

# Archives and Climate Change Syllabus

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## Instructor

Eira Tansey

## Email

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## How to Contact

I check my email between  
8:30 AM-4 PM Eastern

I will hold Zoom office  
hours daily before and  
after class:

9:15-9:45 AM

3:45-4:15 PM

## Course Overview

Climate change is one of the greatest contemporary threats to archives. Increasingly severe disasters like hurricanes, floods, storms, and wildfires pose immediate dangers. Longer-term trends such as migration and rising sea levels may necessitate decisions concerning the geographic relocation of archives.

Archivists and cultural heritage professionals, regardless of where they are located, should understand the threats related to climate change and how it impacts our work and cultural heritage institutions.

## Outcomes

Participants in this course will:

1. Learn about the basic science behind climate change
2. Explore political governance challenges related to mitigation and adaptation
3. Develop personalized strategies for addressing climate grief and anxiety
4. Assess how climate change impacts their local region and institutions
5. Explore how climate change impacts archives and cultural heritage institutions, both in the short and long-term
6. Develop skills in using simple climate change data visualization and mapping tools

## Course Format

This week-long course will take place online from August 1-5, 2022. **Live synchronous class periods will take place between 10 AM- Noon, and 1:30-3:30 PM Eastern**, with asynchronous activities to be completed before or after those times. The course will involve a mix of asynchronous readings, live lectures, class discussions, and workshops using web-based climate change data visualization and mapping tools. Although the course focus is on archives and many resources are based on US-based research, all information and cultural heritage workers are welcome.

## Week Overview

Day	Subject
Day 1: Monday, August 1	Climate Change 101 (Science & Policy)
Day 2: Tuesday, August 2	Climate Emotions
Day 3: Wednesday, August 3	Climate Visualization/Mapping (Guest lecture: Itza Carbajal)
Day 4: Thursday, August 4	Short-Term Challenges
Day 5: Friday, August 5	Long-Term Challenges

## Privacy and Sharing Policy

Climate change can be an overwhelming topic to grapple with, and has the capacity to surface intense emotions. In order to cultivate a mutually supportive community during our week together, participants will be expected to uphold the privacy rights of all participants within the course.

- Do not share any written or spoken material by any classmates.
- Do not post any screen captures of asynchronous or synchronous portions of this course.
- If you choose to share publicly about the course experience (for example, on social media, a blog, or another public forum), keep the focus on your own personal experience and what you learned, rather than discussing the contributions and backgrounds of other participants. The libraries/archives/cultural heritage sector is a small world, and even attempts to anonymize discussion of class participation may compromise privacy.
  - This is okay: “During the course, I learned how to assess sea-level rise. Using the visualization tool, I realized how many archives on the Gulf Coast, where I lived until I went to college, are in danger.”
  - This is not okay: “A student from Oregon shared that her public library employer lost a collection of community scrapbooks following a wildfire a couple years ago.”
- If you wish to share any part of this syllabus, in part or in whole, please obtain written permission from the instructor, Eira Tansey.

## Course Expectations:

Participants are expected to attend all synchronous daily sessions on Zoom (please let me know if caregiving obligations or illness may impact your attendance). Each day has a set of pre-readings/resources (which are usually articles to read and/or websites to explore), and preparations. You should ensure all pre-readings and preparations are completed prior to the first meeting of that day (e.g., ensure you have completed Day 3’s pre-readings and preparations no later than Wednesday morning). I

highly recommend spending your late afternoon or evening preparing for the next day so you are not scrambling at the last minute to complete any activities.

