MESSAGE FROM THE CHAIR

Jennifer Darragh

Happy fall everyone! Being a “mid-Atlantican” I am definitely looking forward to lower humidity, vivid colors, campfires, all things pumpkin, and the demise of biting insects (I am apparently their favorite food). That being said, I want to take a moment to look back on this past ALA Annual in Anaheim. We had a lovely ANSS 40th anniversary event at the House of Blues in Downtown Disney. We were fortunate to have partial sponsorship and a short visit of longtime ANSSer and outgoing ACRL president (now past-president) Joyce Ogburn. I want to thank everyone on the ANSS Membership and 2012 Program Planning Committee for their tireless work in putting this event together. Further along in this issue all of our committees and discussion groups provide a synopsis of what they discussed at Annual and what they are looking to do next. If you would like, all meeting minutes are posted in full on ANSSWeb: http://anssacrl.wordpress.com/minutes/.

In 2011 we sent out an electronic ANSS Membership Survey. While the response rate was not very high (only about 12% of current members), we have enacted some changes and are working on some new initiatives as a result of the feedback we received. For example, we know that many of our ANSS members are not able to regularly attend ALA meetings. However, we do have a good many members who would like to be more involved in committee work. As a result, we have created an ad-hoc ANSS Task Force on Cyber Participation where we are investigating the best possible options for both entirely virtual and hybrid meetings (virtual participants “attend” ANSS activities at Midwinter and Annual). I am a member of this committee, and we are diligently comparing and contrasting various tools and hope to have a solid suite of options with best practices and some instructions prior to Midwinter. It is completely possible, at some point in the future, that our Midwinter meetings could become entirely virtual (EBSS did that for Midwinter 2012).

Members were also very interested in hearing about what ANSS is doing and working on in-between conferences. While we do have the majority of our formal meetings in person, a LOT of work goes on year-round. With that being said, I thought it would be worthwhile that those not currently involved with committee
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Access cutting-edge information, discover new ideas, and engage in conversations with academic and research librarians from around the world at the ACRL 2013 conference to be held April 10-13, 2013, in Indianapolis.

- More than 300 carefully curated, thought-provoking sessions.
- Exchange ideas and discuss hot topics.
- Network with colleagues at receptions, breaks, and social events.
- Information on products and services from more than 200 exhibitors.
- Free access to more than 130 Virtual Conference sessions for one year.

Details are available online at www.acrl.org/acrlconference

work should hear what we’re doing, and they don’t need to wait until Annual to hear it (since many can’t go). So, as a formal effort to reach out to the membership, I hosted a “Getting to Know ANSS” conference call with our past chair, Terry Epperson, prior to the ALA Annual Conference. During this call ANSS members were able to ask us (and a few other committee chairs in attendance) a bit about what we are all about, working on, and looking for from member involvement. I will continue this effort, essentially a “Check-in with the Chairs,” prior to both Midwinter and ALA Annual to give ANSSers a taste of what’s going on and where they could get more involved. It is likely we will go with a computer-based platform going forward as it is easier to converse among a higher number of attendees.

Folks also expressed in the survey that they are interested in ANSS providing more professional development tools and resources. The Information Literacy Committee is working on putting together a repository of instruction materials and resources. In addition another ad hoc group, the Task Force for Toolkits, is reviewing and revising our subject librarian toolkits. Those being worked on first are (of course) Anthropology and Sociology, but we hope to add toolkits for Criminal Justice and other potential subject areas of interest to ANSS members. It will be a few years until we conduct a follow-up to this initial survey as we want to have the time to address all the pertinent issues raised in this first iteration, as well as allow our members time to take advantage of new resources.

Please note that committee appointments will open up again later this fall. If you are interested in joining a committee, you can always reach out to our Vice-Chair/Chair-Elect Pauline Manaka (she actually makes the appointment). To volunteer, you will need to fill out the volunteer form on the ACRL Website: http://anssacrl.wordpress.com/publications/volunteer-form/.

So, I’ll leave you with that for now. I hope you all have a productive fall. I look forward to speaking with some of you at our next “Check in with the Chairs” and seeing some of you at Midwinter in Seattle.

PRELIMINARY MIDWINTER MEETING SCHEDULE
2013 Seattle

**Friday, January 25**
ANSS Social 7:00-9:30pm

**Saturday, January 26**
Executive I 8:30-10:00am
Membership 8:30-10:00am
Soc. Lib. Discussion 10:30-11:30am
Subject & Bib. Access 10:30-11:30am
Cri. Just. Lib. Discussion 4:30-5:30pm

**Sunday, January 27**
Conf. Prgm. Planning (Las Vegas) 8:30-11:30am
Conf. Prgm. Planning (Chicago) 10:30-11:30am
liaison 1:00-2:30pm
Anthro. Lib. Discussion 4:30-5:30pm

**Monday, January 28**
Review & Planning 8:30-10:30am
Executive II 10:30-11:30am

**Virtual**
See ANSSWeb for date and time
Publications
Resource Review & Bib.
UPCOMING ANSS OFFICER ELECTION INFORMATION

This spring ANSS members will elect officers to three Executive Committee positions: Vice Chair/Chair-Elect, Secretary, and Member-at-Large. The position of Vice Chair is for three years (Vice Chair, Chair, Past-Chair); Secretary and Member-at-Large are two-year positions. Details on the duties of each can be found in the Manual for Officers, Chairs and Committee Members (http://anssacrl.wordpress.com/committees/manual/).

The Nominating Committee has compiled a slate of two candidates for each position. Note that the order in which candidates appear on the ballot and here in Currents is not alphabetical, but was decided by random draw, as per ACRL policy.

ANSS elections are conducted by ALA, and will appear on the ballot that includes open positions on ALA, ACRL and Sections. Electronic ballots will open March 19, 2013, and close April 26, 2013. For those requiring paper ballots, they will be mailed March 21, 2013. (The need for a paper ballot should be indicated in your ALA account preferences.)

Thank you to our wonderful slate of candidates, who are so generously volunteering their time and effort for these important roles!

CANDIDATE STATEMENTS

VICE CHAIR/CHAIR ELECT

Erin Gratz
University of La Verne

ANSS has become my home base for professional development and networking. I’ve had the opportunity to participate on a variety of committees, plan a program, serve as ANSS Secretary and Publications co-chair, as well as act as the section’s webmistress. ANSS is a crucial section for so many of us; with discussions and resources that hone our skills as vibrant subject liaisons and the chance to participate in an active and integral community of practice. It is unique to be able to discuss the ins and outs of librarianship in conjunction with a disciplinary lens. While our section and the work we do will continue to evolve and change, maintaining and continuing our focus on anthropology/sociology/criminology, information literacy, bibliographic access, and collection issues is crucial.

The last couple years ANSS has begun a shift towards more virtual and hybrid participation. My hope is that the section will continue to enhance and support increased cyber participation. Between the tough economic times and our ever-busy schedules we need flexibility on how we can participate and be active members from any location.

In the role of Vice-Chair/Chair Elect and Chair, I intend to advocate for ANSS within ACRL in regards to the importance of communities of practice, as well as work with ANSS committees to continue the valuable work being done by the members of the section.

Helen Clements
Oklahoma State University

I joined ANSS in about 2006, and have participated in several committees, including Resource Review and Bibliography, the old Liaison Committee, Publications, and most recently Membership. I’m currently a Member-at-Large and therefore co-chair of the Membership Committee. My colleagues in ANSS inspire me. I will continue to uphold and seek to strengthen our mission as a vital section of ACRL.

As we face our professional challenges with hope and determination, ANSS members are adapting to the changing information needs of our patrons and ourselves. We renew and expand our awareness of information sources as the span of our work...
assignments broadens. We remember that our strength comes from the breadth of our knowledge of the social sciences, and from sharing our knowledge widely. We use our knowledge to combat the ignorance and fear that can hinder the exercise of citizenship and stifle respect for the rights of others.

We advocate for open access to information, while thinking constructively about the choices we must make when faced with budget restrictions. We welcome new members and we support each other’s professional growth. While we appreciate the value of face-to-face contact with fellow professionals, we adopt new methods of communication to increase the cost-effectiveness of our organization and of ACRL as a whole. I hope that we will increase our outreach to others, especially members of other ACRL sections in the social sciences and humanities, to reinforce our mutual interests and increase our respective memberships.

SECRETARY

Carolyn McCallum
Wake Forest University

My introduction to ANSS took place at ALA Annual 2008 where I attended both an informative session on information literacy standards for anthropology and sociology students as well as the anthropology librarians’ discussion group. Since then, the knowledge, insights, and camaraderie gained from fellow members have been invaluable to me personally and professionally in my role as liaison to the Anthropology Department at Wake Forest University. I have contributed to the organization by serving on the Subject and Bibliographic Access Committee as a member and currently as co-chair.

Attention to detail and accuracy in description, two skills I utilize daily and have honed in my 17 years of experience as a cataloger, complement the position of Secretary. If elected, I will utilize my skills to benefit and contribute to the organization’s mission and future endeavors.

Katie Elson Anderson
Rutgers

My time as a member of ANSS has been an incredibly positive experience, both personally and professionally. I am pleased to be working with a strong community of professionals and happy to have found such a welcoming and inspiring group. As the co-chair of the ANSS Conference Program Planning Committee- Chicago 2013, my co-chair and I have used new technologies to make virtual meetings and document creation and sharing as productive and streamlined as possible for all participants. My interest in new technologies has led to my membership on the ANSS Task Force on Cyber Participation and I look forward to the use of these technologies to provide for increased opportunities for virtual participation and inclusion.

Serving on the ANSS Liaison Committee allows me to see our outreach and promotion in action, as we support strong relationships between our organization and professional organizations in sociology, anthropology and criminal justice. I look forward to the opportunity to serve as Secretary, and, if elected, will create and maintain the records and correspondence of ANSS while also embracing outreach and opportunity through communication and technology.

MEMBER-AT-LARGE

Anne Larrivee
Binghamton University

As a member of ANSS and a subject librarian for anthropology, I have witnessed the enriching benefits of the ANSS section of ACRL. Being a member of ANSS, I have gained a network of peers and opportunities to grow. Serving as the co-chair of the 2013 ALA Annual Program Planning Committee I have developed organizational skills, and as a member of the ANSS Liaison Committee, my understanding of ANSS values have grown. I believe the ANSS section provides a valuable community of like-minded individuals interested in promoting information about anthropology, sociology, and criminal justice. If selected to serve as Member-at-Large, I would like to
continue to promote these ongoing opportunities for professional growth and encourage new membership.

