

-DRAFT SYLLABUS-
INF 385T: Disaster Planning and Response
Spring 2021
Unique Number: 28370

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Course Meeting Times

Thursdays, 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.

Assignment: Article Presentation on a Past Cultural Heritage Disaster (%)

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 Universal Studios Backlot Fire and the Notre Dame Cathedral Fire are covered; other events may be chosen at will.

Assignment: Flood Risk Mapping for Texas Archives (%) **Assignment status pending IT Lab remote access for Spring 2021.**

The Repository Data Project, funded by the Society of American Archivists Foundation, has identified, gathered, standardized, and made publicly available U.S archival repository location data. <https://repositorydata.wordpress.com/>

In this assignment, we will use the data collected for Texas to map and evaluate flood risks posed to Texas archival materials. This report should assess projected risks, describe potentially impacted materials, and propose:

- Your top three prioritized, proactive action items for individual institutions with limited resources
- Your top three prioritized, proactive action items for large, systemic, multi-institutional initiatives

Assignment: Disaster Salvage Report (%) **Assignment to be modified for remote work.**

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?

Assignment: Revised Action Items from Flood Risk Mapping for Texas Archives Assignment (%)

After students have gained hands-on experience in disaster salvage techniques, they will revisit their recommended action items in the previous Climate Impacts on Texas Archival Storage assignment. Please rewrite and/or re-prioritize these action items and reflect upon how and why your approach has changed.

Participation (%)

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-=89-<95, B+ = 84-<89, B=79-<84, B-=74-<79, C+=69-<74, C=64-<69, C-=60-<64, F=<60. Grades will be reduced by 2 points for every day they are late unless prior arrangements have been made.

Required Texts

Long, Jane S. *Field Guide to Emergency Response / Produced by Heritage Preservation in Support of the Heritage Emergency National Task Force*. 2006/2017: Heritage Preservation/American Institute for Conservation.

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

<https://store.culturalheritage.org/site/index.php?app=ecom&ns=prodshow&ref=FAIC-2>

This succinct and portable handbook is a go-to reference for collections caretakers. We will use it 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/> Please let me know about anything that will help you succeed whether or not it is related to any 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 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.

COVID-19 and Our Class

To help control the spread of COVID-19, this class will meet mostly online. Online class sessions will take place on the Canvas platform, where class meetings are scheduled in Zoom. Please familiarize yourself with Canvas and Zoom before the first day of class.

<http://canvas.utexas.edu>

Please also observe the following guidelines to help Zoom sessions go smoothly:

- Close applications that will distract you during class (e-mail, social media, etc.)
- Use a headset or earbuds with a microphone, if possible.

- Mute yourself when not speaking.

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.** 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.
- For the safety of our community, every student is strongly encouraged to do daily symptom screening, which is available using the Protect Texas Together app. Once the symptom screening is completed, it will inform students whether they are cleared to come to campus. Students should only come to campus if the symptom screening app clears them to do so. Otherwise, students should isolate and contact a medical professional for further guidance before coming to campus again.

Information regarding [safety protocols with and without symptoms](#) can be [found here](#).

COVID Reporting

To help keep everyone at UT and in our community safe, it is critical that students report COVID-19 symptoms and testing, regardless of test results, to [University Health Services](#), and faculty and staff report to the [HealthPoint Occupational Health Program \(OHP\)](#) as soon as possible. Please see this [link](#) to understand what needs to be reported. In addition, to help understand what to do if a fellow student in the class (or the instructor or TA) tests positive for COVID, see this [University Health Services link](#).

Course Schedule <https://registrar.utexas.edu/calendars/20-21>

Week 1: week of 1/19 (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

-Introduce Repository Data Project

-Assign Flood Risk Mapping for Texas Archives (due Week 5)

Readings

Untch, Katharine. "The Emergency Management Cycle." In: Cathy Hawks et. al. *Health and Safety for Museum Professionals*. Society for the Preservation of Natural History Collections and the American Institute for Conservation, 2010. Pp 503-514.

Tansey, Eira. "Archival Adaptation to Climate Change." *Sustainability: Science, Practice and Policy*, vol. 11, no. 2, Routledge, Nov. 2015, pp. 45–56, doi:10.1080/15487733.2015.11908146.

Wang, Jieh-Jiuh. "Flood Risk Maps to Cultural Heritage: Measures and Process." *Journal of Cultural Heritage*, vol. 16, no. 2, Elsevier BV, 2015, pp. 210–20, doi:10.1016/j.culher.2014.03.002.

