Are you curious about what ANSS (the Anthropology & Sociology Section, which includes Criminal Justice) is all about, its membership or what makes it tick, after all? Now is a great time to begin answering questions that you might have. While surprising, the 2014 June conference is already around the corner. I am very glad to say, happy spring to all, and also: Las Vegas, watch out, here come the librarians!

Some ANSS members communicated with Megan Griffin’s office (our ACRL Program Officer) at the membership level in March, gaining permission from ALA to send out a membership survey. At another level, it was ANSS’s own Rui Wang who proposed initiating a membership outstanding librarian member award program. These have been encouraging ways from members to stay closer and connected!

The ANSS Award: Please support Rui Wang who has written an outstanding librarian proposal for ANSS to adopt. So far, Rui Wang and Pauline Manaka have been working with ACRL and are now at the point of sending out letters to solicit funding for the award. An update will be provided at the executive committee meeting in June. Congratulations to Rui for a great job!

Throughout the section’s activities ANSS members have embraced the ACRL Strategic Priorities: 2009-2013. Clearly, as seen from our programs above, we are able to endorse some with extra confidence at different stages of our committee work. As, for instance, the Liaison committee has worked hardest with these two:

• Build, endorse and support strong ANSS relations in higher education
• Strengthen ANSS connections in higher education

The program plan for this year seems to have strong advocacy and leadership emphasis. Some press for reviewing the question of underrepresented groups in librarianship is implied.

Thank you,

Pauline D. Manaka

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ANSS PROGRAM AT ALA ANNUAL 2014

Supporting Community Transformation: Becoming a Community-Engaged Academic Library

Saturday, June 28th
1-2:30pm

Headed to Las Vegas for the 2014 ALA Annual Conference? The ANSS Conference Planning Committee, in collaboration with the Education and Behavioral Sciences Section, invite you to join us for our conference program, “Supporting community transformation: Becoming a community-engaged academic library.”

Why attend?

• Hear from our featured speakers, Claytee White, Director of the Oral History Research Center at UNLV, and Patrick Griffis, Business Librarian at UNLV, about their community engagement projects.
• Learn strategies to develop outreach and engagement programs designed to integrate service learning programs with information literacy efforts.
• Take away innovative techniques for supporting collaborative service-learning projects to improve student education.
• Leave with an awareness of the characteristics of successfully executed projects that demonstrate the value of community/library collaborations that may be replicated locally.

PRELIMINARY ANNUAL MEETING SCHEDULE

Friday, June 27
ANSS Social 7:00-9:30pm

Saturday, June 28
Executive I 8:30-10:00am
Social Lib. Discussion 10:30-11:30am
Subject & Bib. Access 10:30-11:30am
Conf. Prgm. Planning (Las Vegas) 10:30-11:30am
Membership 1:00-2:30pm
Publications 1:00-2:30pm
Liaison 3:00-4:00pm
Cri. Just. Lib. Discussion 3:00-4:00pm

Sunday, June 29
Nominating 8:30-10:00am
Conf. Prgm. Planning (San Francisco) 8:30-10:00am
Review & Planning 10:30-11:30am
Anthro. Lib. Discussion 4:30-5:30pm

Monday, June 30
Executive II 8:30-10:00am
CONFERENCE PROGRAM PLANNING COMMITTEE – 2015, SAN FRANCISCO
Jill Conte and Rui Wang, Co-Chairs

The Conference Program Planning Committee, 2015, San Francisco, held its Midwinter meeting in the Pennsylvania Convention Center on Sunday, January 26th, from 8:30-9:30am. The charge for this committee is to choose a timely topic of interest to ANSS members in particular, and to a broad spectrum of ALA members in general; recruit expert speakers on this topic; and to present this program at the ALA Annual Conference to be held in San Francisco in 2015. September 1, 2014 is the deadline for program proposal submissions. Thus, the committee will work over the next seven months to develop an idea and write a proposal. During the meeting, the committee members brainstormed numerous program themes that related to the San Francisco area that would potentially be of interest to anthropologists, sociologists, and librarians. The members of the group each resolved to research San Francisco and reach out to librarian colleagues and faculty members from sociology or anthropology departments in the area that might know of or be engaged in interesting projects that could serve as possible program topics. If you have ideas for possible themes or topics, please contact Jill Conte at jill.conte@nyu.edu or Rui Wang at wang1r@cmich.edu.

INSTRUCTION AND INFORMATION LITERACY COMMITTEE
Adam Beauchamp and Rui Wang, Co-Chairs

The Instruction and Information Literacy Committee met virtually this winter to continue our work on reviewing and revising the Information Literacy Standards for Anthropology and Sociology Students. All ACRL-affiliated standards are subject to a 5-year review, and we have just completed ours. At ALA Annual 2013 in Chicago the committee agreed to forestall any major changes to these discipline-specific standards since ACRL is in the midst of a thorough reimagining of the main information literacy standards. At our Midwinter virtual meeting, then, we reviewed a set of minor edits to remove outdated references and clarify some language. These edits were shared with ANSS Executive Committee and with the broader membership through the ANSS-L listserv. The updated document has now been sent to our ACRL Standards and Accreditation Committee (SAC) liaison, Tony Garrett, for final review and approval. While the formal process is nearing completion, we expect the conversation about information literacy standards will continue guided by ACRL’s new Framework for Information Literacy.

The committee also resolved that the best way to move forward with a proposed repository of teaching objects (e.g. lesson plans, worksheets) was to use an existing page of the ANSS website rather than create a separate blog or database. With the blessing of Executive Committee, we will expand the content on the Guides to Subject Literature page, which now holds links to subject guides and style guides. The committee welcomes feedback from the ANSS membership on how best to improve this page, and what types of teaching and learning aids would be most useful.

Finally, the committee began looking toward the future. As Adam Beauchamp’s term as co-chair draws to an end, we seek volunteers to take his seat for a two-year term. Co-chair’s terms are staggered in this committee, so Rui Wang will continue as co-chair for another year. With that in mind, she proposed turning the
committee’s attention toward assessment next year. During our meeting, the committee discussed offering a program on assessment in discipline-specific information literacy instruction, perhaps at a future ALA conference.

**LIAISON COMMITTEE**

*Katie Elson Anderson and Marilia Antunez*

The Liaison Committee is happy to announce that there is no longer a conflict with the ACRL Liaison meeting which now allows our liaisons to attend the meetings as ex-officio members of the committee. After learning that the ACRL Liaisons typically serve a three year term, the committee decided to change from the current two year term to the three year term to be in line with the ACRL Liaison term. This prompted a discussion on whether there are term limits and how to make sure the transition from liaison to liaison is smooth regarding communication, organization and documentation. We discussed the possibility of virtual meetings with liaisons in order for the liaisons to communicate their valuable work to the ANSS membership. The committee is working on updating the call for liaisons and application as well as exploring possible liaison positions with associations for criminal justice and archaeology.

The Liaison Committee co-sponsored a virtual meeting of liaisons with the Membership Committee:

On March 12, 2014, ACRL ANSS hosted an ANSS Liaison Virtual Discussion Forum. Mandy Swygart-Hobaugh, the ANSS liaison to the American Sociological Association (ASA), and Juliann Couture, the ANSS liaison to the American Anthropological Association (AAA), provided updates and discussed their roles. Juliann discussed her liaison activities with AAA and shared AAA’s [teaching materials archive](#). Mandy discussed her liaison activities and strategies, including data resources and her conversation with the ASA Director of publications regarding an open access journal initiative. Mandy liaison activities are outlined in the Fall 2013 issue of ANSS Currents, pp. 7-9.

**ACRL – AMERICAN ANTHROPOLOGICAL ASSOCIATION LIAISON REPORT**

*Juliann Couture, University of Colorado Boulder*

In my second year as ACRL Liaison to the American Anthropological Association (AAA), I have continued to focus on student learning and research and scholarly environment, areas of interest to both organizations.

In November 2013, I attended the AAA Annual Meeting in Chicago, Illinois and one of my main goals was to participate in both formal and informal conversations surrounding scholarly communication, open access, and the ever evolving scholarly publishing model. These were popular topics at this year’s meeting and I attended sessions that dealt with themes ranging from issues facing journal editors to open access and political economy. Particularly, one session titled “The Future of Writing and Reading in the Digital and Open Access Eras” contained engaging papers and led to lively discussion among managing editors, librarians, and anthropologists in attendance.

In attending these sessions and following the #aaa2013 twitter feed, I connected with other attendees leading to informal discussions about the perception of open access and changes to scholarly publishing as viewed by anthropologists across institutions. Much of the conversation surrounded general misunderstandings regarding open access and scholarly communication, and, more specifically, how it is produced, valued and measured, and disseminated. These conversations at the national level highlight one role academic librarians can take on at the local campus level.