In addition to the Privacy and Sharing policy above, participants will be expected to cooperate with the following course code of conduct (adapted from the Society of American Archivists code of conduct):

- Our course has individuals occupying various points on the career spectrum. I ask those with more career seniority and/or positional power to ensure they are creating space for graduate students and new professionals to also actively participate.
- Harassment of any kind will not be tolerated and repeated violations will result in removal from the course. Harassment includes (but is not limited to) the following:
  - Abusive or derogatory verbal comments, slurs, epithets, and/or discriminatory images in public and online spaces;
  - Threats or acts of violence;
  - Intimidation or stalking;
  - Harassing photography or recording;
  - Purposeful or repeated acts of misgendering;
  - Sustained disruption of talks or other class activities; and/or
  - Inappropriate contact and unwelcome sexual attention.
- To report any concerns or harassment, please contact me at the email address listed on the front page of the syllabus.

## Zoom and Course Folder Links

**Class will meet daily via Zoom at 10:00 AM. All times are Eastern.** I will be on Zoom each day by 9:15 for pre-class office hours, and after class until 4:15 for post-class office hours.

*{Links redacted for public version of syllabus}*

## Pre-Course Requirement

Prior to the first day of the course, you will write a brief (1-3 paragraphs) environmental and cultural history of wherever you call home to share with everyone as part of the first day introductions. The definition of “home” is up to you – it may be your current place of residence, a nearby intersection or landmark, a place you used to live in but no longer do, a place with which you have ancestral ties, or any other construction that is meaningful to you.

Wherever it is, your home should be a place you can spatially locate on a map of the Earth – it doesn’t need a street address, but it needs some kind of center point (i.e., latitude and longitude). You may want to consider using this home location as the basis of our mapping projects later in the week.

A fundamental part of re-orienting ourselves as stewards of the planet is to unlearn harmful ideas of people vs. nature (including what environmental historians call “decolonizationist narratives”). Many of us operate without much understanding of the environmental history and characteristics of where we live, making climate change seem like a faraway or abstract problem, instead of something already impacting wherever it is that we call home.

Consider trying to answer some of the following questions in your introduction:

- What watershed do you live in? ([https://water.usgs.gov/wsc/map\\_index.html](https://water.usgs.gov/wsc/map_index.html))
- What are some of the issues with the water in your watershed? (<https://mywaterway.epa.gov/>)
- What ecoregion do you live in? (<https://www.epa.gov/eco-research/ecoregions>)
- What are the major plant, tree, and animal species you encounter in your daily life? Are there any that bring you great joy?
- How much of your community’s energy needs are met by renewables vs fossil fuels?
- Who lived on the land in the generation before you?
- Who are the indigenous communities affected by the legacy of colonialism? (<https://native-land.ca/>, <https://decolonialatlas.wordpress.com/category/indigenous-perspectives/>)
- What does environmental racism look like where you live? (<https://ejscreen.epa.gov/mapper/>, <https://ejatlas.org>)

Here is my example:

My home is the Ohio River Valley, specifically the city of Cincinnati. My local watershed is the West Fork Mill Creek, which is part of the larger Ohio River watershed. The watershed drains over 200,000 square miles across over a dozen states. This land is part of the Eastern Temperate Forests ecoregion. Most of the trees in my neighborhood are deciduous trees, with a few coniferous trees, including two Eastern hemlocks over on Hollywood Avenue. Four years ago we replaced our front yard with native and pollinator plants, including ferns, geraniums, columbine, baptisia, black eyed susans, St. John’s wort, and echinacea. I love to watch the bees furiously pollinating the flowers in spring and summer.

Robins, yellow finches, rabbits, sparrows, domestic cats and dogs, and white-tailed deer are our most frequently seen animal neighbors. A red-tailed hawk also lives in our neighborhood. Prior to European colonization, this land was stewarded by the Delaware, Shawnee, and Miami peoples. Due to increasingly severe rainfall events and an old combined sewer system, lower-income and Black homeowners in the greater Cincinnati region are experiencing devastating combined sewer overflows that contaminate their homes with increasing frequency. We also expect that landslides may occur more often in the future given severe rain events and the hilly topography of the city.

## Day 1, Monday, August 1: Climate Change 101

On Day 1, we will learn about the basic science behind climate change, as well as international and national governance challenges associated with tackling climate change.

