

### **Course Meeting Time**

Thursday, 9-12, UTA 1.506B

Several class meetings will be held in other locations.

### **Course Description**

The purpose of this course is to examine how and why disasters occur with emphasis on audio and electronic media. Previous experience with audio materials will enrich the experience, but is not required. There are no pre-requisites for this course. This course requires substantial participation from students including directing the research focus, designing experiments and adapting the course schedule. Much of the work is hands-on and students will need to handle fragile and dirty materials. Several group projects are included and students will be given some class time to plan and implement projects. The syllabus will be posted and should be checked regularly for any changes.

### **Documented Disability Statement**

Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, telephone 512-471-6259.

### **Religious Holy Days**

According to UT Austin policy, please notify me of any 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 and I will give you an opportunity to complete the missed work within a reasonable time before or after the absence.

### **Lecturer: Karen L. Pavelka**

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Lab phone: 512-471-8269

Office phone: 512-471-8286

Office: 5.422

Paper lab: 1.506B (More likely to be here than my office.)

Lab hours: 2:00 – 4:00 Wednesday. More will be added.

Contact: Use email, phone, or stop in.

Teaching assistant: Ayse Gursoy

### **Objectives**

Explore the causes and results of disasters as they relate to collection materials, especially audio and electronic.

Contribute to the literature about salvage techniques.

Explore the possibilities of social media and networking in disaster preparedness and recovery.

### **Learning outcomes**

Be able to evaluate comparative risks for minor and catastrophic events.

Be able to minimize the likelihood of disasters and create disaster preparedness plans tailored to a specific organization.

Understand how to research appropriate strategies for recovery and apply those strategies.

Disseminate information about disaster recovery to collection personnel.

## Assignments

### **Class participation (20% of grade)**

#### **Due: On-going**

A large part of your grade is dependent on active class participation. You are expected to have completed all reading before each class meeting, be prepared to discuss the readings, and to share ideas. There may be class exercises or impromptu assignments; these will be graded as class participation.

### **Article presentation: History of disasters in cultural heritage institutions (5% of grade)**

#### **Due: August 28**

The topic of discussion for the first class meeting will be the history of disasters in cultural institutions. Students will find an article related to this topic and describe what it covered to the rest of the class. You will need to bring one copy of the article to class to give to the instructor, but you do not need to distribute it to the rest of the class.

Presentations will be graded on quality of the article and the effectiveness of the presentation. This is an opening exercise, designed to get you talking to each other, and it will be graded extremely liberally.

### **Interview a collection manager who has dealt with a disaster (20% of grade)**

#### **Due: October 16**

Every disaster is unique and people have various strategies and styles of responding; some more effective than others. Students will interview someone from a small institution, not a conservator, who has had to deal with a fire, flood, contamination or some other unexpected and time sensitive event that threatened the collections. Write a short paper describing what efforts succeeded, what failed, and what impact the event had on planning for future disasters.

### **Develop specific objectives for experiments (10% of grade)**

#### **Due: September 11**

We will be damaging and salvaging non-collection materials. This is an opportunity to systematically investigate situations and procedures. Each student will prepare three questions about what information we want to obtain from our experiments. The questions will be prepared individually, but the ideas will be discussed in a group to avoid duplication.

### **Amass materials (10% of grade)**

#### **Due: To be decided**

Each student is expected to contribute materials to be damaged. We will discuss free and low-cost strategies for obtaining materials.

### **Designing and evaluating experiments (15% of grade)**

#### **Due: To be decided**

Students will work in one or more groups to design experiments and salvage materials. We will discuss available venues and facilities in class.

### **Disseminating information (20% of grade)**

#### **Due: December 5**

Students will investigate how to communicate during a disaster and how to disseminate what was learned.

## **Grading policy:**

Since class participation is so important in this class, attendance is also important: you can't participate if you are not there. If you are actually ill I don't want you to come and spread contagion, but please notify me

if you must miss class and I will suggest a make-up activity. Grading will make full use of the plus/minus system.

### Schedule

#### August 28

*Introduction; History of disasters*

Assignment Due: Present article

#### Readings

Pintus, S. (2009). An account of the flood and the days that followed. In H. Spande (Ed.), *Conservation legacies of the Florence flood of 1966: Proceedings of the Symposium Commemorating the 40th Anniversary, Villa La Pietra and the Conservation Center of the Institute of Fine Arts, New York University* (pp. 10-15). London: Archetype.

