INF 393C: Introduction to Paper Conservation
Spring 2023
Unique Number: 28555

Instructor: Sarah Norris
Email: sarah.norris@ischool.utexas.edu
Lab: UTA 1.506B
Office: UTA 5.422
Phone: (512) 471-8286
Office hours: by appointment, in person or online
Canvas: https://utexas.instructure.com/courses/1351505

Course Meeting Times
Tuesdays, 9:30 AM – 12:30 PM

Course Description
Conservation is the practice of prolonging the lifetime of cultural materials, often with a focus on physical intervention. This course will introduce ethical principles of conservation; conservation documentation; and hands-on treatment techniques. Students will become familiar with conservation materials and tools. Decision-making exercises will explore the practical application of conservation ethics in paper-based collections. Hands-on treatment techniques will focus on methods offering the greatest and most accessible benefit with minimal materials. These will include dry cleaning, humidification and flattening, mending, and others. Students will practice their skills on modern and archival materials. They will also complete one full conservation treatment, with written and photographic documentation.

Conservation is a specialized field that entails many years of training and practice. Unfortunately, this class alone can’t prepare you to become a conservator! However, this class will allow you to:

● Deepen your understanding of the goals and possibilities of conservation work.
● Work in institutions alongside conservators, or managing conservators, or managing conservation outsourcing projects, or seeking conservation funding.
- Perform your own simple repairs and treatments in under-resourced institutions or emergency situations.
- Seek conservation pre-program experience, if desired, with portfolio-quality documentation of one treatment.

**Learning Objectives**

By the end of this course, students should be able to:

- Practice basic lab protocol
- Become familiar with conservation materials and tools
- Understand conservation ethical tenets and philosophical dilemmas
- Engage in treatment decision making
- Create written and photographic treatment documentation
- Build customized item enclosures
- Practice hands-on treatment skills, such as dry cleaning, humidification and flattening, and mending

**Course Requirements**

There are no prerequisites for this class. Students are expected to attend all classes on time and complete all reading assignments before each class meeting. Hands-on assignments will need to be completed in the Paper Lab (1.506B), often outside of class meeting times (see Lab Use.)

**Teaching Modality**

This course meets synchronously and in person.

**Attendance**

Students are expected to attend all class meetings. Unexcused absences count against the course participation grade. Excused absences are as follows:

- Absences are excused without penalty for religious and health reasons.
- Absences are sometimes excused without penalty for work and family reasons.

For any absence, please provide as much advance notice as possible and make arrangements to keep up with course topics and assignments.

**Please note: this course is highly dependent on in-person demonstrations and guided, hands-on practice. Scheduling one-on-one make-up sessions is difficult and time-intensive. Please make every effort to be in class!**

**Communication**
The course Canvas site can be found at utexas.instructure.com. Please email me through Canvas. You are responsible for ensuring that the primary email address you have recorded with the university is the one you will check for course communications because that is the email address that Canvas uses.

**Readings**
There is no required textbook for this course. All course readings are available in the Files section of our Canvas page or online.

**Lab Use**
Students will have key card access to 1.506 (lab anteroom) at all times UTA is open. Please use this room respectfully. It is recommended as a quiet place to read, study, or hold small meetings. Please do not remove reading materials from the room.

Students may use the Paper Lab (1.506B) to practice treatment skills and complete hands-on assignments during lab hours. The lab has equipment, microscopes, and tools. Students may use these with the explicit permission and training from the instructor.

**Lab hours are required in this class.** Though scheduling is flexible, you must plan to spend about two hours per week working in the lab outside of class, starting around Week 5. If this isn’t possible for you, please consider taking the class in a different semester.

Lab hours with your instructor present are as follows. If these times are incompatible with your schedule, please find a lab partner and request an alternate, weekly time.

Mondays, 9 AM – noon

Tuesdays, 1 PM – 3 PM

Thursdays, 9 AM – 11:30 AM

**Tools and Materials**
Students will be provided with a tool kit for use during the semester. The tool kit must be left in good condition at the end of the semester. Treatments will be performed on a variety of collection and non-collection materials. Most materials will be provided by the instructor, but students are welcome to bring in materials from their personal collections to augment class assignments.