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

Week 2: week of 1/26

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

Long, Jane S. *Field Guide to Emergency Response / Produced by Heritage Preservation in Support of the Heritage Emergency National Task Force*. 2006: Heritage Preservation.

Week 3: week of 2/2

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!
- Demo: water's impact on varied papers and media

Readings

Bruckle, Irene and Gerhard Banik. *Paper and Water: A Guide for Conservators*. Chapter 9: The Introduction of Water into Paper. Elsevier, 2011. Pp 255 - 273; 282 - 285.

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.

Waters, Peter. *Procedures for Salvage of Water-Damaged Library Materials*. 1993: Library of Congress (excerpts from unpublished text.) Part 2: How Water Affects Books and Unbound Materials, etc. <https://www.archives.gov/preservation/conservation/library-materials-02.html>

Part 3: Coated Paper, etc.

<https://www.archives.gov/preservation/conservation/library-materials-03.html>

AIC Wiki. "BPG Mold." Accessed May 2020 at

https://www.conservation-wiki.com/wiki/BPG_Mold Focus particularly on Section 2: Damage Caused by Mold.

Bolstad-Johnson, Dawn. "The Hidden Hazards of Fire Soot." *AIC News* 35:5. September 2010: pp 1, 3-5.

<https://www.culturalheritage.org/docs/default-source/publications/periodicals/2010-09-sept-aicnews.pdf?sfvrsn=8>

KQED. "The Combustion of Wood." Accessed July 2020 at <https://youtu.be/B0E4PX3e3RE>

Week 4: week of 2/9

Collections Risk Assessment

- Article presentation on a past cultural heritage disaster
- Personal collections assessment exercise
- Discussion of strategies for performing collections assessment at a large scale

Readings

Podany, Jerry. "Objects Recovery, Mitigation." Accessed May 2020 at

<https://www.archives.gov/preservation/conservation/objects-recovery.html>

Waller, R. (1994). Conservation risk assessment: A Strategy for managing resources for preventive conservation. Retrieved May 2020 from

<http://www.museum-sos.org/docs/WallerOttawa1994.pdf> See Canvas.

Waller, R. Collection Risk Assessment. In Elkin, Lisa, et. al: *Preventive Conservation: Collection Storage*. 2019: Society for the Preservation of Natural History Collections and American Institute for Conservation. See Canvas.

Ogden, B. 2012. "PRISM: Software for Risk Assessment and Decision-Making in Libraries." *Collections: A Journal for Museum and Archives Professionals* 8(4): 323-329.

Canadian Conservation Institute. "Emergency Preparedness for Cultural Institutions: Identifying and Reducing Hazards." *CCI Notes* 14/2, 1995. See Canvas.

Week 5: week of 2/16

Assignment Due: Flood Risk Mapping for Texas Archives

-Health & safety issues

- Article presentation on a past cultural heritage disaster
- Program planning, mold sensitivity, and PPE
- Interacting with local emergency officials
- Guest speaker from Travis County Emergency Services

Readings

McCann, Michael. "Safety and Health Programs & Emergency Management." In: Cathy Hawks et. al. *Health and Safety for Museum Professionals*. Society for the Preservation of Natural History Collections and the American Institute for Conservation, 2010. Pp 23 - 52.

Fisk, W. J., et al. "Meta-Analyses of the Associations of Respiratory Health Effects with Dampness and Mold in Homes." *Indoor Air*, vol. 17, no. 4, Wiley, 2007, pp. 284–96, doi:10.1111/j.1600-0668.2007.00475.x. See Canvas.

Makos, K. et. al. "Occupational Hazard Control." In: Cathy Hawks et. al. *Health and Safety for Museum Professionals*. Society for the Preservation of Natural History Collections and the American Institute for Conservation, 2010. Pp 127 - 178.

"Working with Emergency Responders: Tips for Cultural Institutions." Heritage Preservation / American Institute for Conservation, 2009. See Canvas.

