

**Treatment Techniques for Bound Materials**  
**INF 393C.11**  
**Unique Number 28550**

Spring, 2021  
UTA 1.506A  
Monday 9:00-12:00

Instructor: Rebecca Elder  
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(512) 699 3494

Office Hours: By appointment

## Course Overview

This class will cover the basic principles of creating alternative book structures, repairing books, and creating enclosures.

- Lab safety and procedures
- Book structures
- Basic book repair techniques
- Basic protective enclosures
- Sourcing materials and budgeting

The class will be composed primarily of hands-on work. The major assignments include a portfolio of work created in class, selection and teaching of a book structure, and a budgeting exercise.

Students will be provided with a tool kit for use during the semester. The tool kit *must be returned in good condition* at the end of the semester. You will take your tool kit home with you, but when you are working in the lab you must bring the tool kit back with you. Though the instructor will provide most of the materials, occasionally you will be responsible for providing materials. When this happens, you will be given ample time to acquire the necessary items.

Because of the pandemic, there will be no lab hours available this semester, however you will be able to take materials home with you to work on. Depending on need, there may also be one or two Saturday or Sunday morning sessions where you can make half hour appointments to use the board shear to cut materials to take home.

Most of the required readings will be from the abundance of material on book repair and book structures in the resource room adjacent to the book lab.

### **Course policies:**

1. The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259, 471-4641 TTY.
2. All assignments must be written using gender-inclusive language.
3. Submit all your assignments on time. Late submissions will not be accepted unless an emergency is involved. In the event of an emergency, the student must contact the instructor as soon as possible.
4. The instructor will provide any assistance upon the student's inquiry. However, the student is responsible for his/her own effort to complete the assignments.
5. Students are required to attend class and to be on time. Because this is a hands-on class, any absence or lateness will affect the class participation grade. By UT Austin policy, you must notify the instructor of your pending absence at least fourteen days prior 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, the instructor will give you an opportunity to complete the missed work within a reasonable time after the absence. In order to count as excused, absences due to professional obligations require two weeks notice. Absences due to illness require a doctor's note to count as excused. Any unexcused absence will result in 5 points being deducted from your class participation grade. Unexcused tardiness will result in 1-3 points being deducted, depending on the degree of tardiness and if the tardiness is a pattern.
6. The instructor reserves the right to issue a course grade of F if any assignment is not completed
7. All assignments are due at the start of class on the due date. Electronic submissions in Word and Excel are preferred.
8. The syllabus is a flexible document, and may be changed at any time.
9. The instructor welcomes feedback from the class.

### **Personal 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, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name, unless they have added a "preferred name" with the Gender and Sexuality Center (<http://diversity.utexas.edu/genderandsexuality/publications-and-resources/>). 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 gender 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 <https://utexas.instructure.com/courses/633028/pages/profile-pronouns>.

## Land Acknowledgement

I would like to acknowledge that we are meeting on Indigenous land. Moreover, I 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, here on Turtle Island.

## 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.

## Grades

Grades will be based on: Portfolio (35%), Teaching Assignment (25%), Sourcing/Budgeting Exercise (15%) Class Participation and Attendance (25%).

## Safety and Class Participation/Masks

We will all need to make some adjustments in order to benefit from in-person classroom interactions in a safe and healthy manner. Our best protections against spreading COVID-19 on campus are masks (defined as cloth face coverings) and staying home if you are showing symptoms. Therefore, for the benefit of everyone, this means that all students are required to follow these important rules.

- **Every student must wear a cloth face-covering properly in class and in all campus buildings at all times.**
- **Students are encouraged to participate in documented daily symptom screening.** This means that each class day in which on-campus activities occur, students must upload certification from the symptom tracking app and confirm that they completed their symptom screening for that day to Canvas. Students should not upload the results of that screening, just the certificate that they completed it. If the symptom tracking app recommends that the student isolate rather than coming to class, then students must not return to class until cleared by a medical professional.
- Information regarding [safety protocols with and without symptoms](#) can be [found here](#).

If a student is not wearing a cloth face-covering properly in the classroom (or any UT building), that student must leave the classroom (and building). If the student

refuses to wear a cloth face covering, class will be dismissed for the remainder of the period, and the student will be subject to disciplinary action as set forth in the university's Institutional Rules/General Conduct 11-404(a)(3). Students who have a condition that precludes the wearing of a cloth face covering must follow the procedures for [obtaining an accommodation](#) working with [Services for Students with Disabilities](#).

### **My Lab/Personal Safety Rules**

- You must wear a mask at all times when in the building.
- You will maintain a 6' distance from others in the class, including me, at all times.
- I will admit people to the lab one at a time, and you will wash your hands with soap and water immediately upon entering the lab, even if you tell me you washed your hands recently.
- You will need to clean your own chair and table; wipes will be available.
- You will sit in the seat I have assigned to you and not leave that seat without permission.
- If you have any sign of being ill you will not come to class, but you must notify me before class begins.
- You will follow all of UT's rules for being on campus during the pandemic, including engaging in documented symptom screening.