**Lab Rules**
Labs can pose physical and chemical dangers. For the safety of yourself, your classmates, and the collections materials, please observe the following rules:

- Please leave backpacks and unneeded belongings in the anteroom.
- No food or drink is allowed in the lab.
- Do not touch your face, especially your eyes, while working in a lab.
- Do not put your hands in your mouth when working in a lab.
- Closed-toed shoes must be worn at all times.
- Shorts are discouraged.
- Small children are not allowed in labs. Older, well-behaved, supervised children are allowed to visit for tours.
- Personal protective equipment must be worn as appropriate.
- Loose clothing and long hair must be tied back when working with solvents or blades.
- Do not use any equipment unless you have been properly trained and have received permission.
- The first aid kit is on top of the flat files to the right of the utility sink in the paper lab. It has band-aids.
- Eyewash stations are mounted on the utility sinks in the paper and book labs. They are flushed weekly.
- Emergency showers are located near the utility sinks in both labs.
- Do not open any cabinet or drawer unless you have been given permission.
- Do not borrow tools without permission.
- All tables and tools must be cleaned, and all materials put away, before leaving the lab area. Leave yourself time to do this.
- The lab should be cleaner when you leave it than it was when you arrived. You may not have made the mess, but you are responsible as part of your class team for keeping the labs clean.
- Please use pencil, not pen, for writing and note-taking. (Just like you would in a special collections reading room.)

Assignments

Please submit assignments via Canvas unless otherwise instructed. All assignments are due by the beginning of class on the due date. If you have a legitimate reason for an assignment to be late, please discuss with me as early as possible.

*OH 201 Lab Safety course* (10 pts)
Assigned Week 1; due Week 2.
This course is required of students and staff working in UT labs. View OH 201 online at [https://ehs.utexas.edu/training/training-courses.php](https://ehs.utexas.edu/training/training-courses.php) You’ll need to log in with your EID, and you may need to request the course online. If prompted for self-registration, visit:

_Treatment Proposal_ (10 pts)
Assigned Week 4; due Week 5.
The treatment proposal is the first section of your treatment report. Include title and identifying information for your item; item description; item condition; treatment objectives; treatment proposal; and proposed testing, if needed. See “Treatment Proposal Guidelines” in the Files section of Canvas, as well as Week 4 readings and discussion, for further details.

_Before Treatment Photo-documentation_ (20 pts)
Assigned Week 5; due Week 7 (or as scheduling allows)
Before treatment photo-documentation visually documents the condition of your item before treatment. This is the reference by which you will evaluate whether your work creates the intended (and only the intended) impact. These photographs may also be examined by collections managers and patrons to understand an item’s previous condition. Photos will be evaluated for clarity and completeness in their depiction of condition issues. Note that re-take requests are common within assignment feedback. It’s very normal to need to re-take a few photos before starting treatment.

Please use UT Box to submit .jps at the highest resolution you can reasonably achieve, and save any source files you may create. (Typically, we would shoot .tiff, .raw, or .nef and save access copies as .jpg. You may simply shoot .jpg if you anticipate file management challenges on your computer.) Suggested shots include (approx. 10-12): 1 recto, spectral light; 1 verso, spectral light; 3-4 detail shots, spectral light; 1 recto, raking light; 1 verso, raking light; any needed detail shots, raking light; 1 recto, transmitted light. See “Before Treatment Photodocumentation Guidelines” in the Files section of Canvas for further details.

_Sink Mat_ (20 pts)
Assigned Week 6; due Week 8.
Students will build a sink mat appropriate for long-term storage of a document or artwork with depth or dimensionality. In addition to modeling a useful housing structure, this assignment introduces conservation materials and hand skills. In your final submission, I will be looking for:

- clean, straight, square cuts
- flush alignment among boards
- supportive fit for the object - neither too tight nor too loose, with no undue stress
- tidy workmanship - no excess grime or graphite
See “Sink Mat Instructions – Intro to Paper Conservation” in the Files section of Canvas for further details.