I was invited to serve on the [Committee on the Future of Print and Electronic Publishing](#) (CFPEP) and my three year term began at the conclusion of the 2013 Annual Meeting. This committee’s purview includes examining the future of the publishing program and recommending changes and also includes the continued development of AnthroSource. While I am still a relatively new member of the committee, I welcome the opportunity to advocate for open dissemination and participate in the evolving publishing program.
Currently, the committee is working with Wiley to improve AnthroSource with the goal of increased functionality for anthropologists and researchers, which is set to launch in January 2015.

AAA has taken some steps to make anthropological research more open including the launch of Open Anthropology, an online-only journal whose issues offer a selection of articles based on a timely theme. To explore the feasibility of an open access publishing program, CFPEP put a call out to the 22 AAA journals for volunteers to pilot an open access model. Cultural Anthropology was the only journal to express interest and February 2014 marks the journal’s first fully open access issue. For an excellent overview of Cultural Anthropology’s transition to OA check out Savage Minds interview with the managing editor, Tim Elfenbein.

I continue to explore opportunities to connect with committees and members in AAA with interests related to student learning. I attended a variety of sessions related to anthropology and higher education, but many focused on teaching anthropology in distance learning programs or MOOCs. The Committee on Teaching Anthropology, a part of the General Anthropology Division, is one committee I continue to monitor to determine if there is a way to include information literacy instruction as part of a presentation or discussion.

In March, Mandy Swygart–Hobaugh (ACRL ASA Liaison) and I participated in an ANSS discussion forum about our liaison work with our respective organizations. This provided us with an opportunity to share our work and hear from ANSS members. One goal I have for the upcoming year is to find additional ways to connect with ANSS members and share the information I gather through my AAA activities. I welcome feedback and suggestions on the type of information ANSS members would like to know about and the ways members would like that information shared. Please contact me at juliann.couture@colorado.edu with your ideas, comments, or suggestions.

**ACRL – AMERICAN SOCIOLOGICAL ASSOCIATION LIAISON REPORT**

Mandy Swygart-Hobaugh, Georgia State University

Regrettably, I have had to resign from my ACRL-American Sociological Association (ASA) Liaison position, which was to have lasted until 2015. Due to shifting/added responsibilities in my present position toward a concentration in Data Services, I need to pursue involvement in the International Association for Social Science Information Services & Technology (IASSIST) and will thus not to be able to dedicate the time and attention to this liaison position that I believe it deserves.

As such, this report largely summarizes my activities at the American Sociological Association (ASA) Annual Conference, which took place August 10-13, 2013, and introduces activities I had hoped to pursue further but would gladly assist the new liaison in pursuing, should they choose to do so.

I had an informal roundtable discussion accepted, entitled “Developing Assessments of Sociology Information Literacy/Critical Research Learning Outcomes,” which was to be moderated by Sally Willson Weimer (UCSB Sociology Librarian), sociology professor Ed Kain (Southwestern University), and myself. Perhaps due to timing and conflict with another teaching-related session, we had no one in attendance for the roundtable itself. However, the following morning at a breakfast meeting between Sally Willson Weimer, Ed Kain, Diane Pike (Augsburg College), Rachel Brekhus (University of Missouri – Columbia Sociology Librarian), and I; Ed Kain informed me that he had suggested to Margaret Vitullo, ASA Director of Academic and Professional Affairs, that next year’s ASA conference training of Department Resource Group (DRG) Program Reviewers include discussions of how to conduct sociology program reviews that more thoroughly incorporate information literacy assessment in the library portion of reviews.

Also, by invitation from Teaching Resources and Innovations Library for Sociology (TRAILS) Editor
Diane Pike, I attended the TRAILS Area Editors meeting. Drawing from the outcomes of this meeting as well as the aforementioned breakfast meeting, I marketed TRAILS by recommending via the ANSS listserv that sociology liaison librarians encourage their sociology faculty to submit teaching materials to TRAILS.

I had another informal roundtable discussion accepted for the ASA Conference, entitled “Data Management for Sociologists,” which was led by Jason Phillips, former NYU Data Services Librarian and Sally Willson Weimer, and which I and another New York University librarian joined. Drawing from outcomes of this discussion, I had planned to (1) pursue developing a guide for sociology-specific data management needs/practices, including addressing making data and scholarship open access, and (2) contacting Michael Kisielewski, Research Associate for the ASA Department of Research on the Discipline and Profession, to discuss his department’s interest in pursuing a research project to gauge sociology-specific data management needs, such as making data and scholarship open access.

Additionally, while attending an NSF-sponsored Policy and Research Workshop entitled “Data for Social Science Research: Availability, Accessibility and Research Possibilities,” Sally Willson Weimer, Frans Albarillo (Brooklyn College – CUNY Sociology Librarian), and I spoke with Patricia White (National Science Foundation) and Sheela Kennedy (University of Minnesota IPUMS-International) and have been in email communication regarding how we can help disseminate information about the IPUMS data resources as well as teaching materials using IPUMS data. My initial plans regarding IPUMS included (1) working collaboratively with Frans Albarillo and Sally Willson Weimer on developing a LibGuide that highlights IPUMS and other social-science data resources with instructional help for those resources, and (2) disseminating this information with a link to the LibGuide to the ANSS listserv, the IASSIST listserv, ANSS Currents, and to ASA Officers.

I have had brief communication with Karen Gray Edwards, ASA Director of Publications and Membership, and have learned from the November 2013 ASA Footnotes newsletter that the ASA Council and Committee on Publications has “approved moving forward with SAGE on plans to launch a premier open access general sociology journal. A detailed proposal is expected for review at the next Council meeting [March 1-2, 2014, in Washington, DC], including the payment model, copyright provisions, candidates for editorship, and journal name.” I had hoped to have further conversations with Karen Gray Edwards about how this open-access initiative is proceeding.

I greatly appreciate the opportunity to have served as the ACRL-ASA Liaison!

MEMBERSHIP COMMITTEE
Anne Larrivee and Miriam Rigby, Co-Chairs

This year’s ANSS Membership Committee planned an enjoyable Social at Philadelphia’s Triumph Brewing Company. The Social welcomed fourteen people, which included the familiars and the first-timers. The committee met at ALA Midwinter to discuss some of the suggestions proposed during our last virtual meeting in November. Some of the agenda plans included social media promotion, member mapping, member surveying, and tracking membership trends. As of November we had 457 ANSS members, 190 Likes on Facebook, and 126 Twitter followers. Within the next year, we hope to increase numbers in all of these categories.

Through social media such as our ACRL/ANSS Facebook Organization Page, we encourage members to share photos and find out about the latest updates with ANSS. Check out the page to see the latest photos of the 2014 ALA Midwinter Social. The Twitter page provides members with real time messages about the happenings of ANSS.

We are currently investigating how to make our members feel more connected. The newly created GIS membership map (see Figure 1 below) will help with this initiative. This map uses zip codes to anonymously
show where ANSS members are located. We hope to use this type of data in the near future to provide better regional connections. The Membership Committee also plans to develop an ANSS member survey, which will help us learn more about current members’ needs.

A big “thank you” to all of our current ANSS members; your involvement is an encouragement to all of us.

Figure 1: ANSS membership map

PUBLICATIONS COMMITTEE
Hailey Mooney and Beth Sheehan, Co-Chairs

The committee is continuing efforts to make ANSS Currents content more easily discoverable online via search engines. In October 2013, a form was submitted to EBSCO requesting that the publication be indexed in their databases, and the committee is waiting for a decision from EBSCO. Also, now that the tables of contents have been added to the website in HTML format, Currents content may also appear in Google Scholar. A full discoverability report will be prepared for the next committee meeting at ALA Annual.

Other continuing business includes ongoing work on the Guide to Editing ANSSWeb. Erin Gratz and Beth Sheehan will work to prepare the draft for committee review by the ALA Annual meeting in June 2014. The committee will continue to use the built-in Wordpress statistical tracking capabilities to document ANSS website statistics, since the free version of Wordpress does not support Google Analytics.

The ANSS Memories history project is currently being set-aside due to low interest and contribution from members. However, the committee plans to use content from the ALA Archives to begin a “History Corner”
series in upcoming issues of *ANSS Currents*, and will solicit contributions to this series in future issues.

Pre-1997 issues of *Currents* were being scanned and submitted to Erin Gratz for addition to the website, but this project is currently unfinished. The committee will investigate options for accessing and scanning missing issues via the ALA Archives, and also soliciting contributions from members, with the intent to complete scanning and indexing prior to the ALA Annual meeting.