"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: week of 2/23

-Water response: paper and photos

- Article presentation on a past cultural heritage disaster
- Brief discussion of document salvage case study
- Demo and practice: handling and drying wet paper and photos

Readings

Northeast Document Conservation Center. "Emergency Management 3.6: Emergency Salvage of Wet Books and Records." Accessed July 2020 at <https://www.nedcc.org/free-resources/preservation-leaflets/3.-emergency-management/3.6-emergency-salvage-of-wet-books-and-records>

Library of Congress. "What to Do When Collections Get Wet." Accessed May 2020 at <https://www.loc.gov/preservation/emergprep/dry.html>

Northeast Document Conservation Center. "Emergency Management 3.7: Emergency Salvage of Wet Photographs." Accessed May 2020 at <https://www.nedcc.org/free-resources/preservation-leaflets/3.-emergency-management/3.7-emergency-salvage-of-wet-photographs>

University of Delaware Art Conservation. "How to Restore Flood-Damaged Photos." Accessed July 2020 at: <https://www.youtube.com/watch?v=XrtF2e3I2sI>

Kaplan, Hilary and Kathleen Ludwig. "Efficacy of Various Drying Methods." National Archives and Records Administration (n.d.) Accessed July 2020 at <https://www.archives.gov/preservation/conservation/drying-methods-01.html>

Kibe, Toru. "Mass Treatment Recovery for Tsunami Damaged Document by Local People Assisted by Conservators." *International Preservation News*, no. 59/60, IFLA -- International Federation of Library Associations and Institutions, Aug. 2013. See Canvas.

Week 7: week of 3/2

-Water response 2

- Article presentation on a past cultural heritage disaster
- Brief discussion of 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

Northeast Document Conservation Center. "3.12: Freezing and Drying Wet Books and Records." Accessed May 2020 at <https://www.nedcc.org/free-resources/preservation-leaflets/3.-emergency-management/3.12-freezing-and-drying-wet-books-and-records>

Ruzicka, Glen. "Disaster Recovery: Salvaging Books." 2002: Conservation Center for Art and Historic Artifacts. See Canvas.

National Archives and Records Administration. "Magnetic Tapes - Audio , Video, and Data Storage Tapes." April 2009. See Canvas.

National Archives and Records Administration. "Phonographic Discs (Vinyl, Shellac, and Acetate Discs." April 2009. See Canvas.

National Archives and Records Administration. "Electronic Media: Hard Drives." April 2009. See Canvas.

National Archives and Records Administration. "Optical Media - CD/DVD." April 2009. See Canvas.

Brothers, Peter. "AMIA Hurricane Relief: What to Do About Your Home Movie Damage." Accessed May 2020 at https://amia.typepad.com/home_movie_recovery/

Levitan, Alan. National Park Service Conserve-O-Gram 7/7: Emergency Treatment for Water-Soaked Furniture and Wooden Objects. July 1993. See Canvas.

"Textiles and Clothing." Minnesota Historical Society, May 2000. See Canvas.

"Paintings on Canvas." Minnesota Historical Society, May 2000. See Canvas.

Hamlin, Arthur. "The Libraries of Florence November 1966." *ALA Bulletin*, vol. 61, no. 2, American Library Association, Feb. 1967, pp. 141–51.

Week 8: week of 3/9

-Mold remediation

- Article presentation on a past cultural heritage disaster
- Mold ID slideshow
- Demo HEPA vacuuming, mechanical removal, working in a fume hood
- Hands-on practice with PPE

Readings

Northeast Document Conservation Center. "Emergency Management 3.8: Emergency Salvage of Moldy Books and Paper." 2007/2012. See Canvas.

Price, Lois, et. al. "Managing a Mold Infestation: Guidelines for Disaster Response." Conservation Center for Art and Historic Artifacts. 1996/2019. See Canvas.

Guild, Sherry and Maureen MacDonald. "Mould Prevention and Collection Recovery: Guidelines for Heritage Collections." Technical Bulletin 26: Canadian Conservation Institute, 2020.

<https://www.canada.ca/en/conservation-institute/services/conservation-preservation-publications/technical-bulletins/mould-prevention-collection-recovery.html#a9>

Spring Break: 3/15 - 3/20

Week 9: week of 3/23

Fire demo

- Class will meet at Austin Fire Academy, 4800 Shaw Lane

Week 10: week of 3/30

Fire Response

- Article presentation on a past cultural heritage disaster
- Fire planning and safety
- Cleaning soot and ash
- View burned materials & select items for practice
- Hands-on practice

Readings

Stemen, Bryan. "Fire Program Management." In: Cathy Hawks et. al. *Health and Safety for Museum Professionals*. Society for the Preservation of Natural History Collections and the American Institute for Conservation, 2010. Pp 77-103.

Duhl, Susan. *Disaster Recovery: Fire and Soot Damage*. Tru Vue, n.d. See Canvas.