*Final Treatment Report (20 pts)*
Assigned Week 12; due last day of class.

Building upon your treatment proposal and before treatment photo-documentation, this report serves as the full document of your work on your treatment item. New material in this assignment includes any testing required, treatment description, treatment assessment, during treatment photography, and after treatment photography. Please ensure your final treatment report displays your command of conservation terminology and technical writing skills, and addresses revisions from previous versions. See Final Treatment Report Guidelines in the Files section of Canvas for further details.

*Participation (20 pts)*
Assigned Week 1; concluded last day of class.

Students are responsible for participating in class discussions and engaging in hands-on practice. Students should initiate discussions to clarify technical skills and should make efforts to learn from the experiences of fellow classmates working on different physical materials. Included in your participation grade are: demonstrated attention to and improvement in your treatment skills; the condition of your tool kit at semester’s end; substantive contribution to class discussion; and your preparation and participation in our Journal Club, Week 13.

**Evaluation and Writing Guidelines**
I will use the following schedule as the basis for calculating grades. Grades will be reduced by 2 points for every day they are late unless prior arrangements have been made.

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In all assignments, it’s always a good idea to cite class readings and related sources. This makes your work more authoritative and it lets me see that you’ve read and thought about class materials.

Please strive for accurate, concise, and well-organized writing that showcases your understanding of the topics at hand. My primary goal is to assess your mastery of these topics, rather than your writing. However, if your writing hinders the successful communication of your understanding, I will then grade writing by necessity. For writing assistance, please see the University Writing Center.

A few writing tips specific to this class:

- Write in a formal style appropriate for permanent documentation of your work.
- Use passive voice in treatment documentation. Please note that passive voice employs complete sentences, not sentence fragments. Ex:
  - “The document was mended with wheat starch paste.” (passive voice, complete sentence)
  - “Mended with wheat starch paste.” (sentence fragment created by simply omitting “I” from an active-voice complete sentence.)
- Describe physical materials and treatment details concisely and accurately. Refer to the guidelines and examples we’ll study in this course.
- Use fewer words whenever possible.
- Use APA Guidelines for in-text citations and a reference lists.
- Use double spacing.
- Title submitted files as follows: “(Last Name)_(Assignment Title.)”

UT Notices and Announcements

Land Acknowledgement

We would like to acknowledge that we are meeting on Indigenous land. Moreover, we would like to acknowledge and pay our respects to the Carrizo & Comecrudo, Coahuiltecan, Caddo, Tonkawa, Comanche, Lipan Apache, Alabama-Coushatta, Kickapoo, Tigua Pueblo, and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas.

Names and Pronouns

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender identity & expression, and nationalities. Class rosters are provided to the instructor with the student’s legal name, unless they have added a “chosen name” with the registrar’s office, which you can do so here. I will gladly honor your request to address you by a name that is different
from what appears on the official roster, and by the pronouns you use (she/he/they/ze, etc). Please advise me of any changes early in the semester so that I may make appropriate updates to my records. For instructions on how to add your pronouns to Canvas, visit this site. More resources available on the Gender and Sexuality Center’s website, www.utgsc.org.

Policy on Academic Integrity
Students who violate University rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: http://deanofstudents.utexas.edu/conduct.

Plagiarism will not be tolerated. UT has a tutorial describing plagiarism here: http://www.lib.utexas.edu/services/instruction/learningmodules/plagiarism/

Disability and Access
The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability & Access (D&A). Please refer to the D&A website for more information: http://diversity.utexas.edu/disability/. If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

Student Emergency Services (SES)
Student Emergency Services in the Office of the Dean of Students helps students and their families during difficult or emergency situations. Assistance includes outreach, advocacy, intervention, support, and referrals to relevant campus and community resources. If you need to be absent from class due to a family emergency, medical or mental health concern, or academic difficulty due to crisis or an emergency situation, you can work with Student Emergency Services. SES will document your situation and notify your professors. Additional information is available at https://deanofstudents.utexas.edu/emergency/ or by calling 512-471-5017.

