

INF 393C: Introduction to Paper Conservation

Spring 2024

Unique Number: 27855

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Canvas: <https://utexas.instructure.com/courses/1380866>

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
- 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 notify me of attendance issues in writing via Canvas or e-mail.

****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 should plan to spend 1 - 2 hours per week working in the lab outside of class, primarily in the later part of the semester. 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 request an alternate, weekly time. And, if you request an alternate time for treatment work (not documentation), please coordinate with a classmate to work with a lab partner. This ensures you have a backup for questions and safety.

Mondays, 12:30 PM – 2:30 PM

Tuesdays, 1 PM – 3 PM

Thursdays, 12:30 PM – 2:30 PM

As you work on your item for treatment, track your progress on the magnetic chart as demonstrated. This helps you safeguard against absent-minded mistakes and helps me monitor how the class is keeping up.

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> You'll need to log in with your EID, and you may need to request the course online. If prompted for self-registration, visit: https://utexas.csod.com/selfreg/register.aspx?c=ehs_01 Please submit a screen shot of your completion screen on Canvas.

Participation (15 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; and substantive contribution to class discussion.

Treatment Proposal (20 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 4; due Week 6 (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 .jpgs 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.

Journal Club (10 pts)

Assigned Week 11; due Weeks 12 (article submission) and 13 (in-class discussion)

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.

In Week 11, you'll be asked to select an article from a peer-reviewed journal for your presentation. In Week 12, you'll send me your chosen article. I'll group articles by subject and send you a batch of pre-readings from your colleagues. In Week 13, you'll offer a brief (five minutes or less) verbal summary of your article. Then, we'll have 5 – 7 minutes for discussion. Grades will be awarded based on your selection of a scholarly article relevant to the class; your preparation of a summary and discussion questions; and your participation in discussion of other articles. See Journal Club instructions in the Files section of Canvas for further details.

Final Treatment Report (25 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.

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.

Grade	Cutoff
A	94%
A-	90%
B+	87%
B	84%
B-	80%
C+	77%
C	74%
C-	70%

D+	67%
D	64%
D-	60%
F	<60%

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. Please see UT's Honor Code here:

<https://provost.utexas.edu/new-honor-code-updated-2023/>

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.

To expand access to counseling services, CMHC has partnered with TimelyCare, a virtual mental health and well-being platform that is free for currently enrolled students. TimelyCare offers 24/7 on-demand emotional support, scheduled counseling, health coaching and more, available in 240 languages.

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](#)
 - [Guidance for Ending Self-Isolation](#)
- 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/23-24>

Week 1: 1/16 (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>

The Metropolitan Museum of Art. "The Care and Handling of Library Collections." Accessed August 2020 at: <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>

The American Institute for Conservation. "Become a Conservator." Accessed August 2020 at:
<https://www.culturalheritage.org/about-conservation/become-a-conservator>

Week 2: 1/23

Assignment due: Complete OH 201 Lab Safety course

Materials: Identification and 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

Baker, Cathleen. *From the Hand to the Machine: Nineteenth-century American Paper and Mediums: Technologies, Materials, and Conservation*. 2010: The Legacy Press. Chapter 3: Papermaking by Hand and Machine. Pp 34 - 65.

Baker, Cathleen. *From the Hand to the Machine: Nineteenth-century American Paper and Mediums: Technologies, Materials, and Conservation*. 2010: The Legacy Press. Chapter 8: Writing and Drawing Mediums, and Decorated Papers. Pp 203 - 231.

Ellis, Margaret Holben. *The Care of Prints and Drawings*. 2nd Edition, 2017: Rowman and Littlefield. Chapter 2: Conservation Problems Related to the Paper Support of Prints and Drawings. Pp. 23 - 64.

Ellis, Margaret Holben. *The Care of Prints and Drawings*. 2nd Edition, 2017: Rowman and Littlefield. Chapter 4: Conservation Problems Related to the Materials and Techniques of Drawings. Pp. 87 - 110.

Image Permanence Institute. *Graphics Atlas*. Viewed September 2020 at
<http://www.graphicsatlas.org/> Select the "Identification" tab and focus especially on the pre-photographic processes (intaglio, planographic, and relief.) Feel free to read more about the photomechanical and photographic processes of interest to you.

Week 3: 1/30

Ethics: Philosophy, Decision Making, and 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

American Institute for Conservation. *Code of Ethics and Guidelines for Practice*. Revised August 1994. See Canvas.

American Institute for Conservation. *Commentaries to the Guidelines*. Revised September 2008. See Canvas.

Muñoz Viñas, Salvador. *Contemporary Theory of Conservation / Salvador Muñoz-Viñas*. Elsevier Butterworth-Heinemann, 2005. Chapter 1: What Is Conservation?

Muñoz Viñas, Salvador. *Contemporary Theory of Conservation / Salvador Muñoz-Viñas*. Elsevier Butterworth-Heinemann, 2005. Chapter 4: The Decline of Truth and Objectivity.