Waters, S. (2009). The development of mass treatments: An overview of the experience of book and paper conservators. In H. Spande (Ed.), *Conservation legacies of the Florence flood of 1966: Proceedings of the Symposium Commemorating the 40th Anniversary, Villa La Pietra and the Conservation Center of the Institute of Fine Arts, New York University* (pp. 16-28). London: Archetype.

#### September 4 Week 1

*Current understanding of salvage of electronic media*

#### Readings

Durio, M. (Ed.). (2009). Disaster response plan. Retrieved August 6, 2014, from [http://www2.lib.udel.edu/Preservation/disaster\\_plan/disasterplan.htm](http://www2.lib.udel.edu/Preservation/disaster_plan/disasterplan.htm)

Weddle, B. (2011, December 6). Salvage and recovery of water-damaged solid-state electronic media [Blog post]. Retrieved August 6, 2014, from <http://larchivista.blogspot.com/2011/12/salvage-and-recovery-of-water-damaged.html>

Read the post and follow the links she cites.

#### September 11 Week 2

*Risk analysis*

Assignment Due: Objectives for experiments

#### Readings

Bastrop county complex fire. (2012, December 26). Retrieved August 6, 2014, from [http://en.wikipedia.org/wiki/Bastrop\\_County\\_Complex\\_fire](http://en.wikipedia.org/wiki/Bastrop_County_Complex_fire)

Eleven billion-dollar weather disasters in 2012. (2012, December 22). Retrieved August 6, 2014, from <http://www.weather.com/news/billion-dollar-disasters-2012-20121220>

Heritage Preservation. (n.d.). Retrieved August 6, 2014, from <http://heritagepreservation.org/index.html>

How do I carry out risk assessment? (n.d.). Retrieved August 6, 2014, from <http://www.hse.gov.uk/risk/faq.htm - q1>

Impact of climate change on cultural heritage: From international policy to action. (2011, Spring). Retrieved August 6, 2014, from [http://www.getty.edu/conservation/publications\\_resources/newsletters/26\\_1/impact.html](http://www.getty.edu/conservation/publications_resources/newsletters/26_1/impact.html)

Waller, R. (1994). Conservation risk assessment: A Strategy for managing resources for preventive conservation. Retrieved July 30, 2014, from <http://www.museum-sos.org/docs/WallerOttawa1994.pdf>

Assessing risks: Emergency preparedness for museum collections. (2011, June 7). Retrieved August 6, 2014, from [https://www.youtube.com/watch?v=i\\_sw8hGB0](https://www.youtube.com/watch?v=i_sw8hGB0)

#### September 18 Week 3

*Health and safety*

#### Readings

AIC health and safety committee. (2013). Retrieved August 6, 2014, from <http://www.conservations-us.org/publications-resources/health-safety - .U-J34Eh6M4o>

Environmental health and safety. (2012, November 9). Retrieved August 6, 2014, from <http://www.utexas.edu/safety/ehs/>

Ergonomic guidelines for manual material handling. (n.d.). Retrieved August 6, 2014, from  
<http://www.cdc.gov/niosh/docs/2007-131/>

Personal protective equipment. (2012, August 30). Retrieved August 6, 2014, from  
<http://www.nist.gov/fire/ppe.cfm>

### **September 25 Week 4**

*Responding to water disasters*

Readings

AIC disaster response and recovery. (2013). Retrieved August 6, 2014, from <http://www.conservation-us.org/publications-resources/disaster-response-recovery - .U-J4lkh6M4o>

ALA disaster preparedness and recovery. (2013). Retrieved August 6, 2014, from  
<http://www.ala.org/advocacy/govinfo/disasterpreparedness>

*Emergency response salvage wheel* (Heritage Preservation, Comp.) [Pamphlet]. (2011).

Order from the Heritage Preservation website.

*Field guide to emergency response* (Heritage Preservation, Comp.). (2006).

Order from Heritage Preservation website.