Class Recordings
Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

Online Class Components
All students must use a UT Zoom account in order to participate in online class sessions, office hours, and any UT affiliated events.

Sharing of Course Materials is Prohibited
No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments ( quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class without explicit, written permission of the instructor. Unauthorized sharing of materials promotes cheating. It is a violation of the University’s Student Honor Code and an act of academic dishonesty. The University is well aware of the sites used for sharing materials, and any materials found on such sites that are associated with a specific student, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure of the course.

Religious Holy Days
By UT Austin policy, you must notify me of your pending absence as far in advance as possible to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

Counseling and Mental Health Center
I urge students who are struggling for any reason and who believe that it might impact their performance in the course to reach out to me if they feel comfortable. This will allow me to provide any resources or accommodations that I can. If immediate mental health assistance is needed, call the Counseling and Mental Health Center (CMHC) at 512-471-3515, or you may also contact Bryce Moffett, LCSW (iSchool CARE counselor) at 512-232-2983. Outside CMHC business hours (8a.m.-5p.m., Monday-Friday), contact the CMHC 24/7 Crisis Line at 512-471-2255.

Classroom Safety and COVID

- For any illness, students should stay home if they are sick or contagious, not only to stop the spread, but also to promote their personal wellness.
- The university will continue to provide rapid antigen self-test kits at distribution sites throughout campus. Students can receive up to four tests at a time.
- The university will provide symptomatic COVID-19 testing on campus for all students, faculty and staff.
- UHS maintains up-to-date resources on COVID, which can be found here:
  - COVID-19 Information and Resources
COVID-19 Exposure Action Chart

- You may choose whether to wear a mask in class. There are many valid rationales about masking at this point in the pandemic. Among them, it’s wise to consider the Travis County Community Risk Level.
- For guidance on COVID-related issues, contact BCCAL at 512-232-5050.

Course Schedule [https://registrar.utexas.edu/calendars/22-23](https://registrar.utexas.edu/calendars/22-23)

Week 1: 1/10 (Please note: each week’s readings must be completed before class for discussion during class.)

**Introduction**
- Introduce class and syllabus
- Assign OH201 Lab Safety Course, due Week 2
- Tour lab; become acquainted with lab safety and protocol
- Establish lab hours for future assignments
- Inspect tool kits and discuss usage and safety of included tools
- Dexterity test

**Readings**
Smithsonian National Air and Space Museum. “A Conservator’s Tools.” Accessed August 2020 at: [https://www.youtube.com/watch?v=bonOsv1i3Ns](https://www.youtube.com/watch?v=bonOsv1i3Ns)

The Metropolitan Museum of Art. “The Care and Handling of Library Collections.” Accessed August 2020 at: [https://www.youtube.com/watch?v=0UnXsWudagQ](https://www.youtube.com/watch?v=0UnXsWudagQ)

Columbia University Libraries. “Care and Handling: Manuscripts.” Accessed August 2020 at: [https://www.youtube.com/watch?v=hhXhc2fieKm](https://www.youtube.com/watch?v=hhXhc2fieKm)


Week 2: 1/17

**Assignment due: Complete OH 201 Lab Safety course**

**Historical Papers and Media; Item Description**
- View examples of handmade and machine-made papers
- View examples of writing and printing inks
- View examples of basic print processes
- Introductory examination of students’ items for treatment; take notes for Item Description section of Treatment Proposal (due Week 5.)
Readings


Week 3: 1/24

**Philosophy and Decision Making; Treatment Objectives**

- Reversibility
- Minimal intervention
- Restoration vs. conservation
- Case studies
- Brainstorm treatment objectives for students’ items for treatment; begin drafting treatment objectives section of Treatment Proposal (due Week 5.)

Readings


Week 4: 1/31

Written Documentation; Item Condition; Treatment Proposal

- Written documentation terminology and formats
- Assessing deterioration and damage
- Students work in pairs on their treatment proposals (new sections this week: item condition and treatment proposal.)
- Assign Treatment Proposal, due Week 5 (see Treatment Proposal Guidelines in Canvas.)