Appelbaum, Barbara. *Conservation Treatment Methodology*. Amsterdam: Butterworth-Heinemann, 2007. Chapter 6: The Concept of the Ideal State. Pp 173-193.

Week 4: 2/6

Treatment Documentation: Written and Photographic Documentation

- Written documentation terminology and format
- Practice assessing deterioration and damage
- Demonstrate photographic documentation method
- Assign Treatment Proposal, due Week 5
- Assign before-treatment photodocumentation, due Week 6

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. <https://www.metamorfoze.nl/sites/default/files/documents/schadeatlas-2010%20engels.pdf>

Ash, N., Homolka, S., & Lussier, S. *Descriptive terminology for works of art on paper* (R. Wolcott, Ed.) Philadelphia Museum of Art, 2014. https://legacyweb.philamuseum.org/doc_downloads/conservation/DescriptiveTerminologyforArtonPaper.pdf 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.

American Institute for Conservation. "BPG Written Documentation." *AIC Wiki: A Collaborative Knowledge Resource*. Accessed September 2020 at: https://www.conservation-wiki.com/wiki/BPG_Written_Documentation Refer to the "Content of Report" section for structure as you compose your Treatment Proposal and subsequent Final Treatment Report.

Warda, J. et al eds. *AIC Guide to Digital Photography and Conservation Documentation*. 3rd ed., 2017. American Institute for Conservation. Skim for overall concepts and workflows; don't get too bogged down in step-by-step details. We will demonstrate the process in class.

Lechuga, Kathy. Indiana Historical Society Conservation Documentation. Unpublished, 2018. An example of treatment documentation and workflow (book.)

Barron, Sonya. Iowa State University Library Conservation Documentation. Unpublished, 2018. An example of treatment documentation and workflow (vellum manuscript.)

Norris, Sarah. Treatment Report 20-P01, Ellis County Courthouse. Unpublished, 2021. An example of treatment documentation (mounted photograph.)

Week 5: 2/13

Assignment Due: Treatment Proposal

Dry Cleaning

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

Readings

Ellis, Margaret Holben. *The Care of Prints and Drawings*. 2nd Edition, 2017: Rowman and Littlefield. Chapter 7: Basic Paper Conservation Procedures: Surface Cleaning. Pp. 205 - 207.

Ritzenthaler, Mary Lynn. *Preserving Archives & Manuscripts*. 2nd ed., Society of American Archivists, 2010. Chapter 10: Conservation Treatment: Surface Cleaning. Pp 344-345.

American Institute for Conservation. "BPG Surface Cleaning." *AIC Wiki: A Collaborative Knowledge Resource*. Accessed September 2020 at: https://www.conservation-wiki.com/wiki/BPG_Surface_Cleaning

Cowan, Janet, and Sherry Guild. 1986. "Dry Methods for Surface Cleaning Paper." *Canadian Conservation Institute Technical Bulletin No. 11*. NM95-55-11-2001. Ottawa : Canadian Conservation Institute.

Week 6: 2/20

Assignment Due: Before-Treatment Photographic Documentation

Introduction to Humidification and Flattening

- Spot testing
- Spot humidification
- Humidification through a membrane
- Drying

Readings

Watkins, Stephanie. 2003. Practical considerations for humidifying and flattening paper. *The Book and Paper Group Annual* 21. Washington, D.C.: American Institute for Conservation of Historic & Artistic Works. 61-76.

Sugarman, Jane E., and Vitale, Timothy J. 1992. Observations on the drying of paper: five drying methods and the drying process. *Journal of the American Institute for Conservation* 31(2): 175-197.

AIC WIKI Book and Paper. "Humidification." (2018). Accessed May 2020 from [http://www.conservation-wiki.com/wiki/Humidification_\(PCC\)](http://www.conservation-wiki.com/wiki/Humidification_(PCC))

AIC Wiki Book and Paper. "BPG Spot Tests - Sensitivity to Treatment Solutions." Accessed October 2020 at http://www.conservation-wiki.com/wiki/BPG_Spot_Tests#Sensitivity_to_Treatment_Solutions Read through the conclusion of the section "Test for Movement of Media While Moist and With Slight Mechanical Action."

Week 7: 2/27

Special Topics in Humidification and Flattening

- Humidification chambers
- Trash can humidification
- Batch work
- Iron gall ink, tracing paper, and other challenging materials

Readings

Blaser, Linda and Susan Peckham. 2008. Archives Conservators Discussion Group 2006: overall and local humidification and flattening: tips and tricks. *The Book and Paper Group Annual*, 25. Washington, D.C.: American Institute for Conservation of Historic & Artistic Works. 43-48.

Lockshin, Nora, Kathy Ludwig, and Kristen St. John. 2002. "Archives Conservators Discussion Group 2002: humidification and flattening." *The Book and Paper Group Annual* 21: 57-59.

