

## **INLS 690-225 Disaster Planning for Libraries (1.5 credit hours)**

Fall Semester 2014, Mondays 12:30-3:15, Room 303 Manning Hall

meets October 20 – December 1

Instructor: Mary Grace Flaherty

Office Phone: 962-5982; Email: [mgflaher@email.unc.edu](mailto:mgflaher@email.unc.edu)

Office hours: Room 204 Manning Hall, Monday 3:30-4:30 p.m. or by appointment

### **Course Description:**

Disasters can come in a variety of forms (e.g. hurricanes, floods, fires, tornadoes, etc.) and strike at any time. Preparedness, prevention, and planning are all critical components of effective disaster responsiveness. In this course, students will learn about disaster prevention, recovery, training, and outreach as they apply to the library setting.

### **Course Objectives:**

By the end of the course, it is expected that students will:

- Have a rudimentary knowledge of disaster prevention, preparedness & response
- Be able to demonstrate a better understanding of the role libraries play during all types of disasters

### **Course Requirements:**

Readings will be posted on Sakai under the folder for the subsequent class session.

<b>Session Number <i>Date</i></b>	<b>Topic</b>	<b>Readings <i>Due Dates</i></b>
Session 1 – <i>October 20</i>	Course overview; An ounce of prevention	Beales; Halsted, Clifton & Wilson; Leventhal
Session 2 – <i>October 27</i>	Disaster Plans & Policies	Green & Teper; Halsted, Clifton & Wilson; Holderman
Session 3 – <i>November 3</i>	Personnel, patrons, police: it's all about people	Alire; Torpy <i>Assignment 1 Due</i>
Session 4 – <i>November 10</i>	It's about the natural environment too	Chambliss; Clareson & Long; Diamond; Gugliotta; Lazar; Milles; Suzuki & Miura
Session 5 – <i>November 17</i>	Water, water everywhere: the Sidney Library flood	Calzonetti & Fleischer V; Davis; Topper
Session 6 – <i>November 24</i>	Emergency, it's a lockdown: the JFK Library	Campbell; Huffington Post <i>Assignment 2 Due</i>
Session 7 – <i>December 1</i>	The Library as community support system	Dickerson; Halsted, Clifton & Wilson; Phillips <i>Assignment 3 Due – 12/8 by 2 PM.</i>

## **Readings:**

### **Session 1:**

Beales, D. L. (2003). Before disaster strikes: essentials of formulating a library emergency management plan. *Journal of Hospital Librarianship*, 3(4), 11–24.

Halsted, D.D., Clifton, S. & Wilson, D.T. (2014). Risk assessment and continuity of operations plans in *Library as safe haven*. (p. 1-15). Chicago, IL: American Library Association.

Levental, S. (2012). A New Geospatial Services Framework: How Disaster Preparedness Efforts Should Integrate Neogeography. *Journal of Map & Geography Libraries*, 8(2), 134–162.

### **Session 2:**

Green, S. L., & Teper, T. H. (2006). The importance of disaster planning for the small public library. *Public Library Quarterly*, 25(3-4), 47–59.

Halsted, D.D., Clifton, S. & Wilson, D.T. (2014). A One-page service continuity plan in *Library as safe haven*. (p. 47-58). Chicago, IL: American Library Association.

Holderman, S., holderman.11@osu.edu. (2012). Be Prepared: Writing a Practical Disaster Manual. *Library Leadership & Management*, 26(2), 1–6.

### **Session 3:**

Alire, C.A. (2003). The Silver Lining. *Journal of Library Administration*, 38(1-2), 101-107.

Torpy, J.M. (2013). Health care concerns after a disaster. *JAMA* 310(5), 550.

### **Session 4:**

Chambliss, D. (2011). Tornado -- A Narrative. *Georgia Library Quarterly*, 48(3), 38–41.

Clareson, T., & Long, J. S. (2006). Libraries in the Eye of the Storm: Lessons Learned from Hurricane Katrina. *American Libraries*, 37(7), 38–41.

Diamond, T. (2006). The impact of hurricanes Katrina and Rita on 3 Louisiana academic libraries. *Library Administration and Management*, 20(4), 192–200.

Gugliotta, T. (2006). Fire at University of New Mexico Library. *Public Library Quarterly*, 25(3-4), 61–69.

Lazar, D. (2010). Rebuilding Dreams: A School Library in Haiti after the Earthquake. *International Leads*, 24(2), 1–6.