The committee continues to seek a regular “Tech Corner” columnist for *ANSS Currents*. Any members interested in volunteering should contact Hailey Mooney and Erin Pappas (editors). The Publications Committee is also investigating procedures for archiving electronic content (such as *ANSS Currents* and website content) with the ALA Archives.

**RESOURCE REVIEW AND BIBLIOGRAPHY COMMITTEE**

Helen Clements, Chair

The Resource Review and Bibliography Committee meeting was held virtually using Google Hangouts on January 17, 2014. Members agreed that we will re-examine our committee charge to suggest making it more flexible, giving us more opportunities to move beyond the one or two reviews we have contributed to each issue of *Currents*. We would like expand our resource coverage to include other sources and to encourage a comparative approach. Several earlier articles, including the review of ScienceDirect in the Fall 2013 issue of *Currents*, move in this direction.

We also thought that increasing collaboration among ourselves and perhaps other ANSS members, for instance in co-authoring articles, would be a positive contribution. Some of the possibilities we discussed include more emphasis on open access resources, especially since many libraries cannot afford expensive subscription databases. We believe that more reviews comparing related resources focused on a topic or area of study would be useful as well. We also mentioned the possibility of covering less traditional resources such as datasets or mapping resources. Brief updates on past reviews, if a resource has changed significantly, may also be of interest.

We discussed briefly doing an article about publishing issues such as spurious (i.e., “vanity”) publishers. Overall, we want to increase the emphasis on interactivity and discussion among ANSS members, especially sharing reasons for deciding whether or not to subscribe to a particular resource. We have several articles planned for the upcoming issues of *Currents*, and encourage ANSS members to consider joining the committee, which provides opportunities to publish in a newsletter that will be read by colleagues in the disciplines related to anthropology, sociology, and criminal justice/criminology. We also briefly discussed the toolkits: they have been constructed by other committees and are located in *ALA Connect*. Helen Clements also mentioned that Joyce Ogburn had updated her bibliography of anthropology resources.

The committee chair will be checking on the status of those tools.

**SUBJECT AND BIBLIOGRAPHIC ACCESS COMMITTEE**

Wade Kotter, Chair

The Subject and Bibliographic Access Committee met in Philadelphia on Saturday, January 25 at 10:30 am. The main business of the meeting was to identify subjects for upcoming cataloging Q&As. Topics to be covered in the next few months include RDA & Series Authorities; Subject Headings for Food Deserts & Related Topics; Designations for Relationships between Persons/Corporate Bodies and Works; and FRSAD (Functional Requirements for Subject Authority Data). We also briefly discussed the lists of new subject headings in the social sciences, which we are now posting on a quarterly basis. Finally, we discussed the possibility of producing a list of subject headings related to the topic of the joint ANSS-EBSS 2014 program in Las Vegas. Overall, it was a productive meeting and we look forward to meeting again at the ALA Annual Conference in Las Vegas. We encourage anyone interested in subject and bibliographic access to attend our meetings and consider volunteering for the committee; cataloging experience is not required or expected.
VIRTUAL LIAISON DISCUSSION FORUM REPORT

Anne Larrivee

Librarians Juliann Couture and Mandy Swygart-Hobaugh serve as the Anthropology and Sociology Section’s (ANSS) liaisons. Within this role, they develop beneficial networks and join in dialogue with non-library organizations. Both Juliann and Mandy began their ANSS liaison responsibilities in August, 2012. While Juliann plans to fulfill three years of active service, Mandy resigned from her liaison position as of March 24 (see her liaison report in this issue for more information). Juliann, of University of Colorado Boulder University Libraries, serves as the American Anthropological Association (AAA) Liaison and Mandy, of Georgia State University Library, serves as the American Sociological Association (ASA) liaison. Juliann and Mandy share updates and news from these organizations in ANSS Currents and at ALA conferences. They update Twitter feeds with information about the AAA and ASA Conferences from a librarian’s perspective and are happy to answer individual questions about the conferences. To extend their outreach even further, ANSS offered a Virtual Discussion Forum with Juliann and Mandy on March 12, 2014.

The virtual meeting held in March attracted 25 attendees. Anne Larrivee, co-chair of the ANSS Membership Committee and member of the ANSS Liaison Committee, provided a brief introduction and then the presentation began. Juliann, liaison to AAA, spoke first. Juliann discussed the background of the ANSS liaison program and the selection process. Next, she provided background information about AAA and their 22 journal publications. The two AAA conferences that Juliann has attended as liaison have given her a better understanding of the AAA’s structure and committees. Juliann’s choice to attend specific committees was largely based on ACRL’s Plan for Excellence; she focused on research and the scholarly environment, as well as student learning. Committees of interest include: Committee on the Future of Print and Electronic Publishing, Committee on Teaching Anthropology, and the Savage Minds meet-up.

Although she was confronted with many people asking, “Why are you here?”, once she explained her goals it seemed to make sense to people. From the time spent in committee meetings, she learned about several trends that are significant to librarians. For example, she learned about the push toward more open access initiatives and the revamping of Anthrosource. Cultural Anthropology is AAA’s first journal publication to go completely open access, and AAA is considering other policies that will increase access as well. Juliann ended her talk by saying that as academic librarians, we can help research open access and author rights, propose new models, contribute teaching materials, and start conversations with our campus communities.

Next, Mandy Swygart-Hobaugh started her presentation with a brief explanation of the American Sociological Association (ASA). Publications from the ASA include nine journals, including their well-known American Sociological Review, and four section journals. The ASA also has a teaching repository, known as TRAILS, but only ASA members have access. Given the timing of Mandy’s liaison appointment, she missed the 2012 ASA conference. She was, however, able to collect an abundance of information from the conference in 2013. From this conference, she found important research themes and questions: concerns over the number of new sociology jobs, data management and open access, money for research, assessment, and pedagogy of teaching and learning. Mandy’s interests in research and instruction lead her to the Committee on Teaching and Learning in Sociology, the STLS Cooperative Initiatives Committee. As one of her initiatives, Mandy would like to build a stronger relationship with the editor of TRAILS and help with marketing the resource. Mandy also thinks librarians could benefit from an information literacy repository focused on sociology assignments and assessment. This could be a potential project for ANSS in the future. Mandy also expressed an interest in data services and open access. She proposed the development of either a sociology-specific data management guide or a study to investigate ASA members’ data needs. Mandy did try to lead a roundtable discussion at this past conference but believes that the best approach for the future is to integrate into successful pre-existing
programs. While Mandy has regrettably had to resign from her liaison position, she would gladly assist the newly-appointed liaison with building upon the networks she has been able to create over the past year.

For a full recording of the virtual forum of the ANSS liaison discussion visit:
http://ala.adobeconnect.com/p3eowo8g1hb/

ANTHROPOLOGY LIBRARIANS DISCUSSION GROUP

Our featured speaker was Dr. Janet Monge, Curator of Physical Anthropology at the University of Pennsylvania Museum of Archaeology and Anthropology. Dr. Monge shared anecdotes about her work, describing several fascinating areas of museum investigations and operations in physical anthropology, as they have been developed by the Penn Museum. This institution is one of the nation’s oldest and most famous anthropology museums. Librarians can take note of these trends when supporting faculty, especially archaeologists and physical anthropologists.

Dr. Monge described a service project that has been fostered by a small company related to the Penn Museum, which produces replicas of rare and fragile bones from museum collections. The museum has also created CT scans of many of its human and non-human cranial remains, from Penn and other institutions. These can be located in a website called the Open Research Scan Archive.

Dr. Monge also spoke about a number of the Museum’s dramatic projects in physical anthropology. Among them were a re-examination of crania in the Museum’s Samuel Morton collection, which had been the basis for Stephen Jay Gould’s book, The Mismeasure of Man. The study concluded that many of Morton’s measurements were actually accurate, although his ethnocentrism and racism remained as clear evidence of the beliefs of his time.

Another story was that of the investigation of burials of 57 Irish workmen at the Duffy’s Cut railroad construction site near Philadelphia, dating to 1832. The conclusion of the new investigation was that not all the deaths had been due to a cholera epidemic; there was a strong evidence of murder in some of the remains. Dr. Monge also graciously invited the audience to contact her and to visit the Penn Museum to learn more.

