INF 385T: Disaster Planning and Response  
Fall 2021  
Unique Number: 28830

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Course Meeting Times  
Mondays, 12 PM - 3 PM

Course Description  
Disaster events, like floods and fires, can cause severe damage and loss in cultural heritage collections. How will you respond when disaster strikes? This course introduces students to the fundamental preservation concepts, planning strategies, and applied response techniques that make a difference. The class will evaluate the physical impact of fire, water, soot, mold, and insects on varied media, including books, flat paper, audiovisual materials, and other items. Disaster planning exercises model proactive methods to minimize damage. Hands-on response drills enable students to practice salvage techniques, and to triage and prioritize impacted materials.

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

- Evaluate the causes and results of disasters  
- Practice hands-on salvage techniques  
- Understand the physical impacts of disaster scenarios on varied library and archival materials  
- Prioritize materials for response  
- Engage in disaster preparedness planning to minimize impact on collections  
- Develop historical perspectives about past disasters and their consequences
Consider the impact of climate change on disaster preparedness and planning

**Course Requirements**

There are no prerequisites for this class. Students are expected to attend all classes and complete all reading assignments before each class meeting. There may be one or more off-site class meetings.

**Assignments**

Please submit all 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 it with me as early as possible.

In your assignments, 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:

- Avoid using scare quotes whenever possible.
- Use single quotes in only one instance: a quote inside a quote.
- Use ellipses only to indicate words or ideas omitted for brevity.
- Use fewer words whenever possible.
- Ensure that your sentences and paragraphs build sequentially upon one another.
- Strive for clear topic sentences and closing statements.
- Use APA Guidelines for citations.
- Use double spacing.
- Include your last name and assignment name in your file title.

**Assignment: Article Presentation on a Past Cultural Heritage Disaster** (10 pts)

Assigned Week 1; due as scheduled throughout semester

Each student will lead a class discussion on an article of their choice on an assigned date. Articles should describe a past disaster event affecting a cultural heritage institution or collection, as well as the salvage and response for that event. Peer-reviewed articles are encouraged, but substantive popular journalism may also be acceptable given the topic. Be sure that the 2008 Universal Studios Backlot Fire and the Notre Dame Cathedral Fire are covered; other events may be chosen at will.

Please make your article available for your classmates to review at least two days before your presentation. Include in your presentation two or three questions to spur discussion.
Assignment: Risk Mapping for Texas Archives: Sea Level Rise and the Gulf Coast Region (25 pts) (may change specific environmental focus for Fall 2021)
Assigned Week 1; Due Week 4

The Repository Data Project, funded by the Society of American Archivists Foundation, has provided centralized access to U.S archival repository location data. https://repositorydata.wordpress.com/

In this assignment, we will use GIS mapping to evaluate risks posed to Texas Gulf Coast archives collections by several projected sea level rise scenarios: two feet rise, four feet rise, and six feet rise. Your report should describe potential threats, describe impacted materials, and propose six proactive solutions, detailed below.

To describe potential threats, identify institutions in or near flood areas in the three sea level rise scenarios. Familiarize yourself with these institutions. What unique things about them might be impacted by flooding and sea level rise? Be as specific as you can.

To describe impacted materials, research and discuss collections holdings at potentially impacted institutions. How might flooding and sea level rise affect these materials? You can do a case study of one institution, or you can highlight collections gems from several. Draw specific connections to relevant collections; do not give only general recommendations.

Structure your six proactive solutions as follows:

- Three action items for individual institutions to enact with limited resources. (For example, should an impacted institution sharpen appraisal? Store materials differently? Institute localized risk levels?)
- Three action items for large, systemic, multi-institutional initiatives. (For example, should SAA, state, or federal organizations foster rapid digitization? Divert floodwaters in some achievable way? Change architecture? Fund other innovative solutions?)

Please also include an introductory section in your paper that describes climate risk mapping and what it shows us. Briefly describe our technique and summarize what you learned from it. Then, use this information to justify your choice of institutional or regional focus.