### Suggested pre-reading/resources:

- 350.org, Climate Science Basics
  - <https://350.org/science/>
- NASA, Global Climate Change
  - Evidence: <https://climate.nasa.gov/evidence/>
  - Causes: <https://climate.nasa.gov/causes/>
  - Effects: <https://climate.nasa.gov/effects/>
- Intergovernmental Panel on Climate Change (IPCC), Sixth Assessment Report, 2021-2022:
  - Working Group I (Physical Science Basis), Headline Statements: [https://www.ipcc.ch/report/ar6/wg1/downloads/report/IPCC\\_AR6\\_WGI\\_Headline\\_Statements.pdf](https://www.ipcc.ch/report/ar6/wg1/downloads/report/IPCC_AR6_WGI_Headline_Statements.pdf)
  - Working Group II (Impacts, Adaptation and Vulnerability), Headline Statements: <https://www.ipcc.ch/report/ar6/wg2/resources/spm-headline-statements/>
  - Working Group III (Climate Change Mitigation), Headline Statements: <https://www.ipcc.ch/report/ar6/wg3/resources/spm-headline-statements/>
- Deutsche Welle, “What is the IPCC?” <https://www.dw.com/en/what-is-the-ipcc-and-what-does-it-do/a-50552119>
- Tony Barboza, “A brief timeline of U.S. climate pledges made, and discarded” <https://www.latimes.com/environment/story/2021-04-22/three-decades-of-us-climate-pledges-and-inaction>

### Preparations:

- Ensure you have completed the Pre-Course Requirement (p. 3). Copy/paste your introduction into the “Where’s your home?” document (i.e., everyone’s intros will be in the same doc)
- Read all pre-readings above. If you have time, read additional material from extended resources list at end of syllabus.

### Schedule (all times Eastern):

- 10:00 AM – 11:00 AM: Course Orientation and Introductions
- 11:00 AM – 12 Noon: Physical Science of Climate Change
- 1:30 PM – 2:30 PM: International Governance Challenges of Climate Change
- 2:30 PM – 3:30 PM: Domestic (U.S.) Governance Challenges of Climate Change

## Day 2, Tuesday, August 2: Climate Emotions

On Day 2, we will learn about navigating the complex and difficult emotions associated with climate change, including grief, anger, despair, and anxiety. This is essential work for our ability to grapple with the profound gravity of climate change for the long-haul.

### Suggested pre-reading/resources:

- Robin Wall Kimmerer, 2017, “Speaking of Nature” <https://orionmagazine.org/article/speaking-of-nature/>
- Amy Westervelt, 2019, “The Case for Climate Rage” <https://popula.com/2019/08/19/the-case-for-climate-rage/>
- Mary Annaïse Heglar, 2019, “Home is Always Worth It” <https://medium.com/@maryheglar/home-is-always-worth-it-d2821634dcd9>
- Is This How You Feel? Climate scientists hand-written letters about how they feel about the future <https://www.isthishowyoufeel.com/>
- Marigo Farr, 2022, “How climate organizers are making joy part of their toolkit” <https://grist.org/fix/climate-organizers-using-joy-activist-toolkit/>

### Preparations:

- Read all pre-readings above. If you have time, read additional material from extended resources list at end of syllabus.
- Take extra care to stay hydrated, have filling snacks on hand, and take deep, centering breaths today as we work together on climate emotions. Bring a notepad, tablet, or other writing implement for some of the activities.

### Schedule (all times Eastern):

- 10:00 AM – 12 Noon: Acknowledging and sitting with our climate emotions
- 1:30 PM – 3:30 PM: Navigating our climate emotions

## Day 3, Wednesday, August 3: Climate Visualization/Mapping

On Day 3, we will learn tools for visualizing and mapping simple climate data. Itza Carbajal will join us in the afternoon for a guest lecture on digital storytelling and climate stories based on her recent teaching experience.