CRIMINOLOGY/CRIMINAL JUSTICE LIBRARIANS DISCUSSION GROUP

The speaker at the Midwinter Criminology/Criminal Justice Librarians Discussion Group was Dr. Larry Sullivan, Chief Librarian at John Jay College of Criminal Justice, New York. Dr. Sullivan discussed archival materials and the value they add to collections. Among the highlights of his discussion were prisoner poetry and how this poetry can illuminate the lives and thoughts of prisoners. The poetry may not be valued for the rhyme or meter, but the content provides a rich view of the prisoner, his conditions, and inner life. Dr. Sullivan also discussed materials, such as this prisoner poetry, which may not be thought of as archival, but should be collected nonetheless. They may be considered archival for their insight into the everyday life and mind of the subject.
The main theme of the Midwinter Sociology Librarians Discussion Group meeting was social science data use and instruction. We invited two presenters to this meeting: Christine Murray, Social Sciences and Data Services Librarian at the University of Pennsylvania and Jen Darragh, Data Services and Sociology Librarian at Johns Hopkins University. Their presentations were well received by this group.

Christine Murray handles research questions on numeric and spatial data in the social sciences, including U.S. Census information, Philadelphia city data, and other government and academic statistics. She has a background in geographic information systems (GIS) and also serves as the contact for Penn's programs in criminology, sociology, and urban studies. Christine has a lot of experience in working with courses in the demographics program and other social sciences classes. Thus, her presentation focused on how she introduced data resources to course-related instruction, resources for teaching with data, and how to target outreach to courses that involve quantitative data analysis. Many of these courses require students to find datasets for their own topics or conduct literature reviews.

Since there is no single, centralized data source, Christine’s primary challenges are how to teach students to find data for various topics and how to make students excited about finding data. Christine’s strategy is to use one dataset and one tool for one course assignment to lower the level of the difficulty in using data. For example, for a course on poverty and inequality, Christine focused on teaching students to use Social Explorer to make maps and graphics. Christine also used online analysis tools, such as GSS and SDA, to lower students’ barriers to data analysis. In this way, students did not need to use SPSS to download and run data. Christine also prepared online guides and provided “research parties” (research consultations) for students who needed further instruction after the BI sessions.

Christine designed a project to give small groups various datasets and to help them understand what information they need to look for when choosing datasets. She also drew interesting topics and examples from prepackaged presentations of data—such as visualization tools, news, blogs, or public data from Google—to motivate students. Christine concluded her presentation with a list of valuable resources for teaching students in the use of data sources.

Jen Darragh provided an overview of her work with restricted data. She has a hybrid position where a quarter of her time is spent supporting demographers and other researchers in the use of data sets. Most of the patrons she assists do research in public health. Jen assists her patrons in the contractual use of secondary data, as well as the use of the data they gather in their own primary research where there may be security risks.

Jen described restricted data in terms of “deductive disclosure.” As she explained, this is when individuals’ personal identities may not be readily available in a given dataset, but they may be possible to deduce through the correlation of very specific medical, economic, geographic, and other detailed information. Other forms of data may be restricted to protect the identities of children and other protected populations. Due to the possibility of deductive disclosure, very detailed health information for small geographic regions and other low-population locations (such as prisons) are not available publicly.

Jen assists her patrons in determining if they need restricted data for their research and identifying possible sources of restricted data. She primarily works with graduate students and faculty. The process of gaining access to restricted data can often take months, so undergraduates often do not have the time required to seek it out.

Dealing with restricted data ultimately depends on securing computing environments which are in compliance with the policies of the organization providing the data. Jen described two tiers of restricted data facilities that she provides to
her faculty. One facility is a high-security “cold room” for stand-alone computers without networking of any kind. The cold room meets the security requirements for the National Center of Education Statistics and is primarily for the use of their data. The second facility houses an analytic server that holds restricted data in different partitions. The server is managed in such a way as to make any copying or transmission of data (copying, pasting, uploading, downloading) impossible. Jen mentioned that the analytic server requires intensive I.T. support in order to be able to provide a high level of customization and security. For her graduate students, Jen provides a separate data center. This data center is accessed by a card swipe and features stand-alone computers.

Jen helps her faculty process the “mountain of paperwork” necessary to access and use restricted data. Formal agreements are necessary and each agreement is different, even from government agencies that one might think would have relatively similar terms. These agreements require multiple levels of approval, including attention and signatures from her school’s institutional review board (IRB), legal counsel, and the Office of Research. When Jen works with graduate students, she advises them through this process, but makes the students responsible for actually applying for permission and getting the appropriate signatures. This provides them with practical knowledge and first-hand experience should they end up working for an institution that does not provide assistance.

Jen concluded with advice for librarians to only provide assistance and facilities for the use of restricted data if there is a well-defined need. This is not a matter of “build it and they will come.” She also advised that there are several possible levels of service from the relatively simple task of assisting patrons in finding sources of restricted data, to the more time-consuming process of helping process paperwork, to the expensive and resource-intensive provision of secure computing facilities.

The audio file of the two speakers’ presentations and Christine’s presentation file are available on ANSSWeb.
ANSS MIDWINTER 2014 SOCIAL

The Midwinter Social was held on Friday, January 24th at the Triumph Brewing Company of Philadelphia.

ACRL 2015: CREATING SUSTAINABLE COMMUNITY

Portland, Oregon – March 25-28, 2015

ACRL 2015 will feature more than 300 carefully curated programs to help you stay at the forefront of the profession. Access cutting-edge information, discover new ideas, and engage in conversations with academic and research librarians from around the world. Registration and housing materials will be available soon. Register by the early-bird deadline to take advantage of discounted fees; group discounts up to 20% and scholarships are also available. Complete details are online at www.acrl.org/acrlconference.
SPENCER ACADIA, Ph.D., of the University of Texas at Tyler, will be presenting an accepted paper at an official pre-conference as part of the International Federation of Library Associations (IFLA) 2014 congress in Lyon, France this coming August. The paper is titled: "Selection, Implementation, and Behavioral Considerations for Knowledge Management Tool Adoption." In the paper, Spencer and his co-author investigate enterprise content management systems (ECMS) and learning management systems (LMS) as tools for knowledge management and change in a non-library organization, but draw parallels with how such systems may be implemented in libraries. The paper uses a dynamic theory of organizational knowledge creation to explain the process of adopting a new system and how to manage the organizational and cultural change that results from new system implementation.

BRIAN QUINN’s (Texas Tech University) article, “The McDonaldization of Academic Libraries”, was selected as a semi-finalist for possible inclusion in the forthcoming 75th anniversary issue of College & Research Libraries. It is one of a select group of landmark articles chosen from all the articles published in the journal’s history. The editors define landmark articles as ones that address important issues that might influence the future of the profession. The articles will be published in the March 2015 issue of College & Research Libraries and will be the subject of discussion at the ACRL 2015 Conference in Portland, Oregon.

MIRIAM RIGBY (University of Oregon) and fellow librarian, Nicole Pagowsky (University of Arizona), who is well-known for her sartorial blog, Librarian Wardrobe, are in the process of wrapping up an edited volume on librarian stereotypes. The Librarian Stereotype: Deconstructing Perceptions & Presentations of Information Work offers a wealth of views and a wide range of ideas surrounding stereotyping in librarianship. Authors employ theory and approaches from the social sciences, especially stemming from sociology and anthropology, to reignite the discussion and launch us into productive conversation and action. Fellow ANSS member ERIN PAPPAS’ chapter, “Between Barbarism and Civilization: Librarians, Tattoos, and Social Imaginaries,” is one of many highlights. Look for it from ACRL Press this summer!

NANCY SKIPPER reports from Cornell University that a new peer reviewed, open access journal, Sociological Science, was launched in February, 2014. The editorial team consists of faculty from Stanford, Cornell, Yale, MIT, and NYU. A post on The Disorder of Things blog includes an interview with Kim Weeden, Sociology Department faculty member at Cornell University, on many of the issues surrounding the creation of a high quality, scholarly, open access journal. In addition to free access, the journal provides a more rapid dissemination of research and creates an online community of scholars who can more readily share responses to new scholarly content.

As the library liaison to the Sociology Department, Nancy volunteered to contact the editorial staff at Ebsco and ProQuest and convinced them to include Sociological Science in the list of journals indexed and linked in both SocIndex and Sociological Abstracts. As open access publication models evolve, perhaps this is a role for liaisons to explore.
This is the first installment of a regular recurring feature in ANSS Currents. The ANSS History Corner highlights memorable or historic events in the section’s recent or distant past, and will include both a description of the facts as well as supplemental pictures, quotes from members, notes or memorabilia, trivia or other points of interest.

All current or former ANSS members are welcome and encouraged to contribute content or suggest topics for future ANSS History Corner features. Please send all comments or suggestions to Beth Sheehan.

10 YEARS AGO...
The ANSS-sponsored program at ALA Annual 2004 in Orlando, FL was:

"Her Eyes Were Watching Humanity: Zora Neale Hurston as Ethnographer, Novelist, and Feminist"

This program was co-sponsored by the ACRL African American Studies Librarian Section of ACRL, with additional sponsorships by ACRL Literatures in English and Women’s Studies sections, ALA Feminist Task Force and Rare Books and Manuscripts Sections, and NMRT Diversity Committee.