Salvage techniques: Emergency preparedness for museum collections. (2011, June 7). Retrieved August 6, 2014, from <http://www.youtube.com/watch?v=BQctO6LHo1o>

### **October 2 Week 5**

*Mold remediation*

*Integrated pest management*

Readings

Collection pests. (n.d.). Retrieved August 6, 2014, from <http://www.collectionpests.com/>

Insects limited. (2013). Retrieved August 6, 2014, from <http://www.insectslimited.com/index>

Maron, D. F. (2013, June 7). How social media is changing disaster response. *Scientific American*.

Retrieved August 6, 2014, from <http://www.scientificamerican.com/article/how-social-media-is-changing-disaster-response/>

Mold prevention and remediation. (2010, May 13). Retrieved August 6, 2014, from  
<http://www.ala.org/alcts/confevents/upcoming/webinar/pres/051310mold>

Watch free webcast. Link found under *Registration*.

Museum pests. (2014) Retrieved August 6, 2014, from <http://museumpests.net/>

Take the mold course. (2012, September 13). Retrieved August 6, 2014, from  
<http://www.epa.gov/mold/molcourse/>

### **October 9 Week 6**

*Ethics and responsibilities*

Readings

American Alliance of Museums. (2000). Code of ethics for museums. Retrieved August 6, 2014, from  
<http://www.aam-us.org/resources/ethics-standards-and-best-practices/code-of-ethics>

IFLA code of ethics for librarians and other information workers. (2012, August 12). Retrieved January 3, 2013, from <http://www.ifla.org/news/ifla-code-of-ethics-for-librarians-and-other-information-workers-full-version>

Williams, J., Nocera, M., & Casteel, C. (2008). The effectiveness of disaster training for health care workers: A systematic review. *Annals of Emergency Medicine*, 52(3), 211-222.

Available through UT Libraries.

### **October 16 Week 7**

*Disaster preparedness: What is needed*

Assignment Due: Interview a collection manager

Readings

Green, S. L., & Teper, T. H. (2006). The importance of disaster planning for the small public library. *Public Library Quarterly*, 25(3-4), 47-50. [http://dx.doi.org/10.1300/J118v25n03\\_05](http://dx.doi.org/10.1300/J118v25n03_05)

The article is available through UT libraries. The entire issue is devoted to disaster planning and response and several of the other articles may be useful to you.

LOC. (n.d.). Collections care. Retrieved August 6, 2014, from <http://www.loc.gov/preservation/care/>  
Mangan, K. (2011). Students trained in preserving the past offer help to Texans today. *Chronicle of Higher Education*, Oct(7).

This is available online through UT libraries.

National Fire Protection Association. (2013). Retrieved August 6, 2014, from  
[http://www.nfpa.org/index.asp?cookie\\_test=1](http://www.nfpa.org/index.asp?cookie_test=1)

Project profiles April 2012. (2012, April). Retrieved August 6, 2014, from  
[http://www.imls.gov/north\\_carolina\\_initiative\\_focuses\\_on\\_preserving\\_states\\_cultural\\_heritage.aspx](http://www.imls.gov/north_carolina_initiative_focuses_on_preserving_states_cultural_heritage.aspx)

### **October 23 Week 8**

#### *Fire disasters*

Class will meet at 4800 Shaw Lane

Lt. Randy Elmore, Guest Speaker 512-974-0240

#### Readings

The readings for September 25, *Responding to water disasters* will apply here.

### **October 30**

#### *Dissemination information to and from disaster site*

#### Readings

Gao, H., Barbier, G., & Goolsby, R. (2011). Harnessing the crowdsourcing power of social media for disaster relief. *Intelligent Systems*, 26(3), 10-14.

<http://doi.ieeecomputersociety.org/10.1109/MIS.2011.52>

Lindsay, B. R. (2011, September). *Social media and disasters: Current uses, future options, and policy considerations* (Report No. R41987). Retrieved from Congressional Report Service website:

<http://www.infopuntveiligheid.nl/Infopuntdocumenten/R41987.pdf>

### **November 6**

#### *Psychological effects in the aftermath of disasters*

### **November 13**

#### *Open labs*

### **November 20**

#### *Open labs*

### **November 27**

#### *Thanksgiving Holiday*

Eat, drink and be merry!

### **December 4**

#### *Evaluation and wrap-up*