### Suggested pre-reading/resources:

- Tara Mazurczyk, Nathan Piekielek, Eira Tansey, and Ben Goldman. "American archives and climate change: Risks and adaptation." *Climate risk management* 20 (2018): 111-125.  
<https://doi.org/10.1016/j.crm.2018.03.005>
- RepoData StoryMap <https://arcg.is/0GPvza>
- NOAA's Climate Explorer StoryMap  
<https://noaa.maps.arcgis.com/apps/MapJournal/index.html?appid=8b910d9c7b9744ea94e07d82f5420782>
- (From Itza) Gormly, B., Seale, M., Alpert-Abrams, H., Gustavson, A., Kemp, A., Lindquist, T., & Logsdon, A. (2019). Teaching with Digital Primary Sources: Literacies, Finding and Evaluating, Citing, Ethics, and Existing Models. <https://doi.org/10.21428/65a6243c.6b419f2b>
- (From Itza) Hiser, K., & Lynch, M. (2021). Worry and Hope: What College Students Know, Think, Feel, and Do about Climate Change. *Journal of Community Engagement and Scholarship*, 13(3). <https://doi.org/10.54656/IOWF3526> (URL may not work – see article in Google Drive)

### Preparations:

- We will use ArcGIS Online which offers free accounts for public, non-commercial use. Over the rest of the course, we will be adding content to your StoryMap. Review the slide deck in the Google Drive folder for how to sign up for and get started within ArcGIS online before Day 3.
- Sign up at  
[https://www.arcgis.com/sharing/rest/oauth2/signup?client\\_id=arcgisonline&redirect\\_uri=http://www.arcgis.com&response\\_type=token](https://www.arcgis.com/sharing/rest/oauth2/signup?client_id=arcgisonline&redirect_uri=http://www.arcgis.com&response_type=token)
- More information about how to sign up for a free public account can be found at  
[https://doc.arcgis.com/en/arcgis-online/get-started/create-account.htm#ESRI\\_SECTION1\\_D91DD2A709AE4FB68A9CC095F1688E05](https://doc.arcgis.com/en/arcgis-online/get-started/create-account.htm#ESRI_SECTION1_D91DD2A709AE4FB68A9CC095F1688E05)
- Read all pre-readings above. If you have time, read additional material from extended resources list at end of syllabus.

### Schedule (all times Eastern):

- 10:00 AM – 11:00 AM: Visualization Tools & ArcGIS Online
- 11:00 AM - 12 Noon: Introduction to StoryMaps
- 1:30 PM – 2:30 PM: Lecture by Itza Carbajal
- 2:30 PM-3:30 PM: Creating StoryMaps

## Day 4, Thursday, August 4: Short-Term Challenges for Archives and Climate Change

On Day 4, we will learn about some of the short-term challenges for archives and climate change. This will include responding to disasters already affecting archives, and how archival practice might engage with issues related to sustainability and climate change.

### Suggested pre-reading/resources:

- Eira Tansey. "Archival adaptation to climate change." *Sustainability: Science, Practice and Policy* 11, no. 2 (2015): 45-56. <https://doi.org/10.1080/15487733.2015.11908146>
- Keith L. Pendergrass, Walker Sampson, Tim Walsh, and Laura Alagna. "Toward environmentally sustainable digital preservation." *The American Archivist* 82, no. 1 (2019): 165-206. <https://doi.org/10.17723/0360-9081-82.1.165>
- Hilda Teresa Ayala-González. "Puerto Rico's libraries, archives and museums road to recovery: A timeline of events after Hurricane Maria." <https://scalar.usc.edu/works/prlamrecovery/index>
- Mark Wolfe. "Beyond "green buildings:" exploring the effects of Jevons' Paradox on the sustainability of archival practices." *Archival Science* 12, no. 1 (2012): 35-50. <https://doi.org/10.1007/s10502-011-9143-4> (OA version: [https://scholarsarchive.library.albany.edu/cgi/viewcontent.cgi?article=1015&context=ulib\\_fac\\_scholar](https://scholarsarchive.library.albany.edu/cgi/viewcontent.cgi?article=1015&context=ulib_fac_scholar))
- Carli V. Lowe. "Partnering preservation with sustainability." *The American Archivist* 83, no. 1 (2020): 144-164. <https://doi.org/10.17723/0360-9081-83.1.144> (if you don't have access, check the Google Drive folder for paywalled/non-OA articles)