To accompany and advertise the program, a website was developed with photos of Zora Neale Hurston and the program speakers, a Hurston biographical sketch, and selected bibliography of Hurston scholarship. Although the original website is no longer live, through the magic of the Internet Archive’s Wayback Machine we are able to view it here.

Speakers:
- Pamela Bordelon: “In the Field with Zora Neale Hurston”
- Valerie Boyd: “Finding the Cosmic Zora”
- Deborah Plant: “Their Eyes Really Were Watching God”

Did you know...

To date, this is the only ANSS-sponsored program in the section’s history to feature scholarship focused exclusively on the work and writings of one author.
HELEN CLEMENTS
Interviewed by Beth Sheehan

Author’s Note: I have had the privilege of serving on several ANSS committees with Helen and co-authoring a resource review article with her. She was one of the first members to welcome and encourage me to get involved when I joined ANSS, and I am pleased to help her share her story.

Helen Clements has been a very active member of ANSS since she joined the section in 2005. After attending an ANSS-sponsored sociology discussion group at a conference, she realized that she wanted be more involved and was welcomed to the section by JoAnn Jacoby (chair 2006-2007). Since then, she has served on the Publications Committee, chaired the Membership Committee as the elected Member-at-Large, and is currently chairing the Resource Review and Bibliography Committee (her favorite ANSS committee!) and serving on the Program Planning Committee for the 2014 ALA Annual Conference in Las Vegas. Avid readers of the ANSS Currents newsletter will also recognize her as the author of six previous ANSS member profile articles and several resource review articles.

Helen’s most memorable ANSS moment occurred at last summer’s ANSS social event, when everyone was caught in a sudden downpour! She thoroughly enjoys the socials and encourages all members to attend, as it is a great way to meet people informally. When asked if she has other advice for new ANSS members, she is quick to encourage involvement in committees, “especially those which contribute to ANSS Currents, like the Resource Review and Bibliography Committee. We need more members, and there are so many different perspectives and expertise that new people bring to it.”

Helen notes that ANSS Currents has grown quite a bit in recent years, and that “it was always a nice newsletter before, but now it is really becoming something you can be proud of publishing in.” She credits Erin Gratz and Hailey Mooney for many of the recent positive changes and is proud of her own contributions to the current trajectory of the publication.

She would also like to see greater member awareness of other ANSS members in their local area. She is an affiliate member of the American Indian Library Association, and, on their listserv, she heard about an idea for a geographic “member map” visualization. She recently brought this idea to the ANSS membership committee with successful results. An ANSS membership map has been developed and will be shared in ANSS Currents and on the ANSS website. She hopes this will help raise members’ awareness of their local ANSS community.

In addition to her involvement with ANSS, Helen is passionate about her work with several state professional organizations. She is the chair-elect of the University and College Division of the Oklahoma Library Association (OLA) and will begin her term as chair of this division starting in July of this year. She notes that her involvement with the
OLA allows her the opportunity to interact with public and special libraries in a way that she wouldn’t otherwise, and she enjoys staying in touch with other librarians across the state. In addition, she is a member of a standing committee for tribal libraries. Although she herself is not Native, she joined at the urging of several other members of this group around 6-7 years ago. Their mission is to bring the Oklahoma majority community together with libraries serving tribes and members of the American Indian population. Her involvement with the tribal libraries gives her the opportunity to stay abreast of news in this community and pass information back and forth between her connections on campus and across the state. She also finds that this work helps inform her decisions in her role as selector for American Indian Studies at Oklahoma State University. In addition, Helen participates when possible in the Oklahoma chapter of ACRL, which she describes as “very active” and attends their Information Literacy conference each year. Since there is not a complete overlap in membership with OLA, this allows her the opportunity to regularly connect with other academic librarians in Oklahoma. Helen’s family settled in Oklahoma around 1899 (pre-statehood), and her pride in her home state is clear and apparent as she describes her involvement in local state associations, and her desire to stay connected with and contribute to the library systems in Oklahoma.

Helen is currently a tenured librarian and associate professor at Oklahoma State University, with social sciences liaison responsibilities to the departments or programs in Sociology, Human Development and Family Science, Gender and Women’s Studies, American Indian Studies, and Design, Housing, and Merchandising. In addition to her liaison reference and instruction duties, she also regularly teaches a one-credit elective course (Library Science 1011), which teaches information literacy and library research skills to students from all majors over the course of 5 weeks. Helen has taught this course almost every year since 2000 and enjoys the students and the wide variety of research topics that they choose for their final annotated bibliography (everything from fire science, to statistical methods in sports predictions, to legal structures and constitutions in Cuba, to botflies).

Helen has been working with libraries or archives in some capacity since her senior year of high school in Elk City, Oklahoma, when an English teacher/librarian pulled her from an office job and put her to work in the school library. After receiving her B.A. in English with a minor in Library Science from Oklahoma State University (her father’s alma mater), she attended the Graduate School of Library and Information Science at the University of Illinois at Urbana-Champaign (UIUC), where she also worked as a Graduate Assistant in the cataloging department of the university library. She admits to keeping several handwritten cataloging cards from Illinois as mementos, although she firmly states that she would never go back to handwritten cataloging “for love or money.”

Helen discovered her affinity for anthropology by chance, while completing a library science social sciences literature class at UIUC. To complete an assignment for the class, she needed to read a book outside her previous subject knowledge and education, and originally she picked a macroeconomics book. After three failed attempts to read the first chapter of this book, she decided to switch subjects, and while browsing in the social sciences library, she found an introductory anthropology textbook. Luckily, she found anthropology much more to her liking, and she went on to acquire an M.A. in Anthropology from Texas Tech, and (after “a jillion years”) a Ph.D. in Anthropology from the University of Texas in Austin. While pursuing her anthropology degrees, she continued to work in libraries. At Texas Tech, she worked first as a student assistant and then as a full-time librarian with the Southwest Collection, a special historical collection of archival materials. This is an area of librarianship that Helen would love to return to one day. At the University of Texas, she was a Graduate Assistant in the Latin American Library. She has also worked as Library Manager for a Texas regulatory agency, the Public Utility Commission. Although this position was a bit outside her areas of interest in librarianship and subject specializations, she learned a lot about law libraries, how state agencies work, and about government information sources and working with the public.

Helen’s dissertation research took her to Oaxaca, Mexico, where she studied villages which specialize in handweaving as a traditional craft, the relationship of these activities to economic development and tourism, and the connection
between small-scale weaving and the Mexican Industrial Revolution. While in Oaxaca, Helen worked as a librarian for the rural sociology program at the local state university.

Helen’s favorite aspect of being an academic librarian is the constant interaction with young and enthusiastic students. She also enjoys the variety that comes with reference service: “Somebody could be looking for a novel to read, and the next person could be a doctoral student in art history or science working on their dissertation.” When asked what she feels is the most challenging part of librarianship, she replied “keeping up with constantly changing technology,” but added that she this is a challenge she enjoys and that she thinks it is important that we, as librarians, constantly rethink how we serve and adjust our approach when necessary.

Helen encourages early career and younger librarians to reach out to experienced colleagues. “It may be easy to feel intimidated by librarians who have been in the field for 30 or 40 years, but remember that you also have knowledge and expertise that the other person doesn’t. Listen to experienced librarians, but,” she chuckles, “ignore the griping.” Building and maintaining professional relationships and networks, both locally and nationally, is a common theme in Helen’s advice to others, and it shows in her own professional actions in that she practices what she preaches.

She also recommends flexibility and openness to shifts in focus throughout your library career. “Think in terms of doing a variety of things, because your career will change a lot.” She notes that it is not uncommon for librarians to have two or three different positions in different areas of librarianship, “often within the same four walls...sometimes the best preparation to specialize is to be a bit of a generalist.”

Although not currently pursuing her own research agenda, Helen would be interested in resuming research related to textile production. She also admits that at some point “eventually I may figure out that I want to retire” from academic librarianship, and when that time comes she’d like to return to historical special collections librarianship. After retirement, she would also like to work in literacy education, and use her Spanish language skills as a literacy coach.

In her spare time, Helen loves visiting her two grandchildren in Minnesota, reading murder mysteries, watching Downton Abbey and other PBS programming, gardening (she currently has a “wonderful weed crop”), and listening to NPR.