American Institute for Conservation and Foundation of the American Institute for Conservation. "Field Guide to Emergency Response: Soot and Ash." Accessed August 2020 at: <https://youtu.be/M6ApEyvQO-Q?list=PLH0WXctI2noiqtY6nN11P-qKbf04lp7t>

Spafford-Ricci, Sarah and Fiona Graham. "The Fire at the Royal Saskatchewan Museum, Part 2: Removal of Soot from Artifacts and Recovery of the Building." *Journal of the American Institute for Conservation* 39, 1: 2000. See Canvas.

National Film and Sound Archive, Australia. "Fire Affected Audio Materials." n.d. See Canvas.

Week 11: week of 4/6

Earthquakes

- Article presentation on a past cultural heritage disaster
- Structural and non-structural concerns
- Shelving and books
- Restraints for cultural materials
- Demo TBA

Readings

Agbabian, M.S., Ginell, W.S., Masri, S.F. and Nigbor, R.L. "Evaluation of earthquake damage mitigation method for museum objects." *Studies in Conservation* 36 (1991) 111-120.

Kobayashi, Naoko. "Earthquake Preparedness for Libraries: Lessons of the Great East Japan Earthquake." *International Preservation News*, no. 59/60, IFLA -- International Federation of Library Associations and Institutions, Aug. 2013, p. 32–.

Beinhoff, Lisa A. "Library Earthquake Preparedness Planning: How to Make Sure That Your Library Is Ready for the 'Big One.'" *Journal of Library Administration*, vol. 31, no. 1, Taylor & Francis Group, Dec. 2000, pp. 67–83, doi:10.1300/J111v31n01_05.

Roberts, Sara. "The Library Without Walls: Striving for an Excellent Law Library Service Post-Earthquake." *Legal Information Management*, vol. 15, no. 4, Cambridge University Press, Dec. 2015, pp. 252–60, doi:10.1017/S1472669615000614.

University of Washington. "Evacuation Director Post-Earthquake Checklist - Seattle Campus." Revised June 21, 2016. See Canvas.

Week 12: week of 4/13

-Disaster Salvage

-Assign Disaster Salvage Report, due Week 14

This week, the class will respond to a disaster event staged in the Conservation Lab. I will be in class to advise as needed, but students should plan and enact their group's salvage activities. Details of the disaster and affected materials will not be provided in advance - knowing the date is already more information than you'll get in real life! Be sure to cooperate, triage materials, and prioritize response to maximize personal strengths and to do the most good for the most items. Remember to maintain intellectual control over your collections.

Week 13: week of 4/20

-Disaster Plans

- Article presentation on a past cultural heritage disaster
- Review results of disaster salvage exercise
- Discuss disaster plan templates
- Evaluate examples of disaster plans
- Assign Revised Action Items from Flood Risk Mapping for Texas Archives assignment, due 5/4

Readings

Wong, Yi Ling and Ravonne Green, "Disaster Planning in Libraries" (2007) 4(3) *Journal of Access Services* 71, 76. See Canvas.

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

Council of State Archivists. Template for Pocket Response Plan. (2016.) See Canvas.

Northeast Document Conservation Center. dPlan: The Online Disaster Planning Tool for Cultural and Civic Institutions. (2006.) Accessed August 2020 at <https://www.dplan.org/> Click "DEMO" and follow the instructions to sample this online tool.

Week 14: week of 4/27

Assignment Due: Disaster Salvage Report

Modern and Manmade Disasters

- Article presentation on a past cultural heritage disaster
- Warfare
- Terrorism
- Biological Attack
- Pandemic

Readings

Vidal, A. Almagro, et al. "First Aid to Cultural Heritage. Training Initiatives on Rapid Documentation." *International Archives of the Photogrammetry, Remote Sensing and Spatial Information Sciences.*, vol. XL, no. 5, Copernicus GmbH, Jan. 2015, pp. 13–19, doi:10.5194/isprsarchives-XL-5-W7-13-2015.

Janowski, James. "Bringing Back Bamiyan's Buddhas." *Journal of Applied Philosophy*, vol. 28, no. 1, Blackwell Publishing, Feb. 2011, pp. 44–64, doi:10.1111/j.1468-5930.2010.00512.x.

Beenk, Jody et. al. "Tear Gas Residue." *Global Conservation Forum (ConsDistList)*. American Institute for Conservation, November 2019. (See Canvas.)

REALM Project: REopening Archives, Libraries, and Museums, A COVID-19 Research Project. OCLC and Institute of Museum and Library Services. Accessed August 2020 at <https://www.webjunction.org/explore-topics/COVID-19-research-project.html> Look through this website for the most recent updates on this project.

Week 15: week of 5/4: Last class day

Assignment Due: Revised Action Items from Flood Risk Mapping for Texas Archives assignment