

**Treatment Techniques for Bound Materials**  
**INF 393C.11**  
**Unique Number 28560**

Spring, 2023  
UTA 1.506A  
Monday 9:00-12:00

Instructor: Rebecca Elder (Please call me Rebecca)  
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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.

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.

This class is presented face-to-face except during pandemic shifts to online teaching as mandated by the University. All in-class work is hands-on demonstration and practice.

## **Course policies:**

### **Rebecca's Policies**

1. All assignments must be written using gender-inclusive language.
2. 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.
3. Assignments should be submitted via Canvas.
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. Any absence or lateness will affect the class participation grade. Illnesses require a doctor's note to count as excused. No absence will count as excused if the instructor does not receive notice of the absence at least 30 minutes before the start of class.
6. The instructor reserves the right to issue a course grade of F if any assignment is not completed.
7. Laptop computers are welcome in class, however they are only to be used for class-related activities.
8. The instructor welcomes feedback from the class.

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

- Wash your hands immediately upon entering the lab.
- 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.

### **Lab Hours**

From time to time, you may wish to have additional time in the book lab. That is permitted under the following conditions.

- You must always work in the lab with a partner that is enrolled in a class that meets in the book lab.

- Lab hours are between 8:00-5:00 Monday-Friday when the room is not in use for other classes.
- Follow all safety rules that have been outlined in class.
- Only use equipment you have been trained to use.
- Do not touch equipment you have not been trained to use.
- Sign in and out on the sheet inside the door.
- Leave the lab in the same condition it was when you entered.
- If you must leave something in a press or on a bench, leave an object below sign with your name and when the object will be removed.

### **Land Acknowledgment**

I would like to acknowledge that we are meeting on the Indigenous lands of Turtle Island, the ancestral name for what now is called North America. Moreover, I would like to acknowledge the Alabama-Coushatta, Caddo, Carrizo/Comecrudo, Coahuiltecan, Comanche, Kickapoo, Lipan Apache, Tonkawa and Ysleta Del Sur 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.

### *Land Engagements and/or Commitments*

In recognition of the ongoing and cumulative challenges faced by Indigenous Peoples in Central Texas and globally, I call upon The University of Texas at Austin:

- To repatriate the ancestral remains held by the Texas Archeological Research Laboratory to their Indigenous descendant communities and Native lands.
- To commit to the active recruitment and material support of Native American and Indigenous students, who currently comprise fewer than 0.2% of UT Austin's student body.
- To support the transition of the Program in Native American and Indigenous Studies into a Center.
- To establish a protocol of research and study on Tribal or Native lands, and to foster an ethics and practice of engaged scholarship, with and for Indigenous peoples and communities, locally and internationally.

### **Communications**

The course Canvas site can be found at [utexas.instructure.com](https://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.

## **Asking for help**

I am here to help you succeed and will provide all assistance that I can. My office hours are by appointment on Mondays either before or after class, or via Zoom during the week, if needed. I also respond to emails within 24 hours during the week, and by Monday at 5:00 p.m. for emails that are sent on the weekend. Please don't hesitate to reach out with anything you need help on.

## **Online Instruction**

All students must use a UT Zoom account in order to participate in classes, office hours, and any UT affiliated events.

## **Class Recording Privacy**

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.

## **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.

## **Personal Pronoun Preference**

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, which you can do so here: <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>.

### **Diversity, Equity and Inclusion**

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed, and that the diversity that students bring to this class can be comfortably expressed and be viewed as a resource, strength and benefit to all students. Please come to me at any time with any concerns.

### **Student Rights & Responsibilities**

- You have a right to a learning environment that supports mental and physical wellness.
- You have a right to respect.
- You have a right to be assessed and graded fairly.
- You have a right to freedom of opinion and expression.
- You have a right to privacy and confidentiality.
- You have a right to meaningful and equal participation, to self-organize groups to improve your learning environment.
- You have a right to learn in an environment that is welcoming to all people. No student shall be isolated, excluded or diminished in any way.

With these rights come responsibilities:

- You are responsible for taking care of yourself, managing your time, and communicating with the teaching team and with others if things start to feel out of control or overwhelming.
- You are responsible for acting in a way that is worthy of respect and always respectful of others.
- Your experience with this course is directly related to the quality of the energy that you bring to it, and your energy shapes the quality of your peers' experiences.
- You are responsible for creating an inclusive environment and for speaking up when someone is excluded.

- You are responsible for holding yourself accountable to these standards, holding each other to these standards, and holding the teaching team accountable as well.

### **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.

### **Services for Students with Disabilities**

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 Services for Students with Disabilities (SSD). Please refer to SSD's website for contact and more information: <http://diversity.utexas.edu/disability/>. If you are already registered with SSD, 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.