### Preparations:

- Read all pre-readings above. If you have time, read additional material from extended resources list at end of syllabus.
- Continue working on your StoryMap

### Schedule (all times Eastern):

- 10:00 AM – 12 Noon: Short-term challenges of archives and climate change
- 1:30 PM – 3:30 PM: Archival practice and sustainability



## Day 5, Friday, August 5: Long-Term Challenges for Archives and Climate Change

On Day 5, we will continue yesterday's discussion but shift into challenges for archives and climate change on a longer time-scale. This will include topics like sea-level rise and geographic displacement. We will also spend time sharing our StoryMaps we've created through the week, and reflect upon our hopes for the archives of the future.

### Suggested pre-reading/resources:

- Matthew Gordon-Clark and Simon Shurville. "'To take up arms against a sea of troubles': finding safe havens for the national archives of low-elevation Pacific Islands and nations threatened by climate change." *Archives and Manuscripts* 38, no. 1 (2010): 78-93.  
<https://publications.archivists.org.au/index.php/asa/article/download/10067/10061>
- Nora Almeida and Jen Hoyer. "The living archive in the Anthropocene." *Journal of Critical Library and Information Studies* 3 no. 1 (2019). <https://doi.org/10.24242/jclis.v3i1.96>
- The Maintainers. "Information Maintenance as a Practice of Care." (2019)  
<https://doi.org/10.5281/zenodo.3236409>

### Preparations:

- Read all pre-readings above. If you have time, read additional material from extended resources list at end of syllabus.
- Share a link to your StoryMap in the Google Drive folder document: *{Links redacted for public version of syllabus}*

### Schedule (all times Eastern):

- 10:00 AM – 12 Noon: Long-term challenges of archives and climate change
- 1:30 PM – 3:30 PM: StoryMap sharing and final course reflections

## Extended Resources List

Did a particular reading or topic spark your interest to learn more? This is a list of additional resources to go deeper, arranged by each day's theme.

### General News Sources:

- Grist: <https://grist.org/>
- Inside Climate News: <https://insideclimatenews.org/>
- *The Guardian* <https://www.theguardian.com/us/environment>
  - *The Guardian* is the only major news outlet that has divested from fossil fuels and does not accept advertising from fossil fuel companies:  
<https://www.niemanlab.org/2020/01/the-guardian-continues-to-lead-the-way-on-climate-change-policy-and-will-no-longer-run-oil-or-gas-ads/>

### Day 1: Climate Change 101

#### *Climate Change 101 – the Science:*

- IPCC Sixth Assessment Report Working Group I (Physical Science), Summary for Policy Makers: [https://www.ipcc.ch/report/ar6/wg1/downloads/report/IPCC\\_AR6\\_WGI\\_SPM\\_final.pdf](https://www.ipcc.ch/report/ar6/wg1/downloads/report/IPCC_AR6_WGI_SPM_final.pdf)
- US National Climate Assessment, Volume I, Climate Science Special Report: <https://science2017.globalchange.gov/>
- Shannon Mattern, “The Big Data of Ice, Rocks, Soils, and Sediments,” *Places Journal*, November 2017. <https://doi.org/10.22269/171107>
- National Ocean Service, “What is Ocean Acidification?” <https://oceanservice.noaa.gov/facts/acidification.html>
- University Corporation for Atmospheric Research, Center for Science Education, How Climate Works: <https://scied.ucar.edu/learning-zone/how-climate-works>
- CBS News, Climate Change Myths: <https://www.cbsnews.com/news/climate-change-myths-what-science-really-says/>
- Skeptical Science (a very comprehensive website debunking climate misinformation): <https://skepticalscience.com/>