**Rui Wang**
*Central Michigan University*

ANSS has been a home for anthropology and sociology librarians. The section has provided not only resources but also opportunities for professional growth and networking for librarians across institutions. During my almost ten years of ANSS membership, I have enjoyed serving on the Bibliography Committee, Ad hoc Committee of Assessment of Library Collections and Services, and the Sociology Discussion Group. I have not only gained experience in reviews of resources and engaging in ANSS issues, but I have also met and learned from many intelligent and dedicated ANSS members from other institutions. As part of ACRL leadership, ANSS has been a front-runner in many initiatives of subject librarianship. Nowadays, social sciences librarianship is facing more new challenges along with the transformation of academic libraries. My goal to join ANSS leadership is to develop more opportunities for our ANSS members to go on a vibrant expedition.

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**COMMITTEE REPORTS**

**CONFERENCE PROGRAM PLANNING COMMITTEE – 2013, CHICAGO**
*Katie Elson Anderson and Anne Larrivee, Co-Chairs*

In June, ACRL informed the 2013 ANSS Conference Planning Committee that our proposal, Studying Ourselves: Libraries and the User Experience, has been accepted for the 2013 ALA Conference in Chicago. This program, co-sponsored with the University Libraries Section (ULS), will discuss applications of traditional sociological and anthropological research methods to the study of libraries, librarians and library use. As our committee moves forward, we will contact relevant anthropologists, sociologists, and librarians, who can share their insight about what has been learned from previous library ethnographic studies, new studies being conducted, and what these studies mean for future library trends.

Our committee is honored to be one of the few committees to receive funding for this upcoming Annual Conference. The success of the proposal is due to a strong team effort, the sharing powers of Google Docs, and the communicating assistance of Google Hangouts. As a committee, we discussed using similar strategies in the future and adhering closely to the ACRL Conference Planning Timeline. Our next steps include submitting our plans to fundraise, final identification of speakers, and wrapping up last minute details. If you have any suggestions for speakers, please contact one of the committee members. We look forward to seeing everyone next summer.

**INSTRUCTION AND INFORMATION LITERACY COMMITTEE**
*Juliann Couture, Chair*

The Instruction and Information Literacy Committee met in Anaheim to discuss the future agenda of the committee and
its leadership during a transitional stage. It was decided that Juliann Couture would remain on the committee for one more year and serve as co-chair. The committee is in the process of selecting another co-chair for a two-year term.

Our discussion covered the history of the committee in creating the standards and the concept of the Repository of Teaching and Assessment Materials. The committee is exploring alternative locations to house the repository and remains committed to providing a peer-reviewed repository of teaching materials.

The committee will continue to produce articles on different aspects of information literacy for ANSS Currents. A feature on data literacy was published in the Spring 2012 issue of Currents. Please contact Juliann Couture (jcouture@asu.edu) with any ideas or suggestions you have for articles or ways the committee can support members in the application of the information literacy standards.

**LIAISON COMMITTEE**

**Sally Willson Weimer and Marilia Antunez, Co-Chairs**

The Liaison Committee met at ALA Annual Conference, Anaheim, CA on June 23, 2012. Katie Anderson, Marilia Antunez, Anne Larrivee, and Sally Willson Weimer attended the annual meeting. ANSS and the ACRL Liaison Assembly Committee are pleased to announce the names of our two new ACRL Liaisons. This liaison position is a two-year term appointment and liaisons are responsible for enhancing communication, outreach, and education between the professional/scholarly organization and ACRL. ACRL Liaisons also become members of the ACRL Liaisons Assembly Committee and attend the ANSS Executive Board meetings. Congratulations to Mandy and Juliann!

- Amanda (Mandy) Swygart-Hobaugh is the new ACRL Liaison to the American Sociological Association (ASA). Mandy works at Georgia State University Library.
- Juliann Couture is the new ACRL Liaison to the American Anthropological Association (AAA). Juliann works at the Arizona State University Library.

We look forward to working with Mandy and Juliann to enhance their participation and collaboration with their respective scholarly/professional organizations. We would like to thank Terry Epperson and Jennifer Darragh, ANSS Chair and Vice Chair, respectively, for their help in making these very important appointments possible with ACRL. We also welcome incoming member Spencer Acadia.

Katie Anderson, member of the ANSS Liaison Coordinating Committee updated the ANSS Executive Committee Recruitment Plan template for each liaison organization. The template is available at [https://docs.google.com/document/d/1TSsUI7URuomyv5pxBXlkLjVtSKISITVe6W_WakQkI3aU/edit](https://docs.google.com/document/d/1TSsUI7URuomyv5pxBXlkLjVtSKISITVe6W_WakQkI3aU/edit). Additionally, the ANSS Liaison Committee agreed to recommend the Academy of Criminal Justice Sciences (ACJS) as a third liaison organization/association to the ANSS Executive Board for consideration.

**Special Feature from the Liaison Committee – Conference Report**

*Submitted by Sally Willson Weimer and Pauline D. Manaka*

**American Sociological Association 2012 Annual Meeting**

Conference Theme: Real Utopias: Emancipatory Projects, Institutional Designs, Possible Futures.
August 17 -24, 2012  
Denver, Colorado Convention Center

Sally Willson Weimer, UCSB, and Pauline Manaka, UCI, continued to participate in a section outreach initiative and attended the American Sociological Association (ASA) Annual Meeting in Denver, Colorado. They attended selected meetings of the ASA Section on Teaching and Learning in Sociology. Sessions included authors of books who discussed their works, specifically the book *The Engaged Sociologist: Connecting the Classroom to the Community*, authored by Kathleen Odell Korgen & Jonathan M. White, 2011, as well as *Social Problems: A Service Learning Approach* by Corey Dolgon and Chis Baker.

In addition, Nancy Greenwood presented the Hans O. Mauksch award lecture focusing on how to serve the discipline: teaching Introduction to Sociology especially as the first contact for beginning sociology majors. She re-stated the question, “is there alignment between course learning objectives and disciplinary standards?” As librarians, it was rejuvenating for us to hear that there is a role that an introductory sociology course plays in the recruitment and retention of sociology majors in the university. We could clearly identify the place to promote information literacy. In addition, we also reconnected with a teaching colleague, Ed Kain, who has been an active supporter of the ANSS information literacy standards and collaborations between ASA and ANSS for several years. It was important to experience the ongoing discussions regarding the use and applications of the ANSS Information literacy standards, especially with members of the ASA Section on Teaching and Learning in Sociology.

There are more ways to contribute by ANSSers, including offering program proposals, workshops, or round table discussions as cross-curriculum initiatives to the ASA Teaching and Learning section leadership, when the calls are made. The conference is an opportunity to experience new developments. This year there was focus on qualitative and quantitative literacy, new assessment techniques, and more. There are project ideas that have come up from people like Mandy Swygart-Hobaugh, the new ACRL/ANSS Liaison to ASA. At these sessions, Sally and Pauline identified themselves as partners to expand ANSS, ACRL & ASA outreach opportunities.

We attended a discussion on TRAILS, the ASA Teaching Resources and Innovations Library for Sociology (http://trails.asanet.org) which we had reviewed in the ANSS Currents Spring 2011 issue. Also, Diane Pike has been appointed as the new editor of TRAILS and she will be overseeing a large group of area editors who receive and review the instructional materials for format and acceptance. She will be working with Margaret Weigers Vitullo, ASA Academic and Professional Affairs Program Officer.

The 2013 ASA annual meeting theme is “Interrogating Inequality.” The conference will be in New York City, on August 10-13, 2013. We look forward to attending and continuing this outreach and sharing between ACRL/ANSS and the ASA sections.

**Membership Committee**

**Helen Clements and Miriam Rigby, Co-Chairs**

Our members are Ellen Keith, Jenny Bowers, Erin Gratz, and Helen Clements and Miriam Rigby are co-chairs. You’ve probably seen us around other ANSS committees as well. We’d like to bid a fond “see you soon!” to our outgoing co-chair, Annie Paprocki. Annie has been working for the U.N. for about a year, and she will be adding motherhood to her career.

We had a wonderful year that included successful Socials at Dallas and Anaheim, and we’re looking forward to returning to Seattle for the Midwinter meeting. Co-chair Miriam Rigby has already made plans. Look for a “Save the
Date” in plenty of time for Midwinter! It looks like most of us will be able to make the meeting, so we’re planning to hold a hybrid meeting with one or two members attending virtually.

Please see Jen Darragh’s “Message from the Chair” for information about the 2011 membership survey. We’ll be planning to take another membership survey next year. We’ll invite other section committees, probably before Midwinter, to add questions that they think will help their work.

Each year, the Membership Committee submits a statistical report of our activities to ACRL. Some of this year’s highlights were the success of the colorful ANSS website (packed with information that’s easy to find), and the fact that (as of June) we had already been “Liked” over 130 times on Facebook. We also sent emails to contact new and reinstated members—all 113 of them.

Speaking of membership, ANSS is like all of ACRL in that our membership has been dropping. We’re hoping to reverse that trend, and we have several ways to do so. As incoming ANSS Chair, Jen Darragh organized a “Getting to Know ANSS” virtual orientation meeting that was held before Annual in June, which we’re planning to repeat. We will also be recruiting Ambassadors for Midwinter, next year’s ACRL conference, and ALA Annual. ANSS Ambassadors can be anyone who’s been a member for a while. Volunteers meet with people who are interested in ANSS (or are new members), escort them to the Socials, and perhaps meet with them at other points during the conferences. If you’ve been around our section for a while, you’ll recognize this as the old Buddy program.

Expect notices on ANSS-L about the Social, and think about being an Ambassador for a newer librarian at one or all of the upcoming meetings.

**PUBLICATIONS COMMITTEE**

**Erin Gratz and Hailey Mooney, Co-Chairs**

This year the Publications Committee is experiencing a changing of the guard. Hailey Mooney is the new *Currents* editor, with Kathleen Pickens-French as the assistant editor, beginning with the Fall 2012 issue. Jenny Bowers has rotated off as the Publications committee co-chair, and Hailey Mooney has stepped into the co-chair position. Thank you to Lesley Brown and Jenny Bowers for their work and dedication to *Currents* over the past four years.

The logo project continues to progress. The ANSS Executive Committee has seen the top 3 logo choices and Publications sent forward these logos to the ANSS membership for a vote. This issue of *Currents* debuts the new logo and a new newsletter format. Our next step is to add the logo across the ANSS virtual and print publications.

Thank you to all the ANSS members who voted to select the new ANSS logo. This logo received 49% of the votes out of the 3 options. A huge thank you to Dawn Mueller at ALA who created many pieces of artwork throughout this process for Publications to consider, and Jenny Bowers, past Publications co-chair, who led the way for the majority of the logo project.
The ANSS Facebook page currently has 134 “Likes.” Do you have ideas for posts? Or recent publications or projects you would like to share with ANSS? If so, contact Erin Gratz (egratz@laverne.edu).