**Framework for Information Literacy for Higher Education**
ACRL’s task force is scheduled to release a revised draft of the Framework in mid-June. They will hold a hearing at the American Library Association’s Annual Conference in Las Vegas (Saturday, June 28, 10:30 am – 11:30 am) as well as online hearings in June. Task force members will continue the iterative process, modifying the Framework based on feedback received in June. They expect to submit a final document to the ACRL Board in August 2014 for their consideration and approval in September. For more see [http://acrl.ala.org/ilstandards/](http://acrl.ala.org/ilstandards/)
ACRL's Proposed Framework for Information Literacy: A View from the Disciplines

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This past year, the work of the ANSS Instruction & Information Literacy Committee included completing a 5-year review of the Information Literacy Standards for Students in Anthropology and Sociology (ALA / ACRL / ANSS Instruction and Information Literacy Committee Task Force on IL Standards, 2008). All ACRL standards are reviewed on a regular basis, and this review cycle is particularly notable since it also features efforts to significantly revise the main ACRL Information Literacy Competency Standards for Higher Education (2000). The task force charged with this undertaking released a first draft of their work earlier this year, and the proposed Framework for Information Literacy for Higher Education (ACRL Information Literacy Competency Standards for Higher Education Task Force, 2014) to replace the existing standards reflects the sea change in both higher education and the information ecosystem over the past two decades.

Anticipating major changes to the ACRL information literacy standards, the ANSS Instruction & Information Literacy Committee decided to postpone any major revisions to our discipline-specific standards, opting instead to make a few simple edits to clarify language and replace outdated references. The ANSS membership, however, should not feel restricted by our place in the 5-year review cycle, and instead should take this opportunity to consider the new information literacy framework and its impact on library instruction in the disciplines. I hope this brief column—which admittedly raises more questions than it provides answers—is just the beginning of a discussion on the future of information literacy in anthropology, criminology, and sociology librarianship.

Discussion of the new Framework has already begun in earnest. Anticipating the task force’s initial draft, an entire issue of the open access journal, Communications in Information Literacy (2013), was dedicated to reflection on the current ACRL standards, and how they might evolve in the twenty-first century. Since the first draft of the Framework was released in February of this year, the blogosphere has lit up with librarians’ reactions and reflections (Fister, 2014; Pagowsky, 2014; Swanson, 2014). The response has been mostly favorable, although there have been some concerns about the injection of new jargon into the already library-centric vocabulary on the topic (Berg, 2014; Burkhardt, 2014). I agree with them that terms like “metaliteracy” are perhaps redundant and unnecessarily opaque to non-librarians.

Central to the proposed Framework are threshold concepts, a model that originated in the work of Meyer and Land (2003). They identified what they termed “troublesome knowledge” in economics that learners have to master before being able to grasp more advanced concepts. Once this knowledge is obtained, learners’ understanding of the subject is irreversibly transformed. In higher education, a threshold concept approach forces experts to reflect upon their own knowledge and locate the key concepts that scholars in the field take for granted, but disciplinary novices (i.e. undergraduate students) struggle to understand. More metacognition and self-reflection among university faculty can only help our educational mission, as demonstrated in the pedagogical research of Sam Wineburg (2001). But is simply identifying troublesome knowledge in each discipline enough to revolutionize the way we teach? Let us not confuse the
content of our teaching (threshold concepts) with the method and practice of that teaching (pedagogy). And is the self-
reflection of experts an adequate methodology with which to identify these threshold concepts? Where are student
voices in this process? Research and experience may indeed validate the threshold concepts for information literacy as
proposed by the ACRL task force, and I don’t want to suggest that the task force has it all wrong. Based on my own
assessments of student learning and some anecdotal evidence, I suspect we are on the right track, but there are also
those who suggest that threshold concepts cannot be identified through empirical methods at all (Rowbottom, 2007).

The theoretical terrain may be confusing, however, for subject specialist and liaison librarians. The threshold concepts
approach began in the disciplines, and one of Meyer and Land’s five properties of a threshold concept is
“boundedness,” being specific and perhaps unique to a field of study. The proposed Framework assumes information
literacy is its own knowledge domain, with its own threshold concepts, though interestingly the ACRL task force
abandoned the boundedness facet of Meyer and Land’s definition because “that aspect belongs most specifically to
well-defined disciplines” (ACRL Information Literacy Competency Standards for Higher Education Task Force, 2014,
p. 5). Lisa Hinchliffe points out this tension, and asks if librarians can “have it both ways: IL as a discipline and IL as
common to all” (2014). Meyer and Land themselves were equivocal on the matter, stating threshold concepts are
“possibly often (though not necessarily always) bounded” (2003, p. 5). What, then, is the relationship between threshold
concepts for information literacy, and threshold concepts specific to traditional academic disciplines? Will this approach
lead to closer collaboration with disciplinary faculty, or does the delineation of separate threshold concepts unique to
our knowledge domain keep us apart?

The previous questions may be answered by whatever happens to the myriad discipline-specific information literacy
standards, including our own for anthropology and sociology. Will we still need separate information literacy standards
for each discipline? Troy Swanson (2014) reminds us that neither the “old” standards nor the “new” Framework are
intended to be a one-size-fits-all solution to information literacy. Rather, the outline generated through ACRL provides
goals for understanding, and it is up to us to develop learning outcomes and teaching strategies to meet those goals on
our campuses. I agree that we may not need separate standards or frameworks for each discipline, but rather may wish
to develop our own set of discipline-specific applications of information literacy threshold concepts. Perhaps it was the
overly prescriptive nature of the standards that led subject librarians to refine and reimagine them in disciplinary
contexts, but the openness and flexibility of the proposed Framework would obviate the need for discipline-specific
versions.

Finally, we must continue to be sensitive to the needs and priorities of our local partners on campus, and not let our
excitement for new theoretical frameworks get in the way of open communication and collaborations. We should not
assume that our faculty partners are familiar with Meyer and Land’s threshold concepts. A preliminary search of
Sociological Abstracts and Anthropology Plus produces no relevant results for “threshold concepts,” and a citation
search of Meyer and Land’s work in Web of Science produces 94 citations, none of which appear to relate to
anthropological or sociological contexts. This is not to assume our faculty won’t be interested in this approach, but,
clearly, it is not prominent in their scholarly communication.

In sum, the proposed Framework for Information Literacy in Higher Education offers a refreshing change from the
current standards for information literacy, and reflects the changes we have encountered in higher education and in the
information ecosystem since those standards were first published in 2000. As the ACRL task force continues its work
and librarians provide comment and feedback, we in the subject-specific sections should take the opportunity to reflect
on our own work providing information literacy instruction in the disciplines. Will the proposed Framework transform
our pedagogical approach, or does it confirm what we’ve been doing all along? In either case, I look forward to great
discussions with my ANSS colleagues on the future of information literacy for anthropology, criminology, and
sociology.
References


FREELY ACCESSIBLE RESOURCE: ETHNOLOGY INDEX

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Reviewed March 2014
Publisher: University of South Dakota, I.D. Weeks Library
URL: http://www.usd.edu/library/ethnology/
Coverage Dates: 1877-1964

Bureau of American Ethnology and its Publications

Bureau of American Ethnology (B.A.E.) publications are important sources of primary research in Native North American ethnography, linguistics, and archaeology. From 1879-1964, the B.A.E., a unit of the Smithsonian, sponsored and published research, primarily on North American Indian cultures.

“The B.A.E. effectively founded American anthropology (especially ethnology and linguistics) at a time when there were no advanced university degrees in the field and there were almost no full-time anthropologists employed anywhere else. The 200 Bulletins and 48 Annual Reports of the B.A.E. were the premier publications in anthropology in the country for most of the 86 years of the Bureau's existence” (Smithsonian Institution, National Museum of Natural History, Department of Anthropology, n.d.).

The Bulletins, Annual Reports, Contributions to North American Ethnology, and Institute of Social Anthropology publications are indexed in an easily searchable, freely accessible online search engine from the I.D. Weeks Library, University of South Dakota.

The series Contributions to North American Ethnology was published from 1877 (even before the B.A.E. was established) to 1893. The B.A.E.'s Institute of Social Anthropology publications (1944-1953) covered Central and South America. This review will focus on access to Annual Reports and Bulletins.

An important bibliographic resource for understanding B.A.E. publications is the List of Publications of the Bureau of American Ethnology (Smithsonian Institution, Bureau of American Ethnology, 1997), which includes a comprehensive alphabetical list of authors and titles, as well as listings of content for each individual series. This document is freely accessible online from the Smithsonian Libraries.
Fee and Free Online Access to B.A.E Annual Reports and Bulletins

As U.S. government publications, the Annual Reports and Bulletins are available full text and full image in the subscription database ProQuest Congressional, in the U.S. Serials Set. Some access to digitized Annual Reports and Bulletins can be found in the open access repositories Gallica (Bibliothèque nationale de France) and Biodiversity Heritage Library/Internet Archive. Google Books and Hathi Trust Digital Library contain digitized B.A.E publications, and Hathi Trust allows full-text searching. However, none of the fee or free online databases provide an easy way to identify B.A.E. series and search for a particular topic. In order to effectively search any of these databases or digital libraries for B.A.E publications, librarians need to carefully determine what they are searching (which publications, for which years, are available) and then investigate how to make best use of advanced search options.

