

INF 385T: Disaster Planning and Response

Fall 2024

Unique Number: 27825

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<https://utexas.instructure.com/courses/1393565>

Course Meeting Times

Tuesdays, 9:30 AM – 12:30 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 risk assessment and disaster 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.

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.

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.

Required Texts

Long, Jane S. *Field Guide to Emergency Response: A Vital Tool for Cultural Institutions*. 2006/2017: Heritage Preservation/American Institute for Conservation.

This succinct and portable handbook is a go-to reference for collections caretakers. **We have a class set that we will use extensively in Week 2 of our semester.** It's also a very useful addition to your professional library. If you wish to purchase one, they are available at 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>

All other course readings are available in the Files section of our Canvas page or online.

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 (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. As possible, choose a topic that complements our class discussion for that day. Discussion sessions typically last about 30 minutes.

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.

Participation (15 pts)

Assigned Week 1; completed at close of semester.

Students are responsible for participating in class discussions by offering readings-based commentary and questions that direct our conversations. Students should engage in hands-on exercises and make efforts to learn from the experiences of fellow classmates who may work with different physical materials. Attendance and tardiness are also reflected in your participation grade.

Assignment: Risk Mapping for Texas Archives (25 pts)

Assigned Week 1; Due Week 4 (7-10 page report)

In this assignment, we will use GIS (geographic information system) mapping to evaluate potential climate change risks posed to Texas archives. Using the maps we've created, we'll write a report that identifies at-risk institutions, describes potential collections impacts, and formulates proactive recommendations. For a full assignment description, please see "Risk Mapping for Texas Archives" in Canvas – Files – Assignment Guidelines.

Assignment: Risk Assessment Report (25 pts) (15-20 pgs)

Assigned Week 4; Due Week 7

Working in assigned groups, write a risk assessment report based on the ABC Method described in *A Guide to Risk Management of Cultural Heritage* by Stefan Michalski and Jose Luiz Pedersoli (see Week 4 readings.) Our target collection will be discussed in class. For a full assignment description, please see “Risk Assessment Report” at Canvas – Files – Assignment Guidelines.

Assignment: Disaster Salvage Report (25 pts) (10-12 pgs)

Assigned Week 11; Due Week 14

Write a report that summarizes your experiences with our in-class disaster response exercise.

Part A: Include a narrative of the class’ response; triage activities; and time management.

Discuss your specific salvage duties. Part B: 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? Cite course readings to support your analysis.

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:

- Title submitted files as follows: “(Last Name)_(Assignment Title.)”
- Use double spacing.
- Use [APA Guidelines](#) for in-text citations, a reference list, and other guidelines as needed.
- Strive for clear topic sentences and closing statements.
- Ensure that your sentences and paragraphs build sequentially upon one another.
- Use fewer words whenever possible.
- 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.
- Be precise with pronouns, especially the word “they.” APA Guidelines tell us:
 - “He/him/his” and “she/her/hers” are singular and gendered.
 - “They/their” is plural.
 - “They/their” may also be singular in several special cases:
 - When a singular person identifies with more than one gender. Ex: Casey is a gender-fluid person. They are from Texas and enjoy tacos.
 - When gender is unknown. Ex: The cup of coffee is theirs. (His? Hers? We don’t know.)
 - When it’s bulky and awkward to say “he or she,” “him or her,” or “his or hers.” Ex: Each child played with their (instead of “his or her”) parent. Please note, this usage is the least formal, and there’s often a way to write around it.

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. The UT Honor Code is available 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 provide [COVID testing](#) by appointment through University Health Services.
- UHS maintains up-to-date resources on COVID, which can be found here:
 - [COVID-19 Information and Resources](#)
 - [COVID-19 Exposure Action Chart](#)
 - [Guidance on 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/24-25>

Week 1: 8/27 (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 Risk Mapping for Texas Archives (due Week 4)

Readings

Blitz, Matt. "How DC's Museums are Working to Protect Their Collections from More Heat and Flooding." *DCist*. September 19, 2019. Accessed May 2023 at <https://dcist.com/story/19/09/19/how-d-c-s-museums-are-keeping-their-collections-safe-in-a-warming-flooding-environment/>

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: 9/3

Disaster Response at the Macro Level: Administration & Strategy

- Two article presentations on a past cultural heritage disaster – student 1, student 2
- Disaster response role-playing exercise, using the *Field Guide* as our guide

Readings

Long, Jane S. *Field Guide to Emergency Response*. 2006/2017: Heritage Preservation/American Institute for Conservation.

Week 3: 9/10

Disaster Response at the Micro Level: Impacts on Materials

- Article presentation on a past cultural heritage disaster – student
- 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

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: 9/17

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 – student
- Small-scale risk assessment: class practice on student collections using CPRAM method
- Scaling up: ABC and Quisk Scan methods (lecture)
- Assign Risk Assessment Report and groups

Readings

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.

Michalski, Stefan and Jose Luiz Pedersoli. *A Guide to Risk Management of Cultural Heritage*. 2016: ICCROM and CCI.

Brokerhof, Agnes & Anna E. Bülow. “The QuiskScan—A Quick Risk Scan to Identify Value and Hazards in a Collection.” 2016: *Journal of the Institute of Conservation*, 39:1, 18-28, DOI: [10.1080/19455224.2016.1152280](https://doi.org/10.1080/19455224.2016.1152280)

Week 5: 9/24

Health & Safety; Working with Emergency Responders

- Two article presentations on a past cultural heritage disaster – student 1, student 2
- Program planning, mold sensitivity, and PPE
- Interacting with local emergency officials
- Guest speaker: Eric Carter, Chief Emergency Management Coordinator, 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.