**RESOURCE REVIEW AND BIBLIOGRAPHY COMMITTEE**

**Sue McFadden, Chair**

Committee members discussed choices of material to review for the upcoming issues of *Currents*. It was decided to work on an anthropology resource first, and probably take up a criminal justice/criminology tool for the spring. We are considering using a comparative approach that focuses on two or more resources, since this may be more helpful for selection. Look for an anthropology focused review by McFadden and Clements of *Bibliography of Native North America* and *Native American Archives* in this issue of *Currents*.

The committee discussed several possible criminology resources, including possibly comparing ProQuest (*ProQuest Criminal Justice*) and EBSCO (*Criminal Justice Abstracts*) offerings. Among other resources mentioned was the *National Criminal Justice Reference Service* (https://www.ncjrs.gov/). A crime resource at SUNY was also mentioned, as was the wealth of K-12 information on government websites. Other possibilities suggested by Beth Sheehan included some of the streaming video databases (such as those published by Alexander Street); however, *Ethnographic Video Online* has been reviewed by a committee member within the last few years. Beth is interested in writing an article for the Spring issue of *Currents*. The committee discussed using a document-sharing medium such as Google+ to allow easier collaboration in the review process.

Members also discussed working on the three existing bibliographies (for general social science, anthropology, and sociology). We may use Google+ for this effort. Clements will put out a call on ANSS-L for ANSS members to contribute. A couple of ANSS members have made efforts or have noted their intention to work on the revision.

**REVIEW AND PLANNING COMMITTEE**

**Jennifer Nason Davis, Chair**

The Review and Planning (R&P) Committee mainly worked on procedures and guidelines for the selection of ANSS liaisons. The application process itself and evaluation of candidates will be conducted by the Liaison Committee.

Other topics of discussion included follow-up to the Membership Survey, the ALA Emerging Leaders Program, and the Rapid Assessment Collections Tool. ANSS committee and discussion group chairs are reminded to send in their minutes not only to the ANSS Chair and our ACRL Liaison (Megan Griffin), but also to the ANSS Webmaster, for posting on the ANSS website. Updates needed to the Manual for Officers, Chairs and Committee Members were also reviewed.

**SUBJECT AND BIBLIOGRAPHIC ACCESS COMMITTEE**

**Carolyn McCallum and Wade Kotter, Co-Chairs**

In lieu of meeting at ALA Annual, the Subject and Bibliographic Access Committee (SBAC) held its first virtual meeting utilizing WebEx software. Cataloging question and answer topics for the latter half of 2012 were approved. Forthcoming topics include: Functional Requirements for Bibliographic Records (FRBR) and its effect on cataloging, establishment of authorized forms of authors names, Resource Description and Access (RDA) update, and subject headings for traditional justice, social status, and social power.
The publication frequency of new lists of Library of Congress subject headings has gone from weekly to monthly. This change began in winter/spring of 2012. Postings of new subject headings will continue on ANSSWeb.

Further options for outreach to the greater ANSS community regarding cataloging were discussed. Cataloging ANSSWeb is something we hope to do in the near future.

SBAC members discussed the pros and cons of holding virtual meetings. All agreed that virtual meetings can be useful for conducting routine business and in special situations, including when a large number of members cannot be present or when an extra meeting is required between ALA conferences. The members also agreed that in-person meetings hold more value in terms of robust give-and-take of ideas and spontaneity, both in terms of intellectual discourse and attendance. It is difficult for an interested ALA/ACRL member to sit in on a meeting when we meet virtually. Ideally, we will eventually be able to hold hybrid in-person and virtual meetings to encourage broader participation.

ANTHROPOLOGY LIBRARIANS DISCUSSION GROUP

Bonnie Ryan and Christina Smith, Co-Conveners

The Anthropology Librarians Discussion Group meeting was a working, hands-on session focused on developing an Anthropology Librarians Tool Kit, using ALA Connect. ALA Connect is a good tool for this because it is easy to log in and edit content. The Anthropology Librarians Tool Kit is available on ALA Connect at http://connect.ala.org/node/173710.

Background: In 2007, Stephen Fowlkes presented a similar document for sociology and the document we are working on is based on this with updated language and additional resources. EBSS has a Social Work Selector’s Toolbox, which, while somewhat outdated, does list book review sources, key publishers in the discipline, etc.

The first iteration of the Anthropology Librarians Tool Kit has a cultural/social focus based on the subject specialties of the librarians who started working on it. We would like to include more on primates, medical anthropology and archaeology. Business anthropology, applied anthropology, folklore, and linguistic anthropology have also been considered, although it is also possible that some of these sub-disciplines may become spin-off Tool Kits.

Some of the content suggested or added by Miriam Rigby (incoming co-convener) and Christina Smith (co-convener) includes:

- Streaming video and other media resources. We explored the EVIA Digital Archive of ethnographic field video (http://www.eviada.org/)
- Core publishers in the U.S. and worldwide for anthropology
- More collection-building tools input
- Oxford Bibliographies (http://www.oxfordbibliographies.com/obo/page/anthropology)
- Links to useful print sources such as the Sudden Selectors Guides from ALCTS
- Miriam Rigby has a section on primates in a LibGuide, which she can add
- Links to additional existing libguides. Several are already listed on the ANSS website so we can link to those.
- Key associations
- Section on social media links (e.g., Mendeley, http://www.mendeley.com/), blogs (e.g, Savage Minds, http://savageminds.org/), twitter feeds, and Facebook
- Institutional repositories (e.g., University of Michigan’s Deep Blue, http://deepblue.lib.umich.edu/subject-list)
- Archives (e.g., the National Anthropological Archives, http://www.nmnh.si.edu/naa/)
- Grey literature

We recommended that an ad hoc committee be created to continue work on the Web site. We could also put out a call to ANSS for those who would like to edit it and we could encourage crowd sourcing. We could encourage anyone on ANSS to edit the tool kit (once again, go to http://connect.ala.org/node/173710) and have the ad hoc committee take on an overview role. Christina Smith brought this to the ANSS Executive Committee and an ad hoc task force for the tool kits was established, with Christina Smith as chair. The charge of the task force is to create and edit electronic tool kits, to aide newly appointed librarians in subjects of interest to ANSS. We would eventually like a link from ANSSWeb when we have a more solid document. Perhaps this could be listed under Resources for Librarians and Information Specialists, or as a separate category under Publications.

**Topics for Midwinter and Annual Conference 2013**

Linguistics/Linguistic anthropology was initially proposed as a possible topic for 2013 Midwinter. This topic was last addressed by ANSS member Anna L. DeMiller in a 1998 Annual Conference discussion based on her book *Linguistics: A Guide to the Reference Literature*. Given that the University of Chicago’s Linguistics Department is the oldest in the United States, we will likely hold this topic for the Annual Conference meeting in Chicago in June 2013. For Midwinter 2013, Miriam Rigby has subsequently made inquiries in the Pacific Northwest on the topic of digital anthropology.

**Criminology/Criminal Justice Librarians Discussion Group**

*Sally Wilson Weimer and Linda Fowler, Co-Conveners*

*Report by Rui Wang*

In Anaheim, Wil Weston presented “Current Opportunities and Challenges in Criminal Justice and Criminology Collections Development in Academic Libraries.” He began his presentation with an introduction of elements of criminal justice collection development which are grouped into the core and new subject areas of criminal justice and user community. Wil then detailed criminal justice disciplines/programs and users at San Diego State University (SDSU). The users come from the undergraduate and Master Programs in the School of Public Affairs and the graduate program in Homeland Security, with new emphasis on border security, human and drug trafficking, and Internet crime. SDSU faculty have a variety of research interests, and the main body of students are non-traditional.

Wil discussed the challenges that faculty and students are facing, such as the increased e-book collections across institutions that restrict access to collections, slow interlibrary loan, and the needs and characteristics of non-traditional students. The challenges for subject librarians are having less money for monographs, journal cancellations, and having to select title by title because of approval plans that evaporated.
He suggested that the subject specialists in criminal justice need to know the holistic nature, determine the scope, and fill in the gaps of their collection. He also addressed focusing on information literacy, assisting and guiding student research from methodology classes or intro/orientation classes, embedding in classes and departments (e.g., office hours in the department), and having users take a more active role in patron-driven acquisitions.

During Wil’s presentation, the audience engaged in several conversations with Wil and each other including discussion of evidence-based collection development, dealing with non-traditional students, and reaching out to faculty and students.

**SOCIOLOGY LIBRARIANS DISCUSSION GROUP**
Miriam Rigby and Pauline Manaka, Co-Conveners

As part of the “40th Anniversary of ANSS” theme of ALA 2012, the Sociology Discussion Group pooled efforts with the Anthropology Discussion Group to work on Librarian Toolkits for sociology and anthropology. During the Sociology Discussion Group’s Sunday afternoon timeslot, the focus was primarily on building and editing the Sociology Librarians’ Toolkit. Ideas and momentum certainly carried over from the Anthropology Discussion Group, and aided by a laptop, projector, and Terry Epperson’s wifi-hotspot, a significant amount of progress was made. The toolkit can be viewed and edited by all interested parties on ALA Connect at [http://connect.ala.org/node/173714](http://connect.ala.org/node/173714). During the ANSS Executive Meeting, a taskforce was created to lead the ongoing creation of this toolkit.

Pauline Manaka and Miriam Rigby are rotating off as co-convenors as of July 1, 2012, with Rui Wang and Jeff Lacy filling the void as the new co-convenors. We’re excited to see where they will lead us over the next two years. Rui was already proposing a well thought-out potential topic for the next Sociology Discussion Group meeting at ALA Midwinter in Seattle: Assessment and its link to Student Learning Outcomes. The group discussed this topic’s viability and proposed adding the incorporation of Sociology Information Literacy Standards into bibliographic instruction, and inviting local Seattle experts to talk about practical teaching tips. Additional topic ideas are always welcome, and we encourage you to discuss them over the anss-l@ala.org listserv.

**Contribute to the Tool Kits!**

In celebration of ANSS's 40th anniversary, the Sociology and Anthropology Discussion Groups are teaming up to create and update our Librarian Tool Kits for both subject areas. These are working documents, and we want to crowd-source their creation.

- Anthropology Librarians Tool Kit ([http://connect.ala.org/node/173710](http://connect.ala.org/node/173710))
- Sociology Librarians Tool Kit ([http://connect.ala.org/node/173714](http://connect.ala.org/node/173714))
ANSS Celebrates 40 Years at ALA Annual

Terry Epperson

It was an absolutely glorious evening in “The Happiest Place on Earth,” surrounded by interesting friends and colleagues. The bar was hopping, the food was excellent, and we were treated to fine jazz paid for by the vendor reception upstairs. On Sunday, June 24, 2012 some two dozen ANSS silverbacks, newbies, and fellow travelers gathered at the House of Blues in Downtown Disney to celebrate our 40th anniversary. The Anthropology Section (ANS) was granted full section status within ACRL in 1972 “to henceforth represent specialists in anthropology and related fields, and to act for ACRL, in cooperation with other professional groups, in those areas of library service that require knowledge of those fields.”