Readings

van der Most, Peter et. al. *Archives Damage Atlas: A Tool for Assessing Damage*. The Netherlands: Metamorfoze, 2010. This will be our primary resource for condition assessment.

Ash, N., Homolka, S., & Lussier, S. *Descriptive terminology for works of art on paper* (R. Wolcott, Ed.) Philadelphia Museum of Art, 2014. This is a reference source to refine your item description. Skim Parts 2 and 3, and Appendix 2, with special focus on applicability to your treatment item.


Barron, Sonya. *Iowa State University Library Conservation Documentation*. Unpublished, 2018. An example of treatment documentation and workflow (vellum manuscript.)
Week 5: 2/7

Assignment Due: Treatment Proposal

Photodocumentation
-Demonstrate photodocumentation processes in photo studio
-Students begin taking photos and planning studio schedule
-Assign before treatment photodocumentation.

Readings


Nikon camera manual. (In Paper Lab; may be signed out.) Consult as needed during photo sessions.

Week 6: 2/14

Housings
-View examples of archives housings; discuss advantages and disadvantages of designs
-Discuss materials for archives housings
-Build a sink mat for a document with texture or depth
-Assign Sink Mat, due Week 8

Readings

Seo, Hilary T. and Zanish-Belcher, Tanya, "Square Pegs, Round Holes: Thinking Creatively about Housing and Storage" (2006). *Special Collections Publications and Papers.* 2. [https://lib.dr.iastate.edu/speccoll_pubs/2](https://lib.dr.iastate.edu/speccoll_pubs/2)


**Week 7: 2/21**

**Assignment Due: Before Treatment Photodocumentation**

**Dry Cleaning**
- Using brushes, eraser crumbs, soot sponges, and vinyl erasers
- Cleaning fragile paper and media
- Evaluating cleanliness of historical paper

**Readings**


**Week 8: 2/28**

**Assignment Due: Sink Mat**

**Introduction to Humidification and Flattening**
- Spot testing
- Spot humidification
- Humidification through a membrane
- Drying
Readings


Week 9: 3/7
Special Topics in Humidification and Flattening
- Humidification chambers
- Trash can humidification
- Batch work
- Iron gall ink, tracing paper, and other challenging materials

Readings


Homburger, Hildegard and Barbara Korbel. “Architectural Drawings on Transparent Paper: Modifications of Conservation Treatments.” Book and Paper Group Annual 18: 25-33. Tracing papers present conservation challenges. The treatment techniques in this paper include and build upon those studied in this class. Of special relevance to our current topics is the section “Flattening in a Hard-Soft Sandwich.”


**Spring Break: 3/13 – 3/17**

**Week 10: 3/21**

**Mending, pt. 1**
- Making wheat starch paste
- Choosing repair tissues
- Feather-tearing, applying, and drying mends
- Evaluating success
- Practice

**Readings**


Week 11: 3/28
Mending, pt. 2
-Making and using heat-set tissues
-Evaluating appropriate conditions for use
-Practice all mends as desired
-Discuss Journal Club, Week 13; select your presentation articles for submission Week 12.

Readings


Week 12: 4/4
Tape: The Conservator's Nemesis
-Tape identification
-Stages of deterioration
-Mechanical removal of tape carrier
-Mechanical removal of adhesive
-Practice on modern, acrylic-based tape
-Assign Final Treatment Report, due last class day
-Schedule after treatment photodoc sessions, as needed
-Submit your Journal Club article; expect pre-readings this week

Readings

of solvents is not within the scope of this class, this article gives a basic understanding of their application in tape removal.


**Week 13: 4/11**

**Journal Club**

A journal club is a discussion group that helps busy scholars keep up with published research. In a journal club meeting, each club member offers a very brief summary of one article, then facilitates a brief discussion. Members pre-read selected articles to prepare for in-person discussion.

See instructions, “Journal Club, Intro to Paper Conservation” in Files section of Canvas.

*Readings*

Your selected article.

Others articles for pre-reading as indicated.

**Week 14: 4/18**

**Work Day or Demo Request Day**

**4/24: Last class day of spring semester**

*Assignment Due: Final Treatment Report*