Lockshin, Nora, Kristin St. John, and Trujillo, Frank. 2004. Archives Conservators Discussion Group 2003: flattening and drying. *The Book and Paper Group Annual* 22. Washington, D.C.: American Institute for Conservation of Historic & Artistic Works. 93-95.

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."

Rouchon, Véronique, et al. "The Water Sensitivity of Iron Gall Ink and Its Risk Assessment." *Studies in Conservation*, vol. 54, no. 4, Routledge, Jan. 2009, pp. 236–54, doi:10.1179/sic.2009.54.4.236. This paper introduces some of the problems encountered when using aqueous treatment (like humidification) in documents with a very common historical medium, iron gall ink.

Week 8: 3/5

Open Lab

-This class is time for students to begin dry cleaning and humidification and flattening on their item for treatment. Be sure any requested re-shoots for before-treatment photodocumentation are complete.

Spring Break: 3/11 – 3/15

Week 9: 3/19

Mending, pt. 1

- Making wheat starch paste
- Choosing repair tissues
- Feather-tearing, applying, and drying mends

- Evaluating success
- Practice

Readings

Ellis, Margaret Holben. *The Care of Prints and Drawings*. 2nd Edition, 2017: Rowman and Littlefield. Chapter 7: Basic Paper Conservation Procedures: Repairing Tears. Pp. 207-211.

Ritzenthaler, Mary Lynn. *Preserving Archives & Manuscripts*. 2nd ed., Society of American Archivists, 2010. Chapter 10: Conservation Treatment: Mending and Filling Losses. Pp 356-358.

Mizumura, Megumi, Takamasa Kubo, and Takao Moriki. "Japanese Paper: History, Development and Use in Western Paper Conservation." In: *Adapt & Evolve 2015: East Asian Materials and Techniques in Western Conservation*. Proceedings from the International Conference of the Icon Book & Paper Group, London 8–10 April 2015 (London, The Institute of Conservation: 2017), 43–59.

Matsumaru, Mito. "Wheat Starch Paste: A Study of Cooking Profiles and Adhesive Properties Across Preparation Recipes." *Journal of the Institute of Conservation* 44.1 (2021): 25–46.

Week 10: 3/26

Mending, pt. 2

- Making and using heat-set tissues
- Evaluating appropriate conditions for use
- Practice all mends as desired

Readings

Guild, Sherry and Anne Maheux. "Choosing Adhesives and/or Consolidants for Conservation Treatments: Paper Artifacts. In: Down, Jane L. *Adhesive Compendium for Conservation*. Canadian Conservation Institute, 2016.

Anderson, Priscilla and Sarah Reidell. "Adhesive Pre-Coated Repair Materials." Notes from presentation at the Annual Meeting of the American Institute for Conservation: May 21, 2009.

Kelly, Katherine. Handout from "Use of Heat and Solvent-Set Repair Tissues." Annual Meeting of the American Institute for Conservation: May 17, 2019.

Week 11: 4/2

Open Lab

- This class is time for students to begin mending on their item for treatment, or to catch up on remaining humidification and flattening.
- Assign Journal Club, due Weeks 12 (article submission) and 13 (in-class discussion)

Week 12: 4/9

Assignment due: submit your Journal Club article

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
- Schedule after treatment photodoc sessions, as needed
- Submit your Journal Club article; expect pre-readings this week
- Assign Final Treatment Report

Readings

O'Loughlin, Elissa and Linda S. Stiber. 1992. "A Closer Look at Pressure Sensitive Adhesive Tapes: Update on Conservation Strategies." Postprints, Institute for Paper Conservation, Manchester, U.K.

Smith, Merrily A et al. "Pressure-Sensitive Tape and Techniques for Its Removal from Paper." *Journal of the American Institute for Conservation* 23.2 (1984): 101–113. Web. Though use of solvents is not within the scope of this class, this article gives a basic understanding of their application in tape removal.

Wolcott, Renee. "Step Away from the Tape." American Philosophical Society Blog. August 13, 2019. <https://www.amphilsoc.org/blog/step-away-tape> A case study in removing pressure-sensitive tape with acrylic-based adhesive.

Norris, Sarah. Texas State Library and Archives Commission Conservation Treatment Report 2018-1469-P. Unpublished, 2018. A case study in using varied tape-removal strategies while working in situ, within a bound volume.

Week 13: 4/16

Journal Club

-Brief presentations and discussions on current research. See Journal Club in the Files section of Canvas for more Information (10 pts.)

Readings

Your selected article.

Others articles for pre-reading as indicated.

Week 14: 4/23

Work Day or Demo Request Day

-We will use this day as needed either for remaining treatment work or for a demonstration of a treatment technique we haven't covered in class.

-Inventory materials folders and tool kits.

-Gather treated items for return.

4/29: Last class day of spring semester

Assignment Due: Final Treatment Report