#### *Climate Change 101 – the Policy:*

- IPCC Sixth Assessment Report Working Group II (Impacts, Adaptation and Vulnerability), Summary for Policy Makers: [https://report.ipcc.ch/ar6wg2/pdf/IPCC\\_AR6\\_WGII\\_SummaryForPolicymakers.pdf](https://report.ipcc.ch/ar6wg2/pdf/IPCC_AR6_WGII_SummaryForPolicymakers.pdf)
- IPCC Sixth Assessment Report Working Group III (Climate Change Mitigation), Summary for Policy Makers: [https://report.ipcc.ch/ar6wg3/pdf/IPCC\\_AR6\\_WGIII\\_SummaryForPolicymakers.pdf](https://report.ipcc.ch/ar6wg3/pdf/IPCC_AR6_WGIII_SummaryForPolicymakers.pdf)

- US National Climate Assessment, Volume II, Impacts, Risks, and Adaptation in the United States: <https://nca2018.globalchange.gov/>
- Congressional Research Service, U.S. Climate Change Policy: <https://crsreports.congress.gov/product/pdf/R/R46947>
- Julia Kane, “The Supreme Court’s climate decision came out of a decades-long campaign to kneecap regulation” <https://grist.org/accountability/the-supreme-courts-climate-decision-came-out-of-a-decades-long-campaign-to-kneecap-regulation/>
- Project Drawdown, Solutions: <https://drawdown.org/solutions>
- Naomi Klein, *This Changes Everything: Capitalism vs. the Climate* <https://thischangeeverything.org/book/>
- Field Notes Toward an Internationalist Green New Deal: <https://internationalistgreennewdeal.org/>
- Climate and Community Project: <https://www.climateandcommunity.org/projects>

## Day 2: Climate Emotions

- Britt Wray, Gen Dread newsletter <https://gendread.substack.com/> (recommend reading all the previous newsletters! Very accessible reading)
  - This is a great post: <https://gendread.substack.com/p/resources-for-working-with-climate>
- Good Grief Network Resources List: <https://www.goodgriefnetwork.org/resources/>
- Climate and Mind: <https://www.climateandmind.org/>
- Daniel Sherrell, *Warmth: Coming of Age at the End of our World*: <https://www.penguinrandomhouse.com/books/670357/warmth-by-daniel-sherrell/>
  - A nice short interview with Sherrell about his book <https://www.thecut.com/2021/09/interview-with-daniel-sherrell-author-of-warmth.html>
- Ayana Elizabeth Johnson, “How to Find Joy in Climate Action” <https://youtu.be/VsOJR40M0as>
- Sarah Jaquette Ray, *A Field Guide to Climate Anxiety* <https://www.ucpress.edu/book/9780520343306/a-field-guide-to-climate-anxiety>
- Blanche Verlie, *Learning to Live with Climate Change: From Anxiety to Transformation* <https://doi.org/10.4324/9780367441265>
- Gulf Gathering for Climate Justice and Joy (imagine more climate events like this!) <https://www.climatejusticeandjoy.com/>

## Day 3: Climate Visualization/Mapping

- US government:
  - Climate explorer (any US county): <https://crt-climate-explorer.nemac.org/>
  - Climate tools directory: <https://toolkit.climate.gov/tools>
  - Coastal county snapshots: <https://coast.noaa.gov/snapshots/>
  - Coastal hazards maps: <https://coast.noaa.gov/digitalcoast/tools/flood-exposure.html>
  - Sea-level rise viewer: <https://coast.noaa.gov/slr/>

- US Greenhouse gas inventory explorer: <https://cfpub.epa.gov/ghgdata/inventoryexplorer/>
- Non-governmental organizations:
  - US Climate Toolbox: <https://climatetoolbox.org/> (good visualizations of historical temps and several other variables)
  - Global and country-specific GHG emissions: <https://www.climatewatchdata.org/>
  - Visualizing sea-level rise at famous sights: <https://picturing.climatecentral.org/>
  - Sea-level rise risks: <https://riskfinder.climatecentral.org/>
  - Estimating wind/solar power generation by recent weather: <https://weatherpower.climatecentral.org>
  - The State of Climate: Other Indicators: <https://keelingcurve.ucsd.edu/the-state-of-climate/>