There are many folks who made this celebration possible under sometimes trying circumstances. We were challenged by the fact that our 2012 program proposal had not been funded and we had no corporate sponsorship; therefore, a measure of creativity was called for. The Super Committee (comprised of Membership and Program Planning, plus a few local hangers-on) had many fine ideas, but nothing was falling in place. In the end a few individuals, notably Membership Committee co-chairs Helen Clements and Annie Paprocki, stepped forward and saved the day. They worked closely with Megan Griffin (ACRL Program Officer) to make the reservation and ticketing logistics possible. Without Megan’s close and constant assistance, we would have never pulled it off, and we were sorry she was unable to join us. Lis Chabot, our ACRL Board Liaison, has been a steadfast advocate and supporter of ANSS, and Joyce Ogburn (ANSS Chair 1997-1998 and ACRL President 2011-2012) provided a substantial donation in support of the celebration. Although the ACRL President isn’t supposed to have favorites, I know she will always hold a place in her heart for her section-of-origin. We were delighted that both Lis and Joyce could make cameo appearances at the party.

So, let’s raise an ANSS toast to 40 years of excellence and start thinking about how we’re going to top this when we hit the half-century mark.
ADAM BEAUCHAMP
Interviewed by Kathleen Pickens-French

Passionate. Committed. Undeterred. Those are the three words that keep popping into my mind as I try to write a member profile that even remotely describes Adam Beauchamp. For someone who has only been a practicing librarian for a little bit over a year, Adam encompasses the ideals that drove many of us to the profession…even if we didn’t realize it at the time.

A native of Buffalo, New York, Adam migrated to the south as a graduate student to study history at Tulane University in New Orleans. Having originally studied education as an undergraduate at Niagara University in Niagara Falls, NY, he became fascinated with Latin American history, and wanted to combine this with his desire to teach. Since Latin America isn’t a prominent part of high school curricula, he decided to pursue a PhD in history and become a professor. Once in New Orleans, crawfish, music festivals, and the “laissez les bons temps rouler” way of life grabbed a grip in Adam’s soul and swayed him to the southern side.

Adam enjoyed his time as a graduate student, but when Hurricane Katrina struck in August 2005, and Tulane was forced to close for the fall semester, he, like many Louisianians, was forced to adapt. The disruption in his studies contributed to serious thought about his current career path, and he started to have doubts. When Tulane reopened in spring 2006, he taught an Introduction to Latin American History class and enjoyed the rewards of teaching, but didn’t feel confident that a professorial career was still his calling. He looked for other opportunities to have a positive impact on students—paths that weren’t necessarily the standard tenured-professor route.

How many of us have been at that crossroads? Do you keep doing what you thought you were supposed to do, or do you try to find something that fulfills both the dream you had of life and the actual life you live? Adam found a temporary answer by working in the Academic Advising Center at Tulane. There, he had an impact in students’ lives by being part of the process—by offering them tips for success, working with them one-on-one to find their own way, and by giving them tips for how to succeed in their chosen career. But, during those five years in advising, Adam felt like he could still do more. It just wasn’t enough.

This is what makes Adam stand out: he’s never settled for the comforts of knowing his current position or benefits—he strives to fulfill both his potential and the potential of the students with whom he interacts. Although he could have comfortably remained in advising, he wanted opportunities to be more involved in student learning. We have Adam’s faculty advisor in history to thank for his voyage into librarianship. After several conversations with her about possible career paths, including a brief flirtation with resuming the PhD program, she suggested he pursue an MLIS. With an MLIS, he could have the connection to students that he craved, the capacity to teach in a classroom setting, and the freedom to grow in multiple disciplines. The School of Library and Information Sciences at Louisiana State University offers online and distance learning courses, thereby enabling him to continue working as an advisor in New Orleans while “virtually” taking classes part-time in Baton Rouge.

He earned his MLIS degree, but took his time looking
for a job in the field. An important thing to understand about Adam is that he LOVES New Orleans! He’s not leaving anytime soon. Although he’s been at Tulane for nine years; three as a graduate student in history and five in academic advising; Adam didn’t begin his current role as Research & Instruction Librarian for the Social Sciences until September of 2011. In that role, he is responsible for instruction, online resource guides, in person and remote reference assistance, and contributing to collection development for materials in anthropology.

What is the drive behind Adam’s responsibilities? It would have to be his commitment to making connections to both students and faculty. As a librarian, he still takes advantage of the opportunity to connect with and guide students. Moreover, he takes advantage (in a good way) of the opportunity to connect with faculty on a peer-to-peer basis. While it took a little bit of adjustment to get used to calling professors by their first names—especially ones that he had for teachers—Adam recognizes the importance of establishing a collegial relationship with faculty that puts the librarian on equal ground.

Boldly, but with respect, Adam provides us all with an example of how to ingratiate our services without demeaning our worth. It begins by establishing value. What benefit does your faculty receive by becoming a cohort with you, as a librarian? It may be as simple as demonstrating the impact a library instruction session can have on the resources the professor’s students retrieve for their research assignment. But, Adam didn’t stop there. Adam took all of his commitment toward student success and his understanding of how research needs evolve throughout college to devise a strategic plan of action that would both meet students’ needs AND exceed faculty expectations.

Quite simply, the needs of a first year student are different than those of a third year student. Yet, many faculty presume that their students are ready to conduct advanced research because they (maybe) had one library instruction session for an English Composition type class earlier in their academic careers. With less than a year under his academic belt, Adam has already initiated a pilot program for scaffolding the student learning experience—a program that I would love to discuss in more detail here, but you’ll have to look at his article in this issue for more details.

Adam also embraces the type of collaboration with other library staff that is integral to our success. Tulane University has a renowned PhD program in anthropology, which both boosts his responsibilities and makes expenditures more justifiable. He works closely with his Bibliographer for Social Sciences to ensure that the collection meets both current and anticipated needs. He’s been diligent about overhauling the LibGuides related to the Social Sciences, while also making sure that they are student-focused.

Not one to shy away from partnerships, Adam has already become active in the ANSS Instruction and Information Literacy Committee and is looking forward to learning more from other subject librarians. He’s hoping to insert his passion for instruction into ANSS, and into ACRL overall. I have no doubt that he will succeed.
Pauline D. Manaka

Interviewed by Miriam Rigby

Pauline’s passionate nature has a broad reach, from politics to student learning. An overarching theme in her work is to make sure that her approach pairs well with its context; she loves to learn and test new techniques in the context of their importance to the library users’ needs and other perspectives before jumping blindly to apply some of the latest technology or ideas. She credits her attitudes towards library science, broader educational concerns, and long term involvement in ANSS, as stemming from a number of excellent mentors over the years.

In her current role at University of California-Irvine (UCI) as the Research Librarian for Anthropology and Sociology, one of these influential mentors has been Steve MacLeod, co-founder of the ANSS Currents and former ANSS chair. Steve, who had previously worked as an Anthropology Bibliographer at Stanford University, was the Head of Reference when Pauline was hired at UCI in 1989. He guided her towards ANSS and she’s never regretted it—having picked up numerous friends, colleagues, and mentors over the years.

Well before she met Steve and discovered ANSS however, Pauline had other strong role models in libraries and politics influencing her career path. She grew up in South Africa during the Apartheid era. Her father worked hard as a self-made mechanic who fixed things for a living. It was her dad’s brother who truly inspired Pauline’s library career. This uncle was the head of a Black South African academic library at Turfloop University, a fairly rare position of prestige. Further, he regularly travelled abroad to attend IFLA conferences, thus crossing boundaries that Pauline hadn’t known Africans could. When Pauline graduated from high school, she decided to study a library science degree, the bachelor of bibliography (B.bibl).

Due to segregation, Pauline could only attend a black university, the University of Fort Hare in the Cape, South Africa. Historically, Fort Hare was unique; earlier, it was the only university that admitted both black and white students. It had been integrated upon its founding before the Dutch took over with Bantu Education. Many great leaders, like Nelson Mandela, attended this university. Pauline and her generation absorbed the atmosphere and became involved in demanding their civil rights against Apartheid.

During her studies from 1970 through 1976, there were a number of student strikes interrupting her career as an undergrad. But throughout, her father was intent upon her completion and her uncle was highly supportive of her career aspirations. In 1974, when she and others were expelled due to another strike, she was lucky to work at the Roberts Construction Library with an English librarian named Brenda Wire. Ms. Wire was impressed by an African student interested in librarianship and served as a strong mentor.

It was with President Jimmy Carter’s Human Rights policy that South Africa first opened Fulbright Awards to black students. In 1976, Pauline became one of the first black students from South Africa to receive a Fulbright to study Library Science for her MLS in the United States. Given the choice of attending graduate schools in Michigan, New York, or Atlanta, she chose Atlanta because of some familiarity with African American musical artists—such as Gladys Knight & the Pips and Aretha Franklin—as well as the historically black universities like Spelman College.
Studying at Atlanta University, Pauline earned her Library Science, M.L.S.L (1978) and an MA in Political Science (1982). She pursued a PhD in Political Science, studying US foreign policy with South Africa, but stopped with an ABD to pursue her career in librarianship. By this time she was a U.S. permanent resident, and later on with the pressures of being a mom she abandoned trying to complete writing the dissertation. After attending a conference in Northern California and viewing some of its landscape similarity with South Africa, Pauline was determined to move. She took a job at California State University, Hayward in 1988. In 1989, she moved to University of California, Irvine where she was in a position that utilized her academic interests and knowledge, serving as a bibliographer and research librarian.

She was hired to work with a vibrant anthropology department, and later served the UCI Sociology department that she saw form. It was Steve’s mentorship and her own passion for learning which thoroughly drove her work within the departments and the disciplines. Not only did he help her immerse herself in the world views of anthropology, but he also introduced her to ANSS, where she met librarians like Janet Sykes (another Currents co-founder), Joyce Ogburn (our ACRL Chair), and others. Each of these people influenced her understanding of the discipline. Over the years, the library has added other disciplines like Women Studies and Demography to her work; she continues to learn from professional associations and seeks to mentor others.

Working with graduate students is one of her favorite activities. She can relate to them due to her own graduate education, and each year she gets to meet new students, develop relationships, and learn more about the research in these fields. She has been forced to learn and appreciate statistics, field methodologies, working with quantitative and qualitative data, all of which she loves. It is here that library technologies are most appreciated by her; their uses and challenges are critical, she believes.

