologies for the documentation of artifact condition
  - G. Guidelines for handling, labeling, storing, and exhibiting artifacts by material type. Preventative collections care strategies Collections management storage
- II. Collections management
  - A. Facilities and storage units.
  - B. Risk assessment
  - C. Staff training
  - D. Inventory control
  - E. Handling techniques
  - F. Equipment.
  - G. Security
  - H. Environmental standards
  - I. Monitoring equipment, fire detection and suppression,
  - J. Facility selection and design, and off-site storage.
  - K. Types and designs, materials used in storage
- III. Computer software for collections management
  - A. The process of artifact cataloguing and maintenance of collections records
  - B. Utilizing a computer database system.
  - C. Computer and cataloguing basics.
  - D. Data standards and conventions.
  - E. Cataloguing goals and format types (i.e., card, file, and computer)
  - F. Computer file systems database types and features.

- G. Commercially available collections management software.
  - H. Photographic image importing.
- IV. Emergency preparedness, response and recovery
- A. "Risk management"
  - B. How to prepare for and respond to disaster.
  - C. Identification and assessment of risks to the institution
  - D. The formulation of a prevention and response
  - E. Planning guidelines and procedures
  - F. Health and safety of staff, risk to facility
  - G. Insurance coverage
- V. Environmental monitoring and control
- A. The monitoring and control of environments on the organic and inorganic materials.
  - B. Identifying the environmental factors (e.g., light, relative humidity, temperature, pollutants, vibration, and pests-both insects and vermin)
  - C. High and low tech environmental monitoring techniques
  - D. Light meters
  - E. Recoding hygrothermographs
  - F. Computer data loggers
  - G. Indicator strips
  - H. Psychomotor
  - I. Strategies for mitigating and controlling environmental problems
  - J. Creating a pollutant-free environment
  - K. Pest management.
- VI. Archaeological/Forensic Report Preparation
- A. Technical writing
  - B. Editing techniques
  - C. Research documentation
  - D. The scholarly publication
- VII. Funding collections Care: Grant writing overview
- A. Secure funding for collections care.
  - B. Prioritizing collections care needs
  - C. Identifying funding sources
  - D. Organizing the proposal
  - E. Reviewing grant proposals
- VIII. Photographic documentation and digital imaging of collections
- A. Photography using digital imaging technologies
  - B. Using a digital camera and flatbed scanner.
  - C. Types and purposes of photographic documentation
  - D. Artifact handling and safety during the photographic process
  - E. Object setup
  - F. Basics of image archiving.
- XI. Packing and shipping of artifacts
- A. The principles involved in safe handling, packing, and transport artifacts.
  - B. Risk assessment

- C. Decision-making, and issues in artifact transportation
- D. Crate design and construction
- E. Interior packing methods and materials

**E. Teaching Methodology (face to face or classroom):**

A variety of teaching methodologies may be used in teaching this course. They include, but are not limited to: lectures, PowerPoint images, assigned readings, case studies, multi-media presentations, group discussions, and guest speakers. Emphasis will be placed on engaging the learner for involvement and active participation in the learning process.

**F. Text**

Conservation Concerns, Konstanze Bachmann, Editor, Cooper Hewitt, National Museum of Design Smithsonian Institution; ISBN 1-56098-174-1

Registration Methods for the Small Museum, Third Edition, Daniel B Reibel; ISBN 0-7619-8905-6

**G. Assessment Activities (face to face or classroom)** Individual instructors may customize different activities:

1. Performance assessment tasks
2. Weekly assignments and reports
4. Exams and/or quizzes
5. Individual/Group projects
6. Case studies
7. Research Reports
8. Article/Book Critiques

**H. Accommodations for Students with Disabilities:**

## **STUDENTS WITH DISABILITIES**

Students with disabilities:

- Reserve the right to decide when to self-identify and when to request accommodations.
- Will register with the Office for Students with Disabilities (OSD) each semester to receive accommodations.
- Might be required to communicate with faculty for accommodations which specifically involve the faculty.
- Will present the OSD Accommodation Approval Notice to faculty when requesting accommodations that involve the faculty.

## Office for Students with Disabilities

Requests for approval for reasonable accommodations should be directed to the Office for Students with Disabilities (OSD). Approved accommodations will be recorded on the OSD Accommodation Approval notice and provided to the student. Students are expected to adhere to OSD procedures for self-identifying, providing documentation and requesting accommodations in a timely manner.

### Contact Information:

Location: Azorsky Hall – Room 105  
Phone: (724) 938-5781  
Fax: (724) 938-4599  
Email: [osdmail@calu.edu](mailto:osdmail@calu.edu)  
Web Site: <http://www.calu.edu/current-students/student-services/disability/index.htm>

## I. Supportive Instructional Materials, e.g. library materials, web sites, etc.

“Preservation and Access: A Report on an Experiment in visible Storage.” Gazette (Canadian Museums Association) 14(3/4), summer/Fall 1981:22-23

“Storage and Study collections.” Museum Journal 20 (1): 65-79.

Anderson, S. “It costs More to store a Whale than a Mouse: Libraries, collections and the cost of Knowledge.” Curator 16(1), 1973: 30-44.

“Archaeological specimen Storage and Study box” Regional Mineral Resources Development Center News 2(3), 1985, 5-6.