Using Weeks Library’s Ethnology Index

With Ethnology Index, users are only searching B.A.E. publications and can choose to limit their search to one or more series. Ethnology Index has been particularly useful for an upper level undergraduate course at my institution, where students are to compare ethnographies of a certain group across time. Students enter the name of a Native American community and easily find citations to reports about that community. The default search is Subject Keyword, with a drop down for Author and Title fields. There are three boxes which can be connected by Boolean operators AND, OR, or NOT. Using OR is particularly useful when searching various names for a Native American group, e.g., Chippewa OR Ojibw. The search engine does not recognize truncation or wildcard characters, but the will automatically find different endings of words (Ojibw will find Ojibwa and Ojibwe). You cannot use nesting within a box, e.g., (Chippewa OR Ojibw) AND child. Search tips can be found under a subtle hyperlink simply titled Help.

Limitations

Ethnology Index does not provide full text searching, full text/full image of the resource, nor does it work with Open URL link resolvers. After searching Ethnology Index, users need to go to their library catalog, borrow via interlibrary loan from Federal Depository Libraries or larger research libraries, or try one of the full image databases or repositories to find the needed B.A.E. publication. WorldCat can also lead to full image Annual Reports and Bulletins. As Weeks
Library’s Ethnology Index does not state how the subject indexing was accomplished, it is not clear to what depth the subject indexing reaches. Despite these limitations, for students or other researchers who require B.A.E. publications, Ethnology Index provides a simple entry point into this seminal primary literature.

References


**SPRINGERLINK FOR SOCIOLOGY AND ANTHROPOLOGY RESEARCH**

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Reviewed March 2014  
**Publisher:** Springer Science+Business Media, New York Office, 233 Spring St., New York, NY 10013-1578, Phone: 212-460-1500, [http://www.springer.com/](http://www.springer.com/)  
**URL:** [http://link.springer.com/](http://link.springer.com/)  
**Cost:** SpringerLink database pricing varies depending on the range of services to which an institution subscribes. Licensing models are tailored to individual universities. Price quotes for packages/licenses are not available on the SpringerLink website. Interested readers are encouraged to contact Springer directly for specific pricing information.  
**Coverage Dates:** Dates of journal coverage within SpringerLink vary. Journal coverage dates are available from the SpringerLink database, but each journal title must be looked up individually to view coverage.

**Introduction**

In addition to being a full-time librarian, I also teach sociology and psychology courses. It’s a great opportunity because I get to take on the role of instructor teaching subject material as well as librarian teaching research skills. Occasionally, I ask my sociology and psychology students which databases they most like to use. Often, I hear the same two databases mentioned: PsycINFO and SocINDEX. I use this chance to introduce new databases to them as a way to broaden their research toolbox.

In the previous edition of *ANSS Currents*, I wrote a review of Elsevier’s ScienceDirect database for use in sociological and anthropological research (Acadia, 2013). ScienceDirect is one of the “alternative” databases I usually recommend to students and faculty because it hosts great exclusive content not found in other resources. In this issue, I am reviewing Springer’s SpringerLink database and its utility for both anthropology and sociology for the very same reason.

*SpringerLink* is a product of Springer Science+Business Media. The database contains journal articles, e-books, book chapters, reference entries, and protocols. In this review, protocols will not be discussed because they are of interest only to biology, chemistry, clinical medicine, and related biophysiological disciplines.
Available in SpringerLink overall is abstract and full-text content coverage of nearly 2,900 scholarly journals, almost 375,000 reference work entries, and close to 3 million book chapters across 170,000 e-books. More information on their e-books can be found here. All content is available in .PDF format. Journal articles, book chapters, and e-books do not have any DRM restrictions. The majority of database content is in English, but German, Dutch, and French language materials are well-represented.

**Browsing SpringerLink**

The database is divided into 24 subject categories. As of March 2014, the “Social Sciences” category contains 249 journals and 14,542 e-books. In addition, there are 26,075 reference work entries.

Material related to the academic disciplines of sociology and anthropology is located under the “Social Sciences” category. Though only the “Social Sciences” category is of interest in this review, users should be aware that the “Psychology” category can be important for sociological and anthropological topics dealing explicitly with human behaviors and the psychological mechanisms behind them.

Figure 1 is a snapshot of the left column on the SpringerLink main search page. At the bottom of the column, users can go directly to the “Social Sciences” section to browse materials in that category.

Once into the “Social Sciences” section, users can narrow results by clicking on the “See All” link in the “Subdiscipline” section (Figure 2). This section is found in the left column of the page. Clicking on the “See All” link will open a popup window to select specific interests.

Depending on a user’s needs, areas of specific interest might be “Political Science,” “Population Studies,” “Anthropology & Archaeology,” “Geography,” “Social Policy” and more. There are 11 pages of specific interests from which to choose if no other limiters are set. However, if, for example, a user limits to journal articles only, six pages of subdisciplines appear. Thus, the actual number of subdisciplines available varies depending on the Content Type chosen (i.e., journals, book chapters, etc.). All subdisciplines may be best thought of as extensions of the disciplines shown in Figure 1.

The order in which subdisciplines appear is related to the number of results found in each—those with higher results are at the top of the list, those with lower results at the bottom. Users can look through all pages of subdisciplines by using the arrow buttons on the popup window for navigation as shown in Figure 3.

**Searching SpringerLink**

To perform a simple search, the search field at the top of the main search page may be used. An advanced search is available by clicking on the small icon resembling a gear.
The advanced search may be a bit confusing at first because it’s designed quite differently than other advanced search screens in more familiar databases such as EBSCO, Gale, JSTOR, and other popular vendors.

One major drawback of the advanced search is that users cannot select any limiters other than year(s) of publication before searching. For example, on the advanced search page users cannot limit to journal articles only, e-books only, nor any specific discipline or subdiscipline—these refinement options do not appear until after a search is conducted.

Also, SpringerLink records do not have subject terms or headings, but they do have what is referred to as “keywords” that serve a similar function. Unfortunately, there is no proactive way to find out which keywords are the most ideal to use (e.g., users cannot look up keywords beforehand to fine-tune their searching).

A “Preview-Only” option is available at the bottom of the advanced search screen. If selected, a search will yield both full-text and abstract-only results. The abstract-only results are those to which an institution has not yet subscribed. To ensure only full-text results, un-tick the box.

When a list of results is obtained from a search, users can click on records to see full information about those records. Under the “About this Article” section at the bottom of an article record is listed detailed information about the selected article as shown in Figure 6.

What complicates searching in SpringerLink is that there are “Disciplines,” “Subdisciplines,” “Topics,” and “Keywords” as pointed out in Figures 2, 3, 5, and 6. However, there is no help menu or FAQ available on the SpringerLink database to explain how these are defined, used for organization, or the best ways to use them to locate the information a user needs. In fact, it remains unclear how these terminologies are related to each other. This may cause undue confusion for users.
For example, on a result screen users can refine a search by Discipline and Subdiscipline but not by Topics or Keywords. Users can, however, expand their search by clicking on a pertinent Topic that only appears when looking at a journal record as shown in Figure 6, but these Topics are not the same as Disciplines or Subdisciplines. The use of multiple terminologies such as these and the lack of clarity with which they are used are unnecessarily confusing.

**Review of Journals**

Unlike the ScienceDirect database I reviewed before, SpringerLink provides more attention to anthropological topics, including archaeology. Thus, SpringerLink is a good resource for anthropology research that well supplements other sources such as AnthroSource, JSTOR, and the AnthropologyPlus index. In addition, SpringerLink provides great international coverage of topics in medical sociology, as well as crime, criminology, and criminal justice.

In terms of sociology, SpringerLink has several key journals for gender, sex, and sexuality studies (e.g., Archives of Sexual Behavior, Sex Roles) and medical/health sociology (e.g., Globalization and Health, International Journal for Equity in Health), as well as the essential titles Demography, Journal of Economic Inequality, Journal of Population Economics, and Political Behavior.

Springer publishes a sizeable portion of its journals outside of the United States, and much of the content found in SpringerLink is international in scope (i.e., not US-centric). For example, about half (51%) of the journals listed in Table 1 in the Appendix are not published in the US. This is not a problem in itself; however, it could be an issue for users who require US-specific research from US publications.