Approaching each student’s research need from their own assignment and/or discipline’s methodologies and theoretical base is a key tactic that Pauline uses when teaching library resources. She especially enjoys demonstrating reference sources to students and using their own field’s methods—something that is often overlooked. Pauline feels that ANSS’s involvement with organizations such as American Anthropological Association and American Sociological Association are vitally important; our library services must grow with the disciplines that use the knowledge we provide access to. Pauline thinks that “information competencies” may be a better concept than information literacy, when it comes to promoting the idea among academics. She is determined to continue working with students and faculty to create tools so that at the minimum, universities graduate students will know the differences between books, websites, journals, and also understand any citation.

Pauline is a strong advocate of promoting the importance of library instruction and information literacy on campuses. Last year, she served as chair of Lifelong Information Literacy (LILi), a group that looks at information literacy from K-21 (https://sites.google.com/site/lifelonginformationliteracy/). She is now past chair if the UC Irvine branch of LAUC, which stands for the Librarian Association of the University of California (http://www.ucop.edu/lauc/). LAUC has a branch at each of the 10 campuses. Her spirit has also shone through in her ANSS roles, including Sociology Discussion Group co-convener, and now as chair-elect of ANSS she will surely continue to benefit us greatly.

When asked to summarize herself, Pauline says that she is not aggressive, but she is passionate about librarianship, and highly research directed. Her work is always focused on the user, meeting them in their space and in their disciplines’ way of thinking. All of her thoughts on improving library services and advancing technologies in libraries are intrinsically tied to this idea. For instance, she’s not anti-technology by any means, but she’s also not a fanatic. She thinks that new
technologies should be applied to meet a specific need, or to solve a problem that can be best met with that new technology—rather than jumping at technology for the sake of “advancing.”

I support Pauline’s philosophies and agree that we should meet our patrons where they are—teaching them through the lens of their discipline, and expanding their understanding of research and resources in the process. And I’m glad to have had this chance to better understand Pauline and where she’s coming from, so as to work even better with her in ANSS into the future.

**TECHNOLOGY CORNER: MENDELEY**

Kimberly Pendell  
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Many of us have heard of Mendeley in the last few years. Founded in early 2008, Mendeley has become a power player in the field of bibliographic management tools. Currently, the ever-expanding user base is over 1.6 million and Mendeley’s collection of research papers is over 65 million. What makes Mendeley different is the integration of social networking features alongside document organization and citation creation. Also, in Mendeley you have the ability to search, highlight and annotate PDFs, and synch your library across desktop, web, and mobile instances.

**Mendeley Accounts, Collaboration and Recommendations**

Mendeley uses the “freemium” business model: free accounts are available to users with 1 GB personal space and 500 MB of shared group space, while more space and features are available at a cost. Additional storage can be purchased for an individual account with a monthly fee. Team and institutional plans are also available.

Similar to Facebook, individuals create a profile and then connect to fellow researchers. Scholars and research teams can form public and private groups centered on disciplines or topics: for example, there’s a “Mendeley for Librarians” group to provide information, support, and networking. Groups in Mendeley allow for the sharing of research, including collaborative annotation of PDFs. You can be a member of a group or you can follow a group.
Using the extracted metadata from all the PDFs in the Mendeley database, Mendeley generates recommendations to users, similar to Amazon’s recommendation system (“if you liked that, you might also like this”). Recommendations to related research can be found via group libraries or by individual article. To address copyright concerns, access to PDFs is governed by linking to the user’s local Open URL resolver.

Creating a Library

Mendeley’s root function is really that of a PDF file manager, not citation management. Mendeley’s database is geared for PDFs, particularly publisher PDFs of journal articles that have full metadata that can be extracted in order to create the associated citation. This process contrasts with a program like Zotero which captures only the citation and then a file can be attached independently. Other information can be added to the record in Mendeley, such as tags and notes. It is possible to batch upload PDF files to your library as well, either by selecting a few at once or by uploading an entire folder.

Records can also be added to your library with the Web Importer or manual entry. The Web Importer is a browser plug-in allowing multiple citations to be imported from a database results list; however, it is not able to simultaneously upload the associated PDF. To create citations for PDFs without full metadata or other item types like books, the records can be created manually or facilitated by an integrated Google Scholar search to draw in missing data.

Mendeley’s library is organized by folders you create or the folders of any shared groups you are a member of. One unique function of Mendeley is their “File Organizer” option which renames all document files with a schema of your choice (any combination of author, title, year, or journal) and downloads all files to a designated location.

Mendeley PDF Viewer

The Mendeley PDF Viewer is probably the most well-regarded feature of the application. The Viewer enables fully integrated highlighting and annotation on PDFs. If working as part of a group, annotations are visible to everyone in that group, and others can create new annotations on the same document. Annotations are stored as part of your account and do not alter the PDF file itself. If desired, it is possible to export the PDF with your annotations included. You can search full text across all PDFs in your library, including your notes and annotations.
As use of Mendeley by humanities and social sciences researchers increases, Mendeley will be challenged to enable better importing of references beyond journal articles, such as video and images. It is unclear how a program based on metadata extraction from PDFs might address this, but the need is recognized by the company (Williams, 2012).

**Desktop, Web, and Mobile**

Mendeley is a cross-platform program with desktop, web, and mobile components. In order to make your library available across platforms it is important to regularly synch Mendeley. The desktop instance of Mendeley provides the fullest functionality; desktop installation is required in order to utilize the full functionality of Mendeley’s PDF viewer. The functionality of the web-based Mendeley includes uploading documents, adding citations and the social networking components.

Mendeley offers a mobile iOS app Mendeley Lite; you can synch your library with your device, including shared collections, and read PDFs offline. However, the app lacks significant functionality: new files cannot be added, PDFs cannot be annotated, and the social network side of Mendeley is absent (aside from recommending a paper via email). Substantive updates to the mobile app are rare, and user reviews are mediocre, so mobile appears to not be a high priority for the company. This is surprising given the ever-increasing use of mobile devices, particularly tablets, where functions like PDF annotation would be a big selling point for users. Mendeley has encouraged third party developers to create apps using their Open API, but these too fall short of users’ expectations (Hoyt, 2011).

**New Developments**

Mendeley has recently implemented new features and membership options, most significantly the new institutional membership package. Created in collaboration with Swets, the Institutional Edition comes with a “Data Dashboard” which displays the “real time” journal publishing and use among an institution's faculty. With the journal use analytics available in the Dashboard, Mendeley is positioning itself as another source of metrics for libraries to assess their collections. This is a unique approach, outside of libraries’ standard use statistics, but the adoption rate of Mendeley among faculty would need to be sufficiently high in order to make this useful.
Mendeley has an Open API, meaning that other developers can mine the extensive data available from Mendeley to create their own product. As of August 2012, there are 240 apps that utilize the Mendeley API. TechCrunch calls Mendeley’s Open API a disruptive technology in academic publishing, allowing developers access to data which includes a “social layer over each document and …anonymised real-time information about the academic status, field of research, current interests, location of, and keywords generated by its readers” (Butcher, 2012). This extensive data is a window into the activity of readers and researchers beyond simple download statistics.

Ultimately, the success of Mendeley’s crowd-sourced scholarly communication model will depend on the volume and engagement of its users. The next few years are likely critical for the company to establish itself solidly as a place for researchers to invest their energy in not only creating document libraries, but also utilizing the social networking aspect of Mendeley.

References


MEDICAL SOCIOLOGY AND MEDICAL ANTHROPOLOGY

PART ONE: WHAT ARE THEY AND WHY DO YOU NEED TO KNOW?

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**Introduction**

As an ally of sociology and anthropology, you might have heard of the terms “medical sociology” and “medical anthropology.” Even if you haven’t, you may have read or had discussions with others about some of the social and cultural aspects of human health. For instance, maybe you’ve read about the correlations between socioeconomic status and access to U.S. health care; or about culture-bound syndromes such as *susto* and *pibloktu*; or about the demographic distribution of conditions such as cancer, HIV/AIDS, and obesity worldwide. In these examples, social and cultural issues intersect with human health experiences and outcomes. At this intersection are the subfields of medical sociology and medical anthropology.

This two-part series is designed to inform aspiring and practicing librarians in the social and cultural sciences about the subfields of medical sociology and medical anthropology. The series will provide a general overview of these subfields, describe how such knowledge can be used in the academic college and research library workplace, and offer
information about key reference and periodical literature as well as pertinent websites. The series is written for those with or without prior knowledge of these subfields.

What are they?

Medical sociology, also known as the sociology of health and illness, and medical anthropology both deal with topics and research where human health is influenced by a wide-range of social and cultural factors. Such influences may include: cultural norms, ideals, and archetypes; health care policies; patient-physician interaction; public health strategies; social networks and support; subject variables such as age, sex/gender, and race/ethnicity; types of health care systems; and many other factors operating at individual, institutional, and population levels of analysis.

Medical sociology and medical anthropology involve examinations and interpretations of health using both quantitative and qualitative research methods. For example, consider the following: 1) a large randomly-sampled epidemiological study on the prevalence and incidence of general anxiety disorder in the entire southern United States, and 2) a comparative case study analysis of one-on-one interviews with hurricane victims in rural versus urban Louisiana who have reported anxiety symptoms. Each of these studies approaches anxiety differently, but use of both methodologies yield valuable information. From a medical sociological and medical anthropological standpoint, both studies seek to emphasize the social and cultural aspects of human anxiety experience. Possible questions these studies could answer are: What are the patterns of anxiety diagnosis in relation to age, sex, race, income, and education level in the South? How might Cajun culture play a role in how anxiety is recognized and treated? In what ways, socially and culturally, might hurricane anxiety be different than other types of anxiety? How differently do urban Louisiana residents experience hurricane anxiety compared to rural residents?

Neither medical sociology nor medical anthropology ignores the biological, physiological, and clinical aspects of health. Rather, they focus on the unique contributions of society and culture to adequately explain the complex realities of human health as a multifaceted concept.

Why do you need to know?

Many sociology and anthropology curricula in the U.S. and abroad include courses, and in some cases entire concentrations, in medical sociology and medical anthropology. Thus, current professional and soon-to-be librarians whose areas are in the social and cultural sciences need to know about, understand, and be able to disseminate knowledge in these subfields. Because the subject matter overlaps, these subfields can be combined effectively for optimal delivery of library services to students, faculty, and other researchers.

You can integrate information about medical sociology and medical anthropology into your instruction sessions by providing real-life examples from current world news about health issues while drawing links to their local, national, and global importance. Use social media and alert services (e.g., Google Alert) to your advantage to remain up-to-date on relevant events. Currently in 2012, some “hot topics” are the Patient Protection and Affordable Care Act (informally, Obamacare), the spread of West Nile virus, the closing of marijuana dispensaries in California, and the soda ban in New York. In your examples, you’ll want to focus on how health is impacted by society and culture.