Burns, William A., and Jerome G Rozen. “Accessioning, Marketing and Storing Scientific Collections.” In Museum Registration Methods edited by Dorothy H. Dudley and Irma Bezold Wilkinson. 3<sup>rd</sup> ed. Washington, DC: American Association of Museums, 1979: 301-306.

Alsford, Denis B. An Approach to Museum Security. Ottawa: Canadian Museums Association, 1975.

Horie, C. V. (1987) *Materials for Conservation*, London: Butterworth and co. ISBN 0-40801-531-4.

Key, A. F. (1973) *Beyond four Walls*, Toronto: McClelland and Stewart Ltd. ISBN 0-7710-4520-4

Duggan, Antony J., section ed., “Collection Management,” Thompson, *Manual for Curatorship*, op.cit., pp.113-376

Macleaod, K. J. *Relative Humidity: Its Importance, Measurement and Control in Museums*. Technical Bulletin 1. Ottawa: Canadian conservation Institute, 1978.

Hartman, Hedy A. *Funding sources and Technical Assistance for Museums and Historical Agencies*. Nashville, Tennessee: American Association for State and Local History, 1979.

Graham-Bell, Maggie. *Preventive Conservation: A Manual*. Victoria, British Columbia: British Columbia Museum Association, 1986

Horne, Stephen A. *Way to Go: Crating Artworks for Travel*. Hamilton, New York: Gallery Association of the State of New York, 1985

Hunter, John E. *Emergency Preparedness for Museums, Historic Sites, and Archives: an Annotated Bibliography*. Nashville, Tennessee: American Association for State and Local History, 1979.

Padfield, Tim, et al. "Trouble in Store." In *Science and Technology in the Service of conservation: contributions to the Washington Congress*. London: International Institute for Conservation of Historic and Artistic Works, 1982

#### Additional Information for Course Proposals

**J.** Proposed Instructors:

Anthropology faculty members in the Department of Justice, Law and Society

**K.** Rationale for the Course:

The revitalization plan of this program focuses on two principle tracks, Archaeology and Forensic Anthropology. The development of this course is intended serve students majoring in Anthropology (either track) as well as Justice Studies. This course is considered to be a key component to the revitalization of the Anthropology major as it is a thorough study of preservation theory and techniques encompassing a wide range of perspectives and provides each student with a solid foundation to become better prepared for academic careers and continued educational endeavors in this field

**L.** Specialized Equipment or Supplies Needed:

There will be no specialized equipment or supplies needed for this course.

**M.** Answer the following questions using complete sentences:

1. Does the course require additional human resources?  
No. The course does not require any immediate additional human resources, but as the program grows, additional faculty will be needed
2. Does the course require additional physical resources?  
No. This course does not require additional physical resources.
3. Does the course change the requirements in any particular major?  
This course does not change the requirements in a particular major as it is an Anthropology elective.
4. Does the course replace an existing course?  
This course does not replace an existing course.

5. How often will the course be taught?  
This course will be taught once every 2 years.
  6. Does the course duplicate an existing course in another Department or College? This course does not duplicate an existing course in another Department or College.
  7. What is the recommended maximum class size for this course?  
The maximum class size for this course is 40 students.
- N. If the proposed course includes substantial material that is traditionally taught in another discipline, you must request a statement of support from the department chair that houses that discipline. This course is typically taught in an Anthropology program.
- O. Please identify if you are proposing to have this course considered as a menu course for General Education. If yes, justify and demonstrate the reasons based on the categories for General Education. The General Education Committee must consider and approve the course proposal before consideration by the UCC. This course is not being offered as a general education course.
- P. Provide Approval Form (electronically).

#### Additional Guidelines

The following are additional guidelines that you must follow which will expedite your course proposal. Failure to follow these guidelines will result in the return of the proposal to the department.

1. Be sure that your proposal is in the correct format (Guidelines for New Course Proposals) and that all questions have been completely answered.
2. Be sure that you have completed and attached the Application to Establish a New Course form and/or the Advisement Sheet Revision form and that the **appropriate signatures** have been affixed. Please send through the process electronically (the preferred method) or by paper. No items will be placed on the agenda until the Chair of the UCC is in possession of these forms.
3. Be sure that you include an updated advisement sheet for any course that is being required by the department or is classified as a restricted elective. In addition, you must include an electronic copy (MS Word or PDF) of the current advisement sheet(s) with your proposal. Be certain that all advisement sheets affected by the proposed course change be included with your proposal.
4. When submitting materials for consideration by the Curriculum Committee, you must provide an electronic copy of each item to be reviewed to the Chairperson.
5. All completed items must be in the hands of the Chairperson of the Curriculum Committee a minimum of one week prior to the next regularly scheduled meeting.

6. Any department requesting a course name change, number change, prefix changes, credit changes, etc. must submit this request on the Application to Establish a New Course Form and submit electronically.
7. New advisement sheets, major proposals, minors, LOCs, Certificates, or changes to advisement sheets will become effective the fall semester following committee approval. **The advisement sheets must also include the committee approval date and the effective date on the advisement page.** Submit this request on the Advisement and /or Program Changes form.
8. New courses will become effective the semester following committee approval.
9. Any references listed must be in the appropriate bibliographic format for the discipline.
10. Online courses should follow the Quality Matters™ rubric and is posted on the UCC website. Be sure that you include the online teaching methodology statement (refer E.2 above) that refers to the Quality Matters™ rubric.
11. All course objectives must follow Bloom's Taxonomy learning domains located on the UCC website.