In addition to those rules, the following rules relate to working in the conservation lab, 1.506B:

- No food or drink ever.
- Do not touch your face ever, especially your eyes.
- No open toe shoes.
- No shorts.
- Write in pencil only, no pens.

## Class Schedule

This schedule is very tentative. Depending upon class progress, components may be added or subtracted.

Class #	Date	Topics
1 In Lab	Jan 25	<p>Intro Lab Tour and Safety Book Terminology Make Exposed Spine Binding Take Home Pre-Cut Materials for Weeks 2-3</p> <p>Bring a piece of decorative paper at least 18" x 24" (20"x30" is even better) to class. The decorative papers at Paper Source are your best bet, although Jerry's Art-o-Rama, Asel Art and the Art Co-op will have a smaller selection. Do not choose something with a strongly directional print.</p> <p>Smith, Volume I, pp. 11-85, AIC Code of Ethics <a href="http://www.conservation-us.org/about-us/core-documents/code-of-ethics#.UsIjSuL1yRM">http://www.conservation-us.org/about-us/core-documents/code-of-ethics#.UsIjSuL1yRM</a></p>
2 At Home	Feb 1	<p>Design and Make Your Own Exposed Spine Binding</p> <p>Smith, Volume I, pp. 141-185</p>
3 At Home	Feb 8	<p>Folded Book Structures</p> <p>Kyle, pp. 8-39</p>
4 In Lab	Feb 15	<p>Decision Making, Minor Repair: Tape/Heat Set, Hinge Tighten, Corner Repair</p> <p>Handout: Candido/Darling Checklist <a href="http://books.google.com/books?id=gLbjAAAAMAAJ&amp;printsec=frontcover#v=onepage&amp;q&amp;f=false">http://books.google.com/books?id=gLbjAAAAMAAJ&amp;printsec=frontcover#v=onepage&amp;q&amp;f=false</a></p>
5 In Lab	Feb 22	<p>Tip/Hinge Reback</p>
6 In Lab	Mar 1	<p>Recase in Original Cover</p>

7 In Lab	Mar 8	<p>Double Fan Adhesive Binding  Four Flap Enclosure  Open Lab/Cut Materials to Take Home to Practice Teaching Assignment  Present Concept for Teaching Assignment to Rebecca</p> <p>Bring a mass market paperback and a small book or a deck of cards.</p>
	Mar 16	Spring Break
8 At Home	Mar 22	<p>Corrugated Clamshell Box  CoLibri  Present potential teaching structure to Rebecca for approval</p>
9 At Home/ In Lab	Mar 29	<p>Open Lab  <b>Sourcing/Budgeting Exercise Due</b>  You may choose to do this class at home or in the lab. You will be practicing your teaching assignment and/or working on components of your portfolio that you would like to redo.</p>
10 At Home/ In Lab	Apr 5	<p>Open Lab  Half the class will be at home and half will be in the lab.  During this class, the students in the lab will pre-cut materials for their classmates to take home for the teaching assignments and work on any components of their portfolio they want to redo.</p> <p>Students at home will work on their teaching assignments.</p>
11 At Home/ In Lab	Apr 12	<p>Open Lab  Half the class will be at home and half will be in the lab.  During this class, the students in the lab will pre-cut materials for their classmates to take home for the teaching assignments and work on any components of their portfolio they want to redo.</p> <p>Students at home will work on their teaching assignments.</p> <p>By the end of this class, you will have a set of pre-cut materials for each of your classmates' teaching assignments. Pick them up from the anteroom before the next class.</p>
12	Apr 19	<p>Teaching Assignments  <b>Portfolio Due in Anteroom at the beginning of class</b></p>

At Home/ In Lab		Students presenting their teaching assignments will be in the lab. Students not presenting will be at home, following along with the demos using their pre-cut materials and toolkits.
13 At Home/ In Lab	Apr 26	Teaching Assignments  Students presenting their teaching assignments will be in the lab. Students not presenting will be at home, following along with the demos using their pre-cut materials and toolkits.
14 At Home/ In Lab	May 3	Teaching Assignments  Students presenting their teaching assignments will be in the lab. Students not presenting will be at home, following along with the demos using their pre-cut materials and toolkits.  Your tool kits and any excess materials must be returned to the anteroom by May 7 at 10:00 a.m. to receive full credit for your teaching assignment.