To this end, you’ll need to know the best serials databases to use. These include the same ones with which you are already familiar for general sociology and anthropology research (e.g., SocINDEX, AnthroSource, etc.), as well those
dealing with the health and psychological sciences (e.g., Medline, PsycINFO, etc.) and interdisciplinary research (e.g., ScienceDirect, SpringerLink, etc.) Don’t forget to use newspaper and news media outlets. By having knowledge of medical sociology, medical anthropology, and its resources, you’ll be able to make suggestions on similar topics of interest during instruction sessions or reference interviews.

Librarians who are well-acquainted with medical sociology and medical anthropology can effectively reach out to students, faculty, and researchers across the spectrum of social, cultural, and health sciences. Use your knowledge of these subfields as leverage to create opportunities with departments, institutions, and individuals across multiple disciplines. Your knowledge of these subfields will allow you to liaise and outreach more effectively as an information bridge linking these disciplines together by way of the library.

Gaining sufficient knowledge of medical sociology and medical anthropology isn’t always easy because the introductory literature is broad in scope and draws from multiple disciplines. Moreover, potentially relevant information resources are numerous and sometimes overwhelming. In the next issue of *Currents* (Spring 2013), this series will continue with part two and include information about key reference sources, periodical titles, and websites that can be used for understanding the basics of the exciting and challenging subfields of medical sociology and medical anthropology.

**BEYOND THE ONE-SHOT: ADVANTAGES OF A PROGRAMMATIC APPROACH TO INFORMATION LITERACY INSTRUCTION**

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In the previous issue of *ANSS Currents*, Jason Phillips began a conversation about how librarians can apply the Information Literacy Standards for Anthropology and Sociology Students (ALA / ACRL / ANSS Instruction and Information Literacy Committee Task Force on IL Standards, 2008). His discussion of numeracy, which I found both illuminating and reassuring, included strategies to educate our students and ourselves about the data skills important to social sciences research (Phillips, 2012). Continuing this theme of practical application of the standards, I will discuss taking a programmatic approach to information literacy in our subject areas: a means to promoting students’ information skills across the curriculum.

One challenge instruction librarians face when trying to implement information literacy standards is the method of instruction, by which I mean the traditional one-shot library session. Often only 50 to 75 minutes of class time, the one-shot is too small a box in which to fit all four standards (each of which is subdivided into several learning outcomes and key behaviors for success), especially if we are using good instructional practices such as active learning techniques and authentic assessments. The one-shot can also feel isolated from the rest of the course, as though it is something extra or optional. Finally, a one-shot session fails to address the long-term development of information skills as students’ needs and expectations become more advanced over the course of their degree programs.

Changing the instruction format is one solution to this pedagogical limitation. In the literature, we see librarians contending with the one-shot through various forms of online and in-person embedded librarianship (Bowler & Street, 2008; J. K. Gilbert, Knutson, & C. P. Gilbert, 2012), and by advocating for independent for-credit information literacy courses (Owusu-Ansah, 2003; Mery, Newby, & Peng, 2012). But these solutions still fail to reach beyond a single
course or semester, and in many cases require a level of staffing and faculty collaboration that is not feasible at every institution. Proctor, Wartho and Anderson (2005) attempted a programmatic approach to information literacy in sociology, but now their instruction methods seem outdated, and their assessment only measured students’ perceptions of the program, not their actual learning.

I do not propose abandoning the one-shot altogether. It is a trusted and practical means of reaching students with the limited resources most librarians possess. I do suggest we be more strategic in our use of one-shot opportunities, and that we work with faculty to deploy them with purpose, and with long-term learning always in mind. I propose spreading a sequence of one- or two-shot sessions across students’ major curricula, a structure in which one librarian-led session builds on the skills of the previous, faculty reinforce those lessons in their regular class time, which moves the students’ information literacy skills forward in tandem with their advancing disciplinary knowledge. I was excited to discover similar efforts toward an integrated information literacy instruction (ILI) program in physics at Miami University (Gamsby, 2010).

Subject librarians are well-positioned to promote such an integration of information literacy with disciplinary requirements (Caravello et al., 2008). We have established relationships with faculty—developed through past collaboration in the classroom and through collection development efforts—and have demonstrated our interest in and knowledge of the field. We also have special insight into the difficulties students have with conducting research in the disciplines: an awareness gained working with students in reference transactions, research consultations, and classroom experiences. Disciplinary curricula have additional advantages; students and faculty identify most closely with their major field. Majors often have well-structured requirements, and our efforts in a major can serve as a manageable pilot program or “proof of concept” on which to build large-scale information literacy initiatives.

I offer my current pilot program with the Sociology Department at Tulane University as an example of scaffolded information literacy in the major. Building on existing relationships with individual faculty members, I began conversations last semester about the skills beginning sociology majors still seemed to struggle with after a traditional one-shot library session. As evidenced in their final assignments—in this case annotated bibliographies and short research papers—they had trouble distinguishing scholarship in sociology from that of other disciplines, and struggled to engage with and integrate their sources to create coherent narratives and new conclusions. The faculty and I acknowledged that a one-shot library session included in only one sociology class was insufficient to address students’ needs, so we decided to build on the structure of the major to provide more deliberate and sequential information literacy instruction.

This required, as described by Kvenild and Calkins (2011), an “in-depth understanding of curriculum goals and performance assessments,” and knowing “at what points in a major field of study to introduce appropriate information skills and resources to students” (p. viii). The first step in my approach, then, was to map out the sociology major and work with instructors to determine the key learning outcomes at each level. I adapted a curriculum-mapping strategy used by Char Booth at the Claremont Colleges, using the application Mindomo to visually describe course requirements and learning goals (Booth & Mathews, 2012). At Tulane, all sociology majors take three courses in sequence early in their disciplinary careers: SOCI 2010 Foundations of Sociology, SOCI 3030 Research Design, and SOCI 3040 Research Analysis. I worked with several instructors of these courses to learn the content and necessary skills at each course level, and then embedded myself across the sequence of courses by scheduling one or two librarian-led sessions for each course.
In SOCI 2010, we will focus on socializing students to the discipline in order to address their difficulty differentiating sociological research from other disciplinary works. The instructors and I agreed to schedule two sessions. First, the class will visit the library for instruction on using ASA citations and searching *Sociological Abstracts*, using the vocabulary of sociologists to find the best articles on a topic. In this session I will incorporate a discussion on scholarly authority and evaluating sources that are appropriate for sociological scholarship. For the second session, I will visit the classroom and introduce students to data sources using U.S. census data in *Social Explorer* (www.socialexplorer.com).

In the next semester, these same students will see me in their SOCI 3030 classes. This time, the first visit will have a pre-assignment: students will locate an article on their topics and post a citation in proper ASA format to a discussion thread. This will allow me to assess their retention of basic search, selection, and citation skills from the previous semester. During the session, students will use their selected articles to analyze the literature review for content and function, and learn advanced search techniques to build their own literature review on a topic. Later in the term, I will visit their classes to work on some of the numeracy skills previously discussed by Phillips (2012), including how to locate existing data sets and evaluate them for secondary analysis. The brief introduction to data in the previous class will presumably lend familiarity to data as a research tool, and hopefully reduce anxiety about using quantitative sources. Finally, these numeracy skills will be reviewed and reinforced in the third semester, during their SOCI 3040 courses. This class is heavily centered on statistical methods so my role will be more limited, but I will have enough involvement to assess what they retained from the previous course, and build on those skills to achieve their goals in research analysis. Ideally, students will work on the same project in both SOCI 3030 and 3040, but this is still under consideration in the department.

The curricular plan presented here is specific to sociology at Tulane, but illustrates how a programmatic effort can enable librarians to apply the standards and better facilitate student learning. When tailored to the local needs and structure of a disciplinary major, sequential information literacy instruction can overcome the time limits and pedagogical constraints of the traditional one-shot session. Furthermore, a programmatic approach allows for more authentic assessments to measure students’ progress over time, and fosters a genuine integration of information skills into the curriculum. Ultimately, this kind of pedagogical integration and collaboration with faculty can raise the standing of librarians as educators, and demonstrate our contributions toward graduating information literate, life-long learners.

**References**


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**APPLY FOR IMMERSION ‘13**

ACRL is currently accepting applications for the Information Literacy Immersion ‘13 Program (Teacher and Program tracks) to be held July 28-August 2, 2013 at Seattle University. Immersion ‘13 provides four-and-a-half days of intensive information literacy training and education for academic librarians. Acceptance to Immersion ‘13 is competitive to ensure an environment that fosters group interaction and active participation. Complete program and track details, along with application materials, are available online. The application deadline is December 7, 2012, and notifications will be issued in February 2013. Questions concerning the program or application process should be directed to Margot Conahan at (312) 280-2522 or e-mail mconahan@ala.org.

**ACRL e-LEARNING**

ACRL is offering a wide variety of online learning opportunities in fall 2012 to meet the demands of your schedule and budget. Topics include embedded librarianship, mobile apps, copyright and fair use, and the Standards for Libraries in Higher Education. Full details and registration information are available on the ACRL website. Registration for all online courses and webcasts qualifies for the ACRL Frequent Learner Program. Register for three ACRL e-Learning events and receive one free registration. Complete details and registration information for all fall 2012 e-Learning opportunities are available online. Contact Margot Conahan at mconahan@ala.org or (312) 280-2522 for more information.
RESOURCE REVIEW

NATIVE AMERICAN RESOURCES

Review of *Bibliography of Native North Americans* by
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Review of *Native American Archives* by
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Studies of indigenous people in North America have grown significantly in the last generation. While they began largely in the writings of anthropologists, missionaries and government administrators, today’s indigenous studies are multidisciplinary and cover the literatures of the social sciences, the humanities, and the sciences. They extend from the populations of Canada’s Arctic North to Northern Mexico and from Hawaii to the Caribbean. There is a real need for in-depth indexing on Native topics that meets the specialized needs of scholars in these fields. There is also growing consciousness that indigenous people deserve to speak for themselves; that their stories will differ in many ways from the stories that have been told for them. Access to primary source documents such as census records, treaties, and tribal membership rolls, especially those which were removed to the Indian Territory and underwent allotment of their lands in the nineteenth century can provide insights not available from secondary sources. With this goal, we have chosen two sources published by EBSCO that provide in-depth information on Native North Americans.

The first source is the *Bibliography of Native North Americans*, an indexing database that covers books, periodicals and some government documents. The second is the *Native American Archives*, which offers substantial primary sources related to the history of Native relations with the governments of the United States and Canada. It also includes key documents for the history of the Five Civilized Tribes, and is of interest to historians, genealogists, and family members of the people whose lives are recorded in the documents.