Title pages for each journal note the volumes, issues, and years of coverage available and allow the option to “Browse” all volumes/issues or “Find” specific volumes/issues. By using the “Search Within This Journal” field, users can search a specific journal using key terms.

Each journal title has a “Look Inside” feature as shown in Figure 7. This feature opens up a full or partial preview of one article in the journal. Instead, the more helpful “View Article” option for each individual article is recommended to see more of a journal’s content. To clarify, the “Look Inside” feature at the journal level is limited in its previews, but the equivalent feature at the article level, “View Article,” is available for each article in a journal. So, if a user’s goal is to preview more of a journal’s content, it’s best to do so at the article-level than the journal-level.

Figure 6: SpringerLink article record
As mentioned earlier, SpringerLink has 249 journal titles classified under “Social Sciences.” Table 1 in the Appendix provides a selected list of 89 journal titles pertinent to various sociological and anthropological topics. Titles were selected based on two criteria: (1) journals must be published in English, though abstracts and occasional pieces may be in other languages, and (2) journals must have a score on at least one of three journal metrics. The journal metrics reported are the Eigenfactor (EF) score, Article Influence (AI) score, and SciMago Journal Rank (SJR) score. EF and AI are each available on the Eigenfactor website, while SJR has its own site. These journal bibliometric tools are not part of SpringerLink but are freely available online and easily used as a supplement to or alternative for the more popular—but proprietary and expensive—Journal Citation Reports (JCR) by Thomson Reuters. Descriptive information provided by UlrichsWeb has been used to determine each journal’s specialized area(s) of sociology and anthropology. Journal titles in the Table are clickable and open the journal’s page within SpringerLink. A few titles listed in the Table are open-access and have been noted with (OA) after the journal’s name.

Review of E-Books

SpringerLink is known for its large collection of e-books in science, technology, engineering, and mathematics (STEM). Even under the “Social Sciences” classification, the database currently offers an impressive 14,545 titles. Of these, 15 are reference titles related to sociology and anthropology and are listed in Table 2 of the Appendix. As expected, e-book subject matter varies widely, but, similar to journal articles, can be narrowed by Discipline and Subdiscipline.

Much like the ScienceDirect database, reference e-books in SpringerLink cannot be downloaded in their entirety at once. If a user wants an entire reference e-book, the title must be downloaded by each chapter/section as individual .PDF files. This limitation, however, does not apply to “regular,” non-reference e-monographs; these can be downloaded in their entirety as single .PDF or .EPUB files.

In terms of reference titles, SpringerLink does not have many that are applicable to sociology and anthropology. As such, SpringerLink is not an ideal reference resource, though the titles they do have are high-quality and useful overall. Users may find equivalent information in other reference titles offered by popular publishers such as Sage, Wiley, or Oxford. Also, libraries that use patron-driven acquisition (PDA) platforms should check for Springer publications that may be available through them at a lower cost. E-book Library (EBL) from ProQuest, for example, has publisher agreements with Springer.
Conclusion

SpringerLink’s use of various terminologies such as “Discipline,” “Subdiscipline,” “Topics,” and “Keywords” is confusing and unclear. However, this should not be an immediate deterrent from trialing and experimenting with the database. There is much useful information to be had in this database, though the organizing and searching mechanisms could be more transparent.

Although SpringerLink contains a lot of high-quality, academic, and professional research in sociology and anthropology, the database as a whole functions best as a supplement to other resources. The coverage of topics is impressive, especially for international research, but the needs of most undergraduate sociology and anthropology programs likely can be met without SpringerLink. With that said, several social sciences journals are fundamental titles, and efforts should be made to acquire them for corresponding degree programs. Institutions unable to afford or uninterested in the entire database may consider purchasing access to key journals at the per-title level to meet the needs of their students and faculty.

SpringerLink offers close to a dozen anthropology and archaeology journals that are exclusive to Springer. Thus, institutions offering degree programs in anthropology might seriously consider this database as a valuable augmenting resource. Additionally, any sociology degree programs with a truly global research focus on social issues, theories, and methodologies would benefit from this database as a number of journal titles are focused on Europe, Asia, and Africa. Finally, SpringerLink provides a healthy selection of exclusive journals related to crime, criminology, and criminal justice. Institutions with degree programs focusing on any aspect of crime and deviant behavior should give this database consideration.
References


Appendix

*Table 1*: List of SpringerLink journals most relevant to sociology and anthropology

<table>
<thead>
<tr>
<th>Journal Title</th>
<th>eISSN</th>
<th>EF</th>
<th>AI</th>
<th>SJR</th>
<th>Area(s) of Sociology and/or Anthropology</th>
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<td>1572-9842</td>
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<td>Ageing International</td>
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<td>n/a</td>
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<td>Behavioral &amp; Sociocultural Aspects of Adolescence</td>
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<td>Economics of Governance</td>
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<td>n/a</td>
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<td>1572-9869</td>
<td>0.000257</td>
<td>0.2223</td>
<td>0.39 Criminal Behavior/Criminology; Economic, Political, &amp; Social Aspects of Crime (Focus on Europe)</td>
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<td>Health Care Analysis</td>
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<td>n/a</td>
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- **Medical Anthropology/Sociology**
- **Economic Psychology/Sociology**
- **Political Psychology/Sociology**
- **Demography; Economic, Political, & Social Aspects of Environmental Studies; Population Studies**
- **Demography; Population Studies**
- **Economic & Political Sociology**
- **International Government & Policy; NGOs; Non-Profit Studies; Sociology of Organization**
- **General Social Science; Research Methodology (Focus on Qualitative Methods)**
- **Health Psychology; Medical Sociology**
- **Race/Ethnicity Studies; Sociodemographics**
- **Economic & Political Sociology; Race/Ethnicity Studies; Sociodemographics**
- **Behavioral & Sociological Aspects of Family Studies; Economic Sociology; Sociology of Work**
- **Economic & Political Sociology; International Government; NGOs (Focus on Major International Organizations, e.g., World Bank, United Nations, etc.)**
- **Sociology of Religion**
- **Gender, Sex, & Sexuality Studies**
- **Gender, Sex, & Sexuality Studies; Social Justice**
- **Gender, Sex, & Sexuality Studies; Social Justice**
- **General Sociology; Research Methodology; Sociodemographics**
- **General Sociology; Social Justice; Social Movements**
- **General Sociology; Sociology of Organization**
- **General Sociology; International Studies**
- **Sociology of Technology; Research Methodology**
- **General Anthropology/Sociology**
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Note: EF and AI scores were obtained freely from http://www.eigenfactor.org/. SJR scores were obtained freely from http://www.scimagojr.com/. The scores have been provided here for bibliometric purposes. Consult both websites for details on how to interpret the scores. Also, see Acadia (2012) for further bibliometric discussion.
**Host ACRL Standards, Scholarly Communication Workshops in 2014**

Today’s academic and research librarians increasingly act as change agents in the higher education community while being called on to demonstrate their value on campus. ACRL’s one-day Scholarly Communication and Standards for Libraries in Higher Education workshops help you achieve those goals through learning more about these important topics at your campus, chapter, or consortia. Facilitated by our team of expert presenters, both workshops provide a framework for libraries to grow, innovate, lead, and succeed. Hosts are responsible for the full cost of both workshops and may choose to recover costs through registration fees.

**Scholarly Communication: From Understanding to Engagement**

To help empower our community in accelerating the transformation of the scholarly communication system, ACRL is pleased to offer the day-long workshop, “Scholarly Communication: From Understanding to Engagement.” The workshop helps participants in very practical ways, such as preparing for library staff or faculty outreach, contextualizing collection development decisions to internal and external stakeholders, and initiating or supporting new models for scholarly communication. Details are available on the ACRL website at [www.ala.org/acrl/issues/scholcomm/roadshow](http://www.ala.org/acrl/issues/scholcomm/roadshow).

“The workshop helped me connect complex issues like the relationship between the open movement, copyright, and economics in a coherent way. It is good to have this conceptual framework moving forward.” – Scholarly Communication Workshop Participant

**Standards for Libraries in Higher Education Training Workshops**

The ACRL Standards for Libraries in Higher Education provide a framework for planning and assessment that can be adapted for a variety of circumstances including strategic planning, program review, and accreditation self-study. ACRL’s “Planning, Assessing, and Communicating Library Impact: Putting the Standards for Libraries in Higher Education into Action” workshop provides information on using the standards and other foundational documents as a framework to develop benchmarks, evaluate quality and performance, and demonstrate value. Details are available on the ACRL website at [www.ala.org/acrl/standardsworkshop](http://www.ala.org/acrl/standardsworkshop).

“In this workshop, the assessment process was presented in a clear, understandable way. Great job on difficult material!” – Standards Workshop Participant