## Assignments

**Portfolio – 35 points (Analysis – 25 points; Execution – 10 points)**

**Due April 19 at start of class**

You should submit one example of each of the following:

- Exposed Spine Binding
- Original Exposed Spine Binding
- Folded Book Structure
- Page mends with tape and heat set tissue
- Hinge tightening
- Tipped in page
- Hinged in page
- Reback
- Recase in original cover
- DFA
- Corner repair
- Corrugated clamshell box
- 4 flap enclosure

Along with your portfolio, you should submit a brief analysis of your execution of each component, explaining its strengths and weaknesses. You should also discuss whether the weaknesses are merely cosmetic or a larger structural problem. These do not need to be fully developed essays. If you can thoroughly explain yourself with bullet points, that is appropriate.

Extra credit may be obtained on the final portfolio by including another repair, enclosure, or model. This should be discussed with the instructor prior to choosing a project.

**Teaching Assignment – 25 points**

**Due April 19-May 3**

You will select a book structure, enclosure or technique to teach your classmates. Once we know how many students are in the class, we will be able to calculate how much time you will have to teach your structure, so keep time constraints in mind when you are selecting a something to make. Appropriate sources of models include, but are not limited to the books listed on the syllabus. You are free to design your own structure as well. On March 8, you will have a brief conference with Rebecca to present the structure you plan to teach to make sure it is appropriate. During the three open lab sessions, you will practice your structure so that you are confident in making it and teaching it. You will also prep materials for your classmates to minimize prep time during your teaching slot. No later than the Friday after you

present your structure to the class, you will also hand in a brief (approximately 2-3 pages single spaced) process paper, including, but not limited to, the following: why you chose that structure; sources you used to research structures; what you learned about the structure when you practiced making it (likely errors people might make, tips and tricks for successfully completing the model); an idea of what kind of enclosure might be appropriate for the book; and an analysis of what went well in your teaching and what could be improved.

### **Sourcing/Budgeting Exercise – 15 points Due March 29**

To successfully manage a repair program and make decisions about appropriate treatment for circulating materials, you must have an understanding of the costs involved. For each consumable material used during class for repairs and enclosures, find *at least one* source (two or three is preferable and will lead to a correspondingly higher grade) and provide pricing for each.

After you have obtained pricing on each consumable, use this information (along with a labor rate of \$16.28 per hour) to calculate the ultimate cost of each repair technique and enclosure submitted for your portfolio. You can use a worksheet that is available on Canvas as an example of how to calculate cost.

### **Class Participation and Attendance– 25 points**

Students are required to attend class and to be on time. Because this is a hands-on class, any absence or lateness will affect the class participation grade. By UT Austin policy, you must notify the instructor of your pending absence at least fourteen days prior 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, the instructor will give you an opportunity to complete the missed work within a reasonable time after the absence. In order to count as excused, absences due to professional obligations require two weeks notice. Absences due to illness require a doctor's note to count as excused. Any unexcused absence will result in 5 points being deducted from your class participation grade. Unexcused tardiness will result in 1-3 points being deducted, depending on the degree of tardiness and if the tardiness is a pattern.

## **Recommended Reading List**

### **Book and Box Structures**

Caarlson, Lage, et al. Boxes for the Protection of Books: Their Design and Construction. Washington, DC: Library of Congress Preservation Directorate, 1994.

Ikegami, Kojiro. Japanese Bookbinding: Instructions from a Master Craftsman. New York: Weatherhill, Inc. 1986.

Kyle, Hedi and Warchol, Ulla. The Art of the Fold: How to Make Innovative Books and Paper Structures. London: Laurence King Publishing, 2018.

Martinique, Edward Gerald. Chinese Traditional Bookbinding: A Study of Its Evolution and Techniques. Chicago: University of Chicago, 1972.

Rivers, Charlotte. Little Book of Book Making: Timeless Techniques and Fresh Ideas for Beautiful Handmade Books. New York: Potter Craft, 2014.

Smith, Esther K. How to Make Books: Fold, Cut and Stitch Your Way to a One-of-a-Kind Book. New York: Potter Craft, 2007.

Smith, Keith. Books Without Paste or Glue (Non-Adhesive Binding Volume I). Rochester, NY: Keith A. Smith Books, 1999.

Smith, Keith. 1-2-& 3-Section Sewings (Non-Adhesive Binding Volume II). Rochester, NY: Keith A. Smith Books, 1995

Smith, Keith. Exposed Spine Sewings (Non-Adhesive Binding Volume III). Rochester, NY: Keith A. Smith Books, 1995.

Zeier, Franz. Books, Boxes and Portfolios: Binding, Construction and Design Step-by-Step. New York: Design Press, 1990.

Zike, Dinah. Big Book of Books and Activities. San Antonio, TX: Dinah-Might Adventures LP, 1992.

### **Lab Management and Book Repair Programs**

Baker, Whitney, and Liz Dube. "Identifying Standard Practices in Research Library Conservation." *Library Resources and Technical Services* 54.1 (2010): 21-39. UTLOL.