#### Day 4: Short-Term Challenges

- NEH Grant Recipients – Sustaining Cultural Heritage Collections: <https://www.neh.gov/grants/preservation/sustaining-cultural-heritage-collections>
  - Browse some of the past grant recipients to review projects that are detailing issues with preservation, environmental conditions, and climate change.
- Ben Goldman, Abbie La Porta, Hudson Wagner, “Penn State University Libraries Greenhouse Gas Inventory” <https://scholarsphere.psu.edu/resources/a79fafd2-4ea0-43e0-8619-065f758eedd3>
- Massachusetts COSTEP (Coordinated Statewide Emergency Preparedness): <https://mbhc.state.ma.us/costepma/>
- National Heritage Responders: <https://www.culturalheritage.org/resources/emergencies/national-heritage-responders>
- Northeast Document Conservation Center Disaster Assistance: <https://www.nedcc.org/free-resources/disaster-assistance/emergency-phone-assistance>
- American Institute for Conservation Statement on Climate Change: [https://www.culturalheritage.org/docs/default-source/resources/administration/governance/position-papers-and-statements/aic-positionstatement-climatechange\\_2019.pdf?sfvrsn=5f50820\\_14](https://www.culturalheritage.org/docs/default-source/resources/administration/governance/position-papers-and-statements/aic-positionstatement-climatechange_2019.pdf?sfvrsn=5f50820_14)
- Society of American Archivists, Information Brief on Archives and the Environment: <https://www2.archivists.org/statements/information-brief-archives-and-the-environment>
- Image Permanence Institute, Sustainable Preservation Practices: <https://www.imagepermanenceinstitute.org/research/sustainability.html>
- Patrick Hamilton, American Alliance of Museums, “Let’s Go All In” <https://www.aam-us.org/2022/06/27/lets-go-all-in/>

#### Day 5: Long-Term Challenges

- Samantha Winn, "Ethics of Access in Displaced Archives," *Provenance, Journal of the Society of Georgia Archivists* 33 no. 1 (2015). <https://digitalcommons.kennesaw.edu/provenance/vol33/iss1/5>

- Samantha Winn, "Dying well in the Anthropocene: on the end of archivists." *Journal of Critical Library and Information Studies* 3 no. 1 (2019). <https://doi.org/10.24242/jclis.v3i1.107>
  - Note: this entire issue of JCLIS was devoted to Libraries and Archives in the Anthropocene. See <https://journals.litwinbooks.com/index.php/jclis/issue/view/8>
- Response to Cultural Rights and Climate Change, Section on Archives and Human Rights of the International Council on Archives, [https://www.ica.org/sites/default/files/cultural\\_rights\\_and\\_climate\\_change.pdf](https://www.ica.org/sites/default/files/cultural_rights_and_climate_change.pdf)
- Council on Library and Information Resources, Material Memory podcast, Season 2: Climate Change and Cultural Memory: <https://material-memory.clir.org/season-2/>
- Libraries and Archives in the Anthropocene Colloquium: <https://litwinbooks.com/laac2017colloq.php>
- American Library Association Sustainability Roundtable: <https://www.ala.org/rt/sustainrt/about-sustainrt>
- RBMS Climate Readiness Task Force: <https://www.ala.org/acrl/rbms/acr-rbmtfcr>
- Digital Library Federation, Climate Justice group: <https://lists.clir.org/cgi-bin/wa?A0=DLF-CLIMATE-JUSTICE>
- Keeping History Above Water: <https://historyabovewater.org/about/>
- Historians for Future: <https://historiansforfuture.org/>
- Project ARCC (Archivists Responding to Climate Change): <https://projectarcc.org/>