“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.

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

Carmicheal, David. *Implementing the Incident Command System at the Institutional Level*. Heritage Preservation, 2010. Chapter 1: What is the Incident Command System (pp 7 – 12); Chapter 4: The Role of the Command Structure (pp 23 - 34.)

Week 6: 10/1

Water Response: Flat Paper and Photos

- Article presentation on a past cultural heritage disaster - student
- Discuss document salvage case study (Kibe) and drying case study (Kaplan & Ludwig)
- Demo and practice: handling and drying wet paper and photos

Demo and hands-on practice in pairs.

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.

Connor, Megan and Daniel Burge. *The Atlas of Water Damage on Inkjet-Printed Fine Art*. Image Permanence Institute, 2016. Accessed December 2021 at: <https://store.imagepermanenceinstitute.org/atlaswaterdamage/#page/1> Skim through pp. 1 - 41 to view types of damage relevant to inkjet prints and other media.

Week 7: 10/8

Assignment Due: Risk Assessment Report

Water Response: Books, AV Materials, and Artifacts

- Student discussion of similarities and differences in risk assessment reports. How reproducible is the ABC Method?
- Demo and practice: handling and drying wet books, artifacts, electronic media
- 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: 10/15

Mold Remediation

-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>

Rousseau, Elise. *New Comprehensive Approaches in Mold Remediation & Recovery*. Poster presented at the Annual Meeting of the American Institute for Conservation, 2014.

https://www.culturalheritage.org/docs/default-source/annualmeeting/2014am_poster64_new_comprehensive_approaches_mold.jpg?sfvrsn=2 Of special relevance here are the images and descriptions of tenting and quarantine. Other practices – such as oxygen deprivation, dry ice dusting, and bioluminescence – go beyond the scope of this class, but may be of interest all the same!

Week 9: 10/22

Fire demo

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

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.

Jones, Virginia A. “Protecting Records What the Standards Tell Us.” *The information management journal* 37.2 (2003): 70–. Print.

Klaus, Matt. “Protecting Valuable Cultural Spaces with Preaction Sprinkler Systems.” *NFPA journal* 111.3 (2017): 36–. Print.

Week 10: 10/29

Fire Response

- Article presentation on a past cultural heritage disaster – student
- Fire planning and response (discuss readings)
- Demo: Cleaning soot and ash
- View burned materials
- Hands-on practice

Readings

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.

Benfer, Matthew and Emily Williams. "Assessing the Impact of Fire Extinguisher Agents on Cultural Resource Materials." *Fire technology* 54.1 (2018): 289–311.

Week 11: 11/5

Disaster Salvage

- Assign Disaster Salvage Report, due 12/3
- Collaborative disaster response drill

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 do the most good for the most items. Also remember to maintain intellectual control over your collections.

Week 12: 11/12

Earthquakes

- Article presentation on a past cultural heritage disaster - student
- Structural and institutional concerns
- Shelving and restraints
- Guest speaker on vibration and earthquakes: Dr. Lee Norris, Engineering Consultant / Dad
- Demo: shake table and mitigation strategies

Readings

Agabian, 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.

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

Podany, Jerry. "Earthquake Damage Mitigation for Museum Collections." *APT Bulletin: The Journal of Preservation Technology*, 2020, Vol. 51, No. 4, Special Issue: Mitigating Vibration Damage (2020), pp. 27-36.

Week 13: 11/19

Disaster Plans

- Article presentation on a past cultural heritage disaster – student
- Discuss disaster plan templates
- Evaluate examples of disaster plans

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 et al. Getting Started with dPlan/ArtsReady 2.0. (2023.) Accessed August 2023 at <https://youtu.be/zoHAGi2zKcA>. Skim through this introductory video for an online disaster planning tool. The example in the video is geared toward performing arts collections, but it can work for libraries, archives, and museums, too.

Fall Break, 11/25 – 11/29

Week 14: 12/3

Assignment Due: Disaster Salvage Report

Modern and Manmade Disasters

- Review outcomes of disaster salvage & clean up
- Article presentations on a past cultural heritage disaster – student 1, student 2
- Warfare
- Terrorism
- Biological attack
- Pandemic

Readings

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.

Blewett, M., Harrison, L. and D. Peggie. "Incident preparedness at the National Gallery: Developing a grab bag for rapid response to a corrosive attack." *Studies in Conservation*, vol 60, no.6, 2015. 393-417.

Richter, William et. al. "Evaluation of Environmental Conditions as a Decontamination Approach for SARS-CoV-2 When Applied to Common Library, Archive and Museum-Related Materials." *Journal of Applied Microbiology* 132 (2022) 3405-3415. See Canvas.

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

Cascone, Sarah. "The Curators of the US Capitol Art Collection Say They Need \$25,000 to Fix Paintings and Statues Damaged in the January Attack." *Artnet*. February 21, 2021. <https://news.artnet.com/art-world/us-capitol-artworks-damaged-1946390>

Verma, Pranshu. "Meet the 1,300 Librarians Racing to Back Up Ukraine's Digital Archives." *The Washington Post* April 8, 2022. See Canvas.

Vincent, Matthew. (2015, October 19.) *Rekrei*. <https://rekrei.org/>