Banks, Paul and Roberta Pilette. *Preservation: Issues and Planning*. Chicago: American Library Association, 2000.

Kaufman, Heather. "Issues in Setting Up a Book Repair Program." American Library Association. American Library Association, 2004. Web. 3 Jan 2011. [www.ala.org/alcts/files/events/pastala/annual/04/kaufman.pdf](http://www.ala.org/alcts/files/events/pastala/annual/04/kaufman.pdf)

Silverman, Randy, and Maria Grandinette. *The Changing Role of Book Repair in ARL Libraries*. Washington, DC.: Association of Research Library, 1993. *eBook via UTLOL*.

### **Book Repair Manuals and Miscellaneous Repair Instructions**

BonaDea, Artemis. "Conservation Book Repair: A Training Manual." Alaska Historical Library. Alaska State Library, 1995. Web. 3 Jan 2011.  
<http://www.library.state.ak.us/hist/conman.html>

"Conserve-O-Grams." National Park Service Museum Management Program. National Park Service, n.d. Web. 3 Jan 2011.  
[http://www.nps.gov/museum/publications/consveogram/cons\\_toc.html](http://www.nps.gov/museum/publications/consveogram/cons_toc.html).

Dyal, Carole, and Pete Merrill-Oldham. "Three Basic Book Repair Procedures." BookArts Web. Acme Bookbinding, n.d. Web. 3 Jan 2011.  
<http://www.philobiblon.com/bkrepair/BookRepair.html>.

Frost, Gary. "Collections Conservation Procedure Manual." University of Iowa Libraries. University of Iowa Libraries, 2004. Web. 3 Jan 2011.  
<http://www.lib.uiowa.edu/libraryfiles/preservation/full%20manual%202004.pdf>

"Preservation Leaflets." Northeast Document Conservation Center. Northeast Document Conservation Center, n.d. Web. 3 Jan 2011.  
<http://www.nedcc.org/resources/leaflets.list.php>.

"A Simple Book Repair Manual." Dartmouth College Library. Dartmouth College Library, n.d. Web. 3 Jan 2011.  
<http://www.dartmouth.edu/~library/preservation/repair/index.html>.

Young, Laura S. *Bookbinding & conservation by hand: a working guide*. New Castle, DE: Oak Knoll Press, 1995. Print. Available in anteroom.

### **Conservation**

Appelbaum, Barbara. *Conservation treatment methodology*. New York, NY: Elsevier, 2007. Print.

### *Important Safety Information:*

**COVID-19 Update:** While we will post information related to the contemporary situation on campus, you are encouraged to stay up-to-date on the latest news as related to the student experience. <https://coronavirus.utexas.edu/students>

If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns Advice Line): 512-232-5050. Your call can be anonymous. If something doesn't feel right – it probably isn't. Trust your instincts and share your concerns.

The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Link to information regarding emergency evacuation routes and emergency procedures can be found at:

[www.utexas.edu/emergency](http://www.utexas.edu/emergency)

### ***Title IX Reporting***

Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, unprofessional or inappropriate conduct of a sexual nature, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When unprofessional or inappropriate conduct of a sexual nature occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university's [relevant policies](#).

Beginning January 1, 2020, Texas Senate Bill 212 requires all employees of Texas universities, including faculty, report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations) must be reported. **I am a Responsible Employee and must report any Title IX related incidents** that are disclosed in writing, discussion, or one-on-one. Before talking with me, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email [advocate@austin.utexas.edu](mailto:advocate@austin.utexas.edu). For more information about reporting options and resources, visit <http://www.titleix.utexas.edu/>, contact the Title IX Office via email at [titleix@austin.utexas.edu](mailto:titleix@austin.utexas.edu), or call 512-471-0419.

Although graduate teaching and research assistants are not subject to Texas Senate Bill 212, they are still mandatory reporters under Federal Title IX laws and are required to report a wide range of behaviors we refer to as unprofessional or inappropriate conduct of a sexual nature, including the types of conduct covered under Texas Senate Bill 212. The Title IX office has developed supportive ways to respond to a survivor and compiled campus resources to support survivors.

### **Emergency Evacuation Procedures**

The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>

### *University Policies*

#### *Academic Integrity*

Each student in the course is expected to abide by the University of Texas Honor Code: “As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity.” **Plagiarism is taken very seriously at UT.** Therefore, if you use words or ideas that are not your own (or that you have used in previous class), you must cite your sources. Otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding UT’s Academic Honesty and the University Honor Code which can be found at the following web address:

<https://deanofstudents.utexas.edu/conduct/standardsconduct.php>

### *Q Drop Policy*

If you want to drop a class after the 12th class day, you'll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see:

<http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop>

### 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 unless you have my explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University's Student Honor Code and an act of academic dishonesty. I am well aware of the sites used for sharing materials, and any materials found online that are associated with you, 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 in the course.