Assignment: Risk Assessment Report (20 pts)
Assigned Week 4; Due Week 7
Details TBA

Assignment: Disaster Salvage Report (25 pts)
Assigned Week 12; Due last day of semester, 12/6
Write a report that summarizes your experiences with our in-class disaster response exercise. Include a narrative of the class’ response; triage activities; and time management. Discuss your specific salvage duties. Evaluate the outcome of the response for the affected materials, focusing on the long-term preservation and accessibility of each of the varied materials (books, paper, audio, etc.) What went well? What would you change? Which materials were saved and which were lost?
**Participation** (20 pts)
Assigned Week 1; completed at close of semester
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 who may be working on different physical materials.

**Evaluation**
I will use the following schedule as the basis for calculating grades:  
A=95-100, A-=90-<95, B+=85-<90, B=80-<85, B-=75-<80, C+=70-<75, C=65-<70, C-=60-<65, F=<60. Grades will be reduced by 2 points for every day they are late unless prior arrangements have been made.

**Required Texts**

Available from the University Co-op and from the American Institute for Conservation.  

This succinct and portable handbook is a go-to reference for collections caretakers. We will use it extensively in Week 2 of our class, and you will likely find it to be a useful addition to your professional library.

**Announcements**

**University of Texas Honor Code**
Every student is expected to abide by The University of Texas Honor Code, which should be read and understood before taking any class. It can be found here:  
http://www.engr.utexas.edu/undergraduate/forms/462-university-of-texas-honor-code

**Policy on Academic Integrity**
Plagiarism will not be tolerated. You may fail the course, and/or be dismissed from the School of Information and/or the University if you are found plagiarizing. UT has a tutorial describing plagiarism here: http://www.lib.utexas.edu/services/instruction/learningmodules/plagiarism/

**Documented Disability Statement**
A student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities at 512-471-6259 (voice) or 512-232-2937 (video phone) or http://diversity.utexas.edu/disability/

**Use of email for official correspondence**
Email is recognized as an official mode of University correspondence. You are expected to maintain ongoing, current familiarity with class communications via email, and to contact me for any needed clarification.
Land Acknowledgement
We acknowledge that the iSchool sits on indigenous land. The Tonkawa lived in central Texas and the Comanche and Apache moved through this area. Today, various indigenous peoples from all over the globe visit Austin and/or call it home. We are grateful to be able to study and learn on this piece of Turtle Island. Since some of our classes are online, you may be contributing from other tribal lands. Here is a map that may help you in identifying the indigenous peoples of the land on which you study: https://native-land.ca/

Religious Holy Days
You must notify me at least 14 days in advance of any absence or accommodation for a religious holy day. We will determine an appropriate substitute on a case by case basis.

Class Recordings
Online class sessions will be recorded in Zoom. Class recordings are reserved only for the use of members of this class (students and the instructor) and only for educational purposes. Recordings should not be shared outside the class in any form. Violation of this restriction 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 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 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.

COVID-19 and Our Class
Pending University policy statement.

Safety and Class Participation/Masks
Pending University policy statement.

COVID Reporting
Pending University policy statement.

Course Schedule: https://registrar.utexas.edu/calendars/21-22

Week 1: 8/30 (Please note: each week’s readings must be completed before class for discussion during class.)
Introduction; Flooding and Climate Change
-Course overview
- Assign article presentation weeks
- Begin collecting paper, photos, bound materials for disaster salvage exercises in Weeks 6 and 7.
- Introduce Repository Data Project
- Assign Risk Mapping for Texas Archives (due Week 4)

Readings


Repository data project https://github.com/RepoData/RepoData

9/6: Labor Day Holiday

Week 2: 9/13
Disaster Response at the Macro Level: Administration & Strategy
- Article presentation on a past cultural heritage disaster
- Disaster response role-playing exercise, using the Field Guide as our guide

Readings

Week 3: 9/20
Disaster Issues at the Micro Level: Materials Impacts
- Article presentation on a past cultural heritage disaster
- Fire, soot, water, and mold; their impacts on varied collections materials
- Slideshow discussion: A Gallery of Horrors!
- Class activity: water’s impact on varied papers and media

Readings
This is a resource for conservators, though I have omitted the parts specifically about conservation treatment. You do not have to memorize or understand every concept. Rather, work toward a general understanding that moisture impacts paper in very fundamental ways.