Milles, J. G. (2004). Managing after a disaster, or there and back again. *Library & Archival Security*, 19(2), 35–52.

Suzuki, S. & Miura, T. (2014). The librarians of Fukushima. *Journal of Library Administration* 54(5), 403-412.

### **Session 5:**

Calzonetti, J. A., & Fleischer, V. (2011). Don't count on luck, be prepared: Ten lessons learned from the "great flood" at the University of Akron's Science and Technology Library. *College & Research Libraries News*, 72(2), 82–85.

Davis, L. A. (2006). Riding the surf: dealing with library disasters in island communities. *Public Library Quarterly*, 25(3-4), 99–112.

Topper, E. F. (2011). After Hurricane Katrina: The Tulane Recovery Project. *New Library World*, 112(1/2), 45–51.

### **Session 6:**

Campbell, J. *JFK Library Bombing? 3rd Bomb Suspected Following Boston Marathon 2013 Explosions*. (April 15, 2013). Retrieved from <http://www.christianpost.com/news/jfk-library-bombing-3rd-bomb-suspected-following-boston-marathon-2013-explosions-video-photo-93991/>

Huffington Post. *JFK Library explosion: Boston police investigating blast, connection to Marathon incidents (UPDATED)*. (April 15, 2013). Retrieved from [http://www.huffingtonpost.com/2013/04/15/jfk-library-explosion-boston-bombing\\_n\\_3087446.html](http://www.huffingtonpost.com/2013/04/15/jfk-library-explosion-boston-bombing_n_3087446.html)

### **Session 7:**

Dickerson, L. (2007). Capitalizing on a Disaster to Create Quality Services: Some Lessons from Hurricane Katrina. *Public Library Quarterly*, 26(1/2), 101–115.

Halsted, D.D., Clifton, S. & Wilson, D.T. (2014). Leveraging the library in *Library as safe haven*. (p. 91-102). Chicago, IL: American Library Association.

Phillips, S.J. (2013). The National Library of Medicine's Disaster Information Management Research Center. *Frontiers in Public Health*, 1, 70. doi:[10.3389/fpubh.2013.00070](https://doi.org/10.3389/fpubh.2013.00070)

### **Grading:**

Assignment 1 – 25%

Assignment 2 – 20%

Assignment 3 – 20%

Class Participation – 35%

Based on the UNC Registrar Policy for courses (<http://regweb.unc.edu/resources/rpm24.php>) semester grades will be H, P, L or F for graduate students. Grades for individual assignments will be based on points obtained on each assignment, weighted by percentages listed above, to calculate final grades. Numerical grades for the course as a whole will roughly translate into the following letter grades:

96.0-100% = H (High Pass)

80.0-95.9% = P (Pass)

65.0-79.9% = L (Low Pass)

< 64.9% = F (Fail)

If you have any concerns or questions about your grades (or any other issues) at any time, please feel free to discuss with me.

Students at the School of Information and Library Science are expected to follow the University of North Carolina at Chapel Hill Honor Code. Essentially, the Honor Code states that all students shall “refrain from lying, cheating, and stealing... all students are expected to actively support and protect the ideals of the Honor System at Carolina. These responsibilities must not only be met, but exceeded, for Carolina’s Honor System to continue to thrive.” For more information, see: <http://honor.unc.edu/>. For all assignments, students are required to submit original work and to give credit through citation to any sources/resources they used.

If you feel you may need an accommodation based on the impact of a disability, please contact me privately to discuss your specific needs. Also, please contact UNC Disability Services at (919) 962-8300 or [disabilityservices@unc.edu](mailto:disabilityservices@unc.edu) at the Student and Academic Services Buildings, located in Suite 2126, 450 Ridge Road, to formally coordinate accommodations and services.

## **Diversity Statement**

In support of the University’s diversity goals and the mission of the School of Information and Library Science, SILS embraces diversity as an ethical and societal value. We broadly define diversity to include race, gender, national origin, ethnicity, religion, social class, age, sexual orientation and physical and learning ability. As an academic community committed to preparing our graduates to be leaders in an increasingly multicultural and global society we strive to:

- Ensure inclusive leadership, policies and practices
- Integrate diversity into the curriculum and research
- Foster a mutually respectful intellectual environment in which diverse opinions are valued
- Recruit traditionally underrepresented groups of students, faculty and staff
- Participate in outreach to underserved groups in the State.

The statement represents a commitment of resources to the development and maintenance of an academic environment that is open, representative, reflective and committed to the concepts of equity and fairness.