### **Counseling and Mental Health Center**

The [Counseling and Mental Health Center](#) serves UT's diverse campus community by providing high quality, innovative and culturally informed mental health programs and services that enhance and support students' well-being, academic and life goals. To learn more about your counseling and mental health options, call CMHC at (512) 471-3515. If you are experiencing a mental health crisis, call the CMHC Crisis Line 24/7 at (512) 471-2255.

### **Student Emergency Services**

UT's [Student Emergency Services](#) provides assistance, intervention, and referrals to support students navigating challenging or unexpected issues that impact their well-being and academic success. 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, please register with [Student Emergency Services](#). SES will verify your situation and notify your professors.

## **Classroom Safety and Covid-19**

To help preserve our in-person learning environment, the university recommends the following.

- Adhere to university [mask guidance](#). Masks are strongly recommended inside university buildings for vaccinated and unvaccinated individuals, except when alone in a private office or single-occupant cubicle.
- [Vaccinations are widely available](#), free and not billed to health insurance. The vaccine will help protect against the transmission of the virus to others and reduce serious symptoms in those who are vaccinated.
- [Proactive Community Testing](#) remains an important part of the university's efforts to protect our community. Tests are fast and free.
- We encourage the use of the [Protect Texas App](#) each day prior to coming to campus.
- If you develop COVID-19 symptoms or feel sick, stay home and contact the [University Health Services](#)' Nurse Advice Line at 512-475-6877. If you need to be absent from class, contact [Student Emergency Services](#) and they will notify your professors. In addition, to help understand what to do if you have been had close contact with someone who tested positive for COVID-19, see this [University Health Services link](#).
- [Behavior Concerns and COVID-19 Advice Line](#) (BCCAL) remains available as the primary tool to address questions or concerns from the university community about COVID-19.
- Students who test positive should contact [BCCAL](#) or self-report (if tested off campus) to [University Health Services](#).
- Visit [Protect Texas Together](#) for more information.

## **Title IX Reporting**

Beginning January 1, 2020, TexasSenate Bill 212 requires all employees of Texas universities, including faculty, to report any information to theTitle 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 report it. If you would liketo 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 sexual misconduct, including the types of sexual misconduct 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.

Faculty members and certain staff members are considered “Responsible Employees” or “Mandatory Reporters,” which means that they are required to report violations of Title IX to the Title IX Coordinator. **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 want to speak with someone for support or remedies without making an official report to the university, email [advocate@austin.utexas.edu](mailto:advocate@austin.utexas.edu) For more information about reporting options and resources, visit the [Title IX Office](#) or email [titleix@austin.utexas.edu](mailto:titleix@austin.utexas.edu).

## **Campus Safety**

The following are recommendations regarding emergency evacuation from the [Office of Campus Safety and Security](#), 512-471-5767,

- Students should sign up for Campus Emergency Text Alerts at the page linked above.
- Occupants of buildings on The University of Texas at Austin campus must 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.
- For more information, please visit [emergency preparedness](#).



## Class Schedule

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

Class #	Date	Topics
1	Jan 9	Intro Lab Tour and Safety Book Terminology Make Exposed Spine Binding  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 UT Co-op will have a smaller selection. Do not choose something with a strongly directional print.  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>
	Jan 16	MLK Holiday No Class
2	Jan 23	Design and Make Your Own Exposed Spine Binding  Smith, Volume I, pp. 141-185
3	Jan 30	Folded Book Structures  Kyle, pp. 8-39
4	Feb 6	Decision Making, Minor Repair: Tape/Heat Set, Hinge Tighten, Corner Repair  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>
5	Feb 13	Tip/Hinge Reback
6	Feb 20	Recase in Original Cover



7	Feb 27	<p>Double Fan Adhesive Binding  Four Flap Enclosure  Open Lab  Present Concept for Teaching Assignment to Rebecca</p> <p>Bring a mass market paperback and a small book or a deck of cards.</p>
8	Mar 6	<p>Corrugated Clamshell Box  CoLibri</p>
	Mar 13	<p>Spring Break  No Class</p>
9	Mar 20	<p>Open Lab  <b>Sourcing/Budgeting Exercise Due</b></p>
10	Mar 27	<p>Open Lab</p>
11	Apr 3	<p>Open Lab</p> <p>By the end of this class, you will should have a set of pre-cut materials created for your teaching assignment.</p>
12	Apr 10	<p>Teaching Assignments  <b>Portfolio Due in Anteroom at the beginning of class</b></p>
13	Apr 17	<p>Teaching Assignments</p>
14	Apr 24	<p>Teaching Assignments</p> <p>Your tool kits and any excess materials must be returned to your cubbyhole by the end of class on April 24 to receive full credit for class participation.</p>

## Assignments

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

**Due April 18 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 13-28**

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 February 27, 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 20**

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. Excellent class participation includes following instructions, participating actively in all class activities and discussions. Because this is a hands-on class, any absence or lateness will affect the class participation grade. UT Austin's policies for religious holidays will apply. 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/conservoogram/cons\\_toc.html](http://www.nps.gov/museum/publications/conservoogram/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.