**BIBLIOGRAPHY OF NATIVE NORTH AMERICANS**

*Reviewed August-September 2012*

**Publisher:** EBSCO Publishing, 10 Estes Street, Ipswich, MA 01938, Phone (978) 356-6500, toll-free (800) 653-2726 (USA & Canada), Fax (978) 356-6565, Email information@ebscohost.com


**Cost:** Pricing is based on annual subscription and varies according to FTEs; consult an EBSCO sales representative at [http://www.ebscohost.com/contact](http://www.ebscohost.com/contact).

**Publication Dates:** First published by EBSCO in 2005. Updated twice monthly.

**Coverage Dates:** 1500s - present
Introduction

The Bibliography of Native North Americans (BNNA) is an EBSCO database featuring bibliographic records for the study of North America’s indigenous peoples. The bulk of the material dates from the early 20th century to the present; some coverage of early accounts from the sixteenth century is provided. Enhancements to the database are now expected in the spring of 2013, according to Dana Beauvais of EBSCO Publishing (personal communication, September 19, 2012).

Studies of the native peoples of the New World have contributed to the development of the social sciences since well before the mid-19th century. For that reason, an indexing database that covers a significant portion of the scholarly literature, giving access to Native information in the humanities, health, government and law, religious studies, ethnobotany, and other fields, makes a real contribution. Such a database is EBSCO’s the Bibliography of Native North Americans (BNNA).

History of the BNNA


The importance of Murdock’s work is shown in its being reviewed by noted anthropologists Robert F. Heizer (1976) and Fred Eggan (1977). It was originally intended as a companion to the Smithsonian’s Handbook of North American Indians (Eggan, p. 275). The Ethnographic Bibliography also reflected the movement toward Indian sovereignty in the United States, especially the legal effort to compensate Indians in some measure for their dispossession from their lands, as well as other harms. The original volumes of Murdock and O’Leary’s work were divided by culture areas: General North America, Arctic and Subarctic; Far West and Pacific Coast; Eastern United States, and Plains and Southwest. The first volume included information about the tribal cases filed before the U.S. Indian Claims Commission (1946-1978). Another significant publication, Garland Series in American Indian Ethnohistory, was Garland Publishing’s series of well over 100 volumes based on research conducted for cases tried by the U.S. Indian Claims Commission (Eggan, p. 275-276). The BNNA includes numerous publications from this series, plus other documents related to those cases and to the tribes that were involved in making the claims.

Users of EBSCO databases expect features that make their searches easier and more productive. Some of the useful features of BNNA include the ability to:

- Link to some full-text in HTML or PDF format
- Use the library’s link resolver programs to give patrons easy access to materials
- Search in specific fields of the item records
- Focus searches on publication types (periodical, academic journal, newspaper, book) and by document type (article, book review, case study, product review, etc.)
- Use indexes (lists) of specific information, such as names of publications indexed, to help structure searches.
- Limit to scholarly and peer-reviewed journals
- Display the search interface in numerous languages
Set preferences for the display of research results

Search BNNA from an iPhone or Android, a Web 2.0 feature added in 2012 (directions and the app can be downloaded by sending an email to EBSCO)

Content: Title and Topic Coverage

The BNNA is a rich database with very good coverage of information on the native peoples of Canada, the United States, northern Mexico, and the Caribbean. It has grown considerably since the 1970s and now includes over 140,000 entries for North American indigenous studies, covering most aspects of Indian life and issues. Subjects include cultural and social anthropology, archaeology, plant sciences (especially ethnobotany), gaming, governance (i.e., organization, politics and law), legend (i.e., mythology and folklore), education and literacy, multicultural/multietnic relations, physical anthropology, sociology, and health. BNNA is strongest in anthropology, archaeology, political science, history, and policy for Native people. The database also includes significant early accounts written by explorers, missionaries, and traders, and is thus a valuable source for tribal history and ethnography. Coverage of the historic sources is welcome; however the origin of those records seems to lack publisher information. A positive factor is that the proportion of BNNA’s content written or published by Native people is increasing. Figure 1 shows a sample record for an early account.

The BNNA’s journal coverage recommends it for frequent use by established scholars, graduate students, and undergraduates. A few journals are covered back to the 1940s; many are covered from the 1970s or 1980s to the present. The database indexes numerous Canadian journals as well as U.S. state and regional history journals. Moreover, of 119 journals listed as being indexed at the Core or Priority levels, nearly 25% are also listed as influential titles by Journal Citation Reports, a Web of Knowledge database. In addition to the Publications Index in the search interface, a spreadsheet of titles indexed at the Core and Priority levels is available on the EBSCOhost website at http://www.ebscohost.com/academic.

Geographic coverage

Today’s BNNA covers primarily the United States and Canada, with some coverage of northern Mexico, the Caribbean, and Hawaii. The indexing for the early to mid-twentieth century is strong in cultural anthropology, archaeology and history, reflecting its ties to the rise of American ethnohistory (Murdock’s work may form the basis for many of these entries). The fact that BNNA includes material on the Caribbean is important, and EBSCO’s publicity information should be updated to indicate its presence.
Sources Covered

EBSCO provides a listing of the academic journals, magazines, books/monographs, and the few newspapers included in the database. This helpful feature gives details about the level of coverage, the source type (book or monograph, magazine, academic journal, newspaper), the dates covered for periodicals or the book’s date of publication, and the ISSN or ISBN.

The BNNA has three levels of coverage: “Core” sources indexed cover to cover, “Priority” sources relevant to the field but not covered completely, and “Select” relevant articles from publications which whose primary focus is not on Native topics. Whether an item is currently available or will be coming soon is also a part of the listing. The BNNA Titles noted below (Figure 2) lists 105 titles, roughly half of which are described as “coming soon” and presumably are in the process of being indexed. All are indexed in the “Core” category. Most of these titles were published in the 1990s and 2000s; some are from university presses and some from small publishers. EBSCO includes a disclaimer that “Publications included on this database are subject to change without notice due to contractual agreements with publishers. Coverage dates shown are the intended dates only and may not yet match those on the product. All coverage is cumulative” (Database Coverage List, accessed September 2012 at http://ebscohost.com/title-lists).

Since many book titles listed indicate that they are “coming soon,” it is important that the database information readily available to users is kept up to date and should be easy to find. EBSCO’s practice of putting a link to its Titles Lists with its database descriptions is laudable, and libraries should make those descriptions easy for users to find. It appears that this list is being updated several times a year, which increases its utility for librarians and other users. Information about journal titles that are selectively covered for some years appears in the Publications listing, but not in the titles spreadsheet.

This list of sources indexed does not include items covered at the “Select” coverage level. This seems to be a real oversight. For example, searches for Native American Times, News from Indian Country, and the Navajo Times using the Publication Name field or the Index of Publication Titles show that the newspapers are indexed (over 19,000 hits total, many recent articles). Only the Native American Times appears on the BNNA Titles list, as a core publication. Since all three are major newspapers for the Native community, and primary sources for historical, anthropological and sociological studies, their indexing level should be indicated. The newspapers are especially important since scholarship on Native communities should include the voices of members of those communities. The inclusion of major
newspapers also makes BNNA more competitive as a database. Journals which have selective coverage of earlier years are noted in the Publications list.

A more serious issue is that while many books in the search results have live links to the publication information (publisher’s name and place of publication, and even publishers’ addresses), many other titles lack that link. The same is true for chapters in edited books. This necessitates further searching to determine the full information about a book. This is frustrating for any researcher, and may cause significant problems for novices who need the information for bibliographies. (Figures 3 and 4 show records with and without live links to publisher information). Hopefully some of these questions will be clarified with upcoming releases. It is also not clear whether EBSCO is offering the titles covered in its e-book program. Overall, more information about EBSCO’s policies for including materials would be welcome.

### Comparison with Other Databases

A number of other information sources are currently available that include information on North American Native Studies (Golderman & Connolly, 2009). Probably the most direct competitors are ProQuest’s Ethnic NewsWatch and ENW: A History. Journals covered by the databases do overlap. In balance, BNNA focuses more on the older literature and on academic sources, while Ethnic NewsWatch is stronger in its inclusion of Native newspapers and magazines. Ethnic NewsWatch seems to cover more titles overall, but it covers many ethnic groups rather than concentrating on North American indigenous people. A definitive statement would require a full listing of the titles indexed selectively for BNNA.
Usability

BNNA’s search capability allows users to uncover content in a number of ways. Using EBSCO databases in general is covered thoroughly in the database Help features, and tutorial videos on database searching are available on the EBSCOhost Support Website. The search interface allows for both basic and Boolean searches, and to search select fields in the records. There are numerous options to limit searches by type of document (book, peer reviewed article, full text sources), source types (books, academic journals, newspapers, magazines, etc.). Nevertheless, because of the complexity of the literature covered, and the many variants of tribal names, users may want to start with keywords and add subject headings found in the records to their searches. Librarians creating subject guides or giving instruction may want to add notes about doing complex searches.

Field searches are available in the Advanced Search option and include the fields of All Text, Author, Title (article title), Subject Terms, Abstract Or Author-Supplied Abstract; Author-Supplied Keyword, Geographic Terms, People, Reviews & Products, Company Entity, Publication (publication title), ISSN, ISBN, and Accession Number. (The latter is the item identifier for the BNNA.)

Current subject headings are based on the Library of Congress headings. A thesaurus, at least of subject terms, and tribal name variants (e.g., Hopi and Moqui), would also be welcome. It appears that this upgrade is already planned (Golderman & Connolly, 2012, p. 147-149). According to an EBSCO representative, changes have been postponed until the spring of 2013 (Beauvai, personal communication, 2012). For those who want to learn more about searching an EBSCO database in general, other tutorials may be found on the EBSCO support site at http://support.epnet.com/training/tutorials.php.

Indexes

EBSCO’s Smart Indexing may help both novice and experienced users succeed in finding the material they wish. In addition to the field codes, Index categories appear in the upper left area of the search interface. The categories are much the same as the field search options, with the addition of the Year of Publication. Several of these appear to be EBSCO’s generic features rather than applying specifically to the BNNA, and users will need to be creative in designing their searches. For example, very simple keyword searches help to uncover the range of dates for publications on the topic. The list of dates in the index apparently only includes the years from 1890 to the present. Since the BNNA is rich in older materials, some of them from the seventeenth through the nineteenth centuries, this is a problem.

Users searching by tribal names or geographic terms will want to try several different strategies, including name variants. For example, ethnohistorians will remember that Chichimec was a term used during the Spanish colonial period for nomadic groups of northern Mexico. A simple search on chichimec* yields 62 sources on Chichimec, Chichimecs, or the Chichimeca, with dates ranging from 1625 to 2009.