**Week 4: 9/27**
**Collections Risk Assessment**

*Assignment Due: Risk Mapping for Texas Archives: Sea Level Rise and the Gulf Coast Region*

- Article presentation on a past cultural heritage disaster
- Small-scale risk assessment: class practice on two student collections using CPRAM method
- Scaling up: ABC and Quisk Scan methods (lecture)
- Assign Risk Assessment Report on anteroom collection

*Readings*


**Week 5: 10/4**

**Health & Safety Issues**

- Article presentation on a past cultural heritage disaster
- Program planning, mold sensitivity, and PPE
-Interacting with local emergency officials
-Guest speaker: Eric Carter, Chief Emergency Management Coordinator, Travis County Emergency Services

Readings


“How to Properly Put on and Take Off a Disposable Respirator.” US Department of Health and Human Services; Centers for Disease Control; National Institute for Occupational Safety and Health (nd). DHHS NIOSH Publication No. 2010-133. See Canvas.

“How to Remove Gloves.” Workers’ Compensation Board of BC (nd.) Publication CS 245759-A. See Canvas.

Week 6: 10/11
Water Response: Flat Paper and Photos
-Article presentation on a past cultural heritage disaster
-Discuss document salvage case study (Kibe) and drying case study (Kaplan & Ludwig)
-Demo and practice: handling and drying wet paper and photos

Readings


Week 7: 10/18
Assignment Due: Risk Assessment Report

Water Response: Books, AV Materials, and Artifacts
- Discuss book salvage case study: 1966 Florence Flood
- Handling and drying wet books and artifacts; electronic media
- Demo and practice: handling and drying wet books and artifacts
- Possible freezing demonstration

Readings


**Week 8: 10/25**
- Mold Remediation
  - Mold ID slideshow
  - Demo HEPA vacuuming, mechanical removal, working in a fume hood
  - Hands-on practice with PPE

*Readings*


**Week 9: 11/1**
**Fire demo**
- Class will meet at Austin Fire Academy, 4800 Shaw Lane

**Week 10: 11/8**
**Fire Response**
- Article presentation on a past cultural heritage disaster - Gabrielle - 2008 flood Iowa City
- Fire planning and safety
- Cleaning soot and ash
- View burned materials & select items for practice
- Hands-on practice
- Assign Revised Action Items from Risk Mapping for Texas Archives assignment, due 5/4

*Readings*


**Week 11: 11/15**

**Earthquakes**
- Article presentation on a past cultural heritage disaster
- Structural and non-structural concerns
- Shelving and books
- Restraints for cultural materials
- Earthquake demo: shake table

**Readings**


**Week 12: 11/22**
Disaster Salvage
- Assign Disaster Salvage Report, due last day of semester, 12/6
- Collaborative disaster response drill

Thanksgiving Holidays, 11/24 – 11/26

Week 13: 11/29
- Disaster Plans
- Article presentation on a past cultural heritage disaster - Gillian - Notre Dame
- Article presentation on a past cultural heritage disaster - Esteban - water, insects
- Discuss disaster plan templates
- Evaluate examples of disaster plans

Readings

New York State Archives. Sample Disaster Plan. (n.d.) See Canvas


Click “DEMO” and follow the instructions to sample this online tool.

Week 14: 12/6
Assignment Due: Disaster Salvage Report
Modern and Manmade Disasters
- Article presentation on a past cultural heritage disaster - Mindy - hurricane
- Warfare
- Terrorism
- Biological attack
- Pandemic

Readings