While some references for Mesoamerican indigenous groups such as the Nahuatl, Mayan, or Zapotec are included, they are not the main focus of the work. Users who need information on Mexican and Central American groups should also use other indexes such as the Handbook of Latin American studies (HLAS), Hispanic American Periodicals Index (HAPI), or PRISMA (ProQuest’s Latino database), and consult with their reference librarian.

The Geographic Names index also appears to be generic for EBSCO, rather than specific for the BNNA. A simple search for the word Caribbean (all text, no additional keywords) yields 177 results, dated 1977-2011. Adding the Scholarly (Peer Reviewed) limit reduces the number to 26 titles. A more localized term, such as Zuni, retrieves 887
results of all types and 234 for scholarly journals. Using the Geographic Names index shows only 14 hits on Zuni. The “Company Entity” index can be used to track Indian-owned enterprises (beyond casinos). “Reviews and Products” appears to be of some use in looking for book reviews, though there are also search limits available for that document type. Image Quick View includes images that are unrelated to North America; but does feature many photographs of individuals.

Overall, many of the BNNA features will allow users good access to a wealth of information, especially in traditional scholarly literature. At the same time, there is room for improvement.

Suggestions for Improvement

The editors of the BNNA should provide documentation of their criteria for choosing sources, and make that information easy to discover. Are they chosen specifically for accuracy, and are they reviewed by knowledgeable Natives? If there is not already an advisory board made up of scholars, librarians and others from Native communities, EBSCO may find it useful to form one in order to gain the insight and practical knowledge that community members would offer. At the very least, it would be useful to have a description of the selection criteria for the database. This could be added to EBSCO’s excellent support site.

The bibliographic records for all books should list the name and place of the publisher. Without this information, any bibliographic citation is incorrect, and novice users will be especially harmed by the exclusion. Since it is important for readers to think critically about the accuracy and scholarly value of their sources, an index or better yet, a field code for publisher names would be valuable. Some items, especially books, may be more suitable for K-12 work or a general reader than for a college research paper, although in this field the distinction is not as sharp as in others. EBSCO should consider including in the Titles List more of the titles covered selectively, especially those which publish news from Indian communities. It would also be helpful to increase inclusion of official publications of the tribes and nations, especially if they publish books or journals.

Summary

Given its complexity as a specialized database, the BNNA merits careful attention, flexibility and curiosity from its users. Some of the database features, especially the links to publishing information and the listing of materials indexed, would benefit from revisions and improvements. A good deal of BNNA’s coverage is not unique, but the database has a focus in the scholarly literatures of several related social sciences and humanities fields. It gives users the opportunity to search deeply within relevant literature, especially early historical accounts and early ethnographic sources that may not be revealed in other databases. For that reason, and because EBSCOhost databases are often available in public and academic libraries, I highly recommend the BNNA.

References


**NATIVE AMERICAN ARCHIVES**

*Reviewed August-September 2012*

*Publisher:* EBSCO Publishing, 10 Estes Street, Ipswich, MA 01938, Phone (978) 356-6500, toll-free (800) 653-2726 (USA & Canada), Fax (978) 356-6565, Email information@ebscohost.com


*Cost:* Depends on the number of FTEs at an institution. Available as a one-time purchase with annual maintenance fee or as a subscription.

*Publication Date:* 2012

*Coverage Dates:* Varies by collection, 1722-present.

**Introduction**

EBSCO’s presentation of the *Native American Archives* introduces eight separate collections of material describing interactions of the United States and Native Americans. These collections are made possible by a collaboration of the National Archives (NARA), the Allen County Public Library (Indiana), and EBSCO. The bulk of the work is related to the Five Civilized Tribes. Access to this collection complements the works in the *Bibliography of Native North Americans* and provides primary document details for genealogists, historians, family historians, anthropologists and sociologists.

The archive is easy to search and provides immediate digital access to the collections. The individual records are detailed, with National Archive collection and catalog information and include names, document origination, and dates.

**Publication Information**

The collections provide access to more than 1.8 million pages of original, Native American related documents. The digital images are from NARA microform. The years covered in the eight collections of the Native American Archives are specific to each collection and are the complete holdings. The Treaty collection begins in the early 18th century, and includes those treaties and related conference writings approved by the government of United States. The Indian Census Roles collection includes the most recent data in the collections, through 1940. The collections shown in the search interface are:

- Dawes Packets containing original applications for tribal enrollments
- Eastern Cherokee Applications of the U.S. Court of Claims (1906-1909)
- The Guion Miller Rolls
- Indian Census Rolls (1885-1940)
- Ratified Indian Treaties dating back to 1722
- Records of the Cherokee Indian Agency in Tennessee (1801-1835)
- Series of Enrollment Cards (1898-1910)

Access information

Institutional access to the Native American Archives is available through EBSCO Publishing. A yearly subscription or purchase of the archives with a yearly service fee is possible. EBSCO encourages institutions to use year-end funds in the vendor promotional materials (http://www.ebscohost.com/promoMaterials/One_Time_Purchase_Flyer.pdf). For more information about costs and access contact your EBSCO Publishing sales representative.

Another, single-user access is available to the individual and may be purchased for a yearly fee of $79.95 through the Fold3 organization see (http://www.fold3.com/ and http://www.fold3.com/choose-a-plan/); membership provides access to all Fold3 subscription collections.

The Native American Archives is included in WorldCat and has two points of access for more information about the archive. If you select “Show libraries” in the “Find a copy online” section, the option shows a link to Fold3 with the explanation that it is a subscription source. If you look at the “Find a copy in the library” link you can see that two libraries have cataloged the resource in this record. From this information it is difficult to assess how widely the archive is used. In a brief search in several databases there did not seem to be a recent review article of the collections as offered by EBSCO Publishing. The Fold3 resource is currently a product of Ancestry.com and the materials found there are a part of the resources in the Native American Archives. I have not searched extensively for reviews of Ancestry.com as the inclusive resource.

Searching the Archives

The home page screen of the Native American Archives has a simple search box allowing the user to browse or search by keyword or person (Figure 1). The initial search finds resources from all eight collections, giving a broad view of the subject or person. The interface includes context sensitive help that pop-up to aid the researcher (Figure 2). The initial search may be further limited by applying date, document type and state filters.
Each collection may be searched independently. After selecting a collection from the left of screen more information is available. The user sees content information, definitions of the collection, and an option to search within each collection further. For example, the Dawes Enrollment Cards offer information about the Five Civilized Tribes: Cherokee, Choctaw, Creek, Chickasaw, and Seminole nations (Figure 3). Many characteristics are recorded and include family relationships, tribal affiliation, and the degree of Native American ancestry. When looking at the archive materials you may wish to discover more background information about Native American references. As an example the archive records refer to the Creek nation and now the people refer to themselves as Muscogee (Creek).

The results screens contain a hits list along with options to limit the query or change collections. Each hit in the list includes brief title, number of pages of the record, description and information about the record’s origin (Figure 4). You can then look at a small image with the hits list (Figure 5) or jump to a large image with just the record’s content (Figure 6). The images can be downloaded and printed.

There is an additional viewer that looks at one and two-times magnification; it works like a small, square magnifying glass. This aids in closer inspection to interpret the handwritten and lighter ink areas of the microform images. While the resource tools in the archive are helpful there are times when the images are difficult to read because of size, inks coming through from the other side of the page, and script style. Contemporary researchers will need to take into account these historical differences inherent in the archive materials.
Archival Content

The large images allow the researcher a view of demographic information about people of the past and also insight into the bureaucratic practices of the times. The enlarged image of the document, *Cherokee Nation, Cherokee Roll*, is the example shown in Figure 6. These collected demographics are similar to the categories collected by the U.S Census: name, age and sex, names of parents, birth year and birth district. Additionally, the example includes the fraction of blood relationship to the Nation and records the dates of some citizenship certificates. These differences in the information collected from Native American Rolls and U.S. Census records offer a glimpse of how people are viewed. Another distinction is the numbers recorded for each person in the Native Americans census records.

The text of treaties accepted or approved by U.S. government processes can be read from the images of the treaties. Additionally, the text of amendments, additions and the conferences are included with the treaties. The language in the treaty shown (Figure 7) is extensive and detailed. The value found in EBSCO’s *Native American Archives* is the ability to search all the treaties and the other collections at one time. The NARA online catalog offers the same search-ability online, but lacks the digital text of the documents.

Access to treaty texts is available to researchers who travel to the National Archives and other institutions. Many of the treaties appear in various books and other print resources. The three volumes of *Treaties with American Indians: An Encyclopedia of Rights, Conflicts, and Sovereignty* review the treaties, the peoples and historic events.

Other access is through web portals and digital collections. *Kappler’s Project* at the Oklahoma State University Library provides digital access to the seven volumes of *Indian Affairs: Laws and Treaties*. Kappler’s work refers to the treaties concluded with the U.S. government. A third source provided by the University of Nebraska complements the *Kappler Project* by providing the text and printed images of the British and Native American treaties that predate those with the U.S. government. This source, The *Early Recognized Treaties with American Indian Nations* provides a second search interface to identify the terms of the treaties.

The image illustrates a key issue in treaty negotiations: English language literacy. The treaties flow with language of the times, the treaties are written in the language of the United States Government. Included in the images are the signatures of Native Americans signed as a symbol of their names (Figure 8). Some treaties have an “X” as the mark of the person(s) agreeing to the treaty. Many of the treaties include a written record of the negotiations and meetings, the U.S. Senate’s debate, amendments and approval, and record of the President’s signature.

President Cleveland established the Dawes Commission to encourage the Five Tribes and others to give up their tribal governments and take individual land allotments. The Dawes collections offer deeper insights into the lives of Native Americans. Through letters, requests for membership, and answers to the Dawes Commission’s request for information, the Dawes collections are rich with family histories and hidden insights about how people lived.
Images of the Dawes packets offer insight into family and friend relationships (Figure 9). Many of the items in the collection include Indian as well as English naming conventions. The Dawes records demonstrate the interconnectedness of Native Americans and their contemporaries. The full record of the image shown in Figure 9 includes the names of friends and relatives of Docker Hogo or Docker Davis, both are the names for the same person.
Conclusion

As a tool for the humanities, social sciences and family historians, EBSCO’s *Native American Archives* provides broad access to important primary documents for Native Americans and a window into the history of the times and the interactions with the U.S. government. Digital presentation of these materials provides opportunities for family and scholarly researchers to easily access the collections. The collections are available in physical collections, books and online services as separate entities. EBSCO’s *Native American Archives* enables institutions to offer combined searches and the opportunity to view the images. These capabilities help convey historical context for the researcher. For institutional use I recommend EBSCO’s *Native American Archives* as a resource to complement humanities, social science, and related subject indexing tools. The primary documents will enhance research opportunities for undergraduates, provide solid genealogy sources, and expand options for scholars. This resource is recommended to individuals working or interested in the subject through the Fold3 organization’s membership.

References


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