



# ANSS CURRENTS

Anthropology and Sociology Section  
of the Association of College & Research Libraries

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## MESSAGE FROM THE CHAIR

Erin Gratz

Some of the highlights of Annual included: a fabulous program in collaboration with EBSS on community-engaged academic libraries; a discussion of multidisciplinary resources in criminology and criminal justice; two presentations in the sociology discussion group on instruction and assessment; and a presentation on archaeology in Nevada.

The social was tremendous—delicious food and great conversations with new and returning ANSS members. Later in this issue, all of our committees and discussion groups provide a synopsis of their discussions at Annual and their plans for the future. The meeting minutes are also available online at the ANSS website.

In the last year ANSS had a few accomplishments: the Membership Committee conducted a membership survey, the Publications Committee added all the back issues of Currents to ANSSWeb, our liaisons and some of our other members attended the ASA and AAA conferences, and the ANSS Manual was updated.

This year most of our committees will be holding their Midwinter meetings virtually. We will have the meeting information available on the conference page of ANSSWeb at the beginning of January in case you want to join in. If you are planning on attending Midwinter, make sure to add the discussion groups and the ANSS Social to your calendar. While I will miss seeing many of you this winter, the move to more virtual participation will hopefully encourage more ANSS members to get involved in committees, as well as lessen the burden of time and budget to attend two conferences a year. Committee appointments will open up



later in the fall. If you are interested in joining a committee, connect with our Vice-Chair/Chair-Elect Miriam Rigby. The first committees to which she will be appointing members are the Conference Program Planning 2016 in Orlando and the Nominating Committee. To volunteer, fill out the volunteer form through the ANSS website.

With the 75th anniversary of ACRL, also consider joining the Kick Start the Future Campaign to raise \$50,000 to support scholarships for librarians to attend the ACRL Conference in March.

Hope to see you in Portland in March, and looking forward to seeing some of you in the Windy City in January!

*Erin*

## PRELIMINARY MIDWINTER MEETING SCHEDULE

*2015 Chicago*

### Friday, January 30

ANSS Social 7:00-9:30pm

### Saturday, January 31

Conf. Program Planning (Orlando) 8:30-10:00am

Soc Lib Discussion 10:30-11:30

Anthro Lib Discussion 1:00 – 2:30

Crim Lib Discussion 4:30 – 5:30

### Virtual

Conf. Program Planning S.F.

Executive Committee

Instruction & Information Literacy

Liaison

Membership

Publications

Review and Planning

Subject & Bibliographic

Access

*(Dates and times for meetings will be posted on ANSSWeb in Jan.)*

### APPLY BY NOV. 11 TO HOST ACRL 2015 SCHOLARLY COMMUNICATION WORKSHOP AS ROAD SHOW

Today's academic and research librarians increasingly act as change agents in the higher education community. Nowhere is this truer than in the realm of open access and scholarly communication. To help empower our community in accelerating the transformation of the scholarly communication system, ACRL is once again taking its popular "Scholarly Communications: From Understanding to Engagement" workshop on the road to five locations in 2015. The day-long workshop is led by two expert presenters at locations across the country, and the content is updated annually to meet the evolving needs of the community.

The program continues its cost-sharing model as ACRL is committed to underwriting the bulk of the expense for delivering the road show, and the cost for successful host institutions is \$2,000. The application to host is now available. Apply by **Tuesday, November 11, 2014**, at 5pm Central. Find out more on the program website at <http://www.ala.org/acrl/issues/scholcomm/roadshow>.

In addition to the competitive subsidized version, you may bring this one-day workshop, at full cost, to your campus, chapter, or consortia year round.

**Registration Now OPEN!** [Register](#) by the early-bird deadline and **save more than 20%!**

## UPCOMING ANSS OFFICER ELECTION INFORMATION

The Nominating Committee is pleased to have such a wonderful group of active ANSS members on the slate this year. Please find each of their statements below, and please do vote when the time comes! We're a small but active section, and we appreciate your participation.



ANSS elections are conducted by ALA, and will appear on the ballot that includes open positions on ALA, ACRL, and ACRL Sections. Electronic ballots will open March 24, 2015, and close May 1, 2015.

### VICE CHAIR/CHAIR ELECT STATEMENTS

#### **Katie Elson Anderson**

*Reference and Instruction Librarian, Rutgers University*

When I speak with colleagues about ALA and other large professional organizations, I emphasize the importance of finding one's home in order to get the most out of the membership experience. I explain how rewarding it is to become part of a welcoming and inspiring group of professionals, and then I encourage them to join ANSS, which is my ALA home. I joined ANSS in 2010 and became involved with committees, changing my ALA experience dramatically by giving me the opportunity to network, share ideas, gain knowledge, and promote librarianship within our represented disciplinary fields.

Academic librarianship is evolving and the discipline areas represented by ANSS are responding to changes within the academy. These changes present both challenges and opportunities for ANSS. The professional development programs, discussion groups and conference programs created, maintained, and supported by ANSS offer opportunities for growth both within the profession and outside of librarianship. For example, as a member of the liaison committee, I have seen the impact that ANSS can have on professional organizations outside of ALA. The liaison program supports our talented and motivated members in their efforts to advocate and promote librarianship across disciplines and in other professional organizations. This is just one of many examples of the work the section does to support academic librarianship within the fields of Anthropology, Sociology, and Criminal Justice.

I have had the pleasure of serving on the Executive committee, as co-chair of the ANSS Conference Program Planning Committee for Chicago, co-chair of the Liaison Committee, and currently as Secretary. I am excited to have the opportunity to continue in a leadership role as Vice Chair/Chair Elect. In looking to the future, I see a continued need to explore virtual and hybrid meetings as we have under current and past leadership. By using new and existing technologies for virtual communication we are able to expand participation and increase outreach to our membership. As Vice Chair/Chair Elect I will advocate for ANSS while exploring innovative ways to increase participation, provide support for current members, and recruit new members into our ALA home.

#### **Helen Clements**

*Associate Professor, Humanities & Social Sciences, Oklahoma State University*

My membership in ANSS has given me opportunities to network with colleagues across the continent, sharing the challenges and satisfactions of social science librarianship. Since 2007 I have served on several committees: Resource Review and Bibliography, Membership, Publications, and the former Liaison Committee. Also, I have chaired the Liaison, Resource Review and Membership committees (the last as a Member-at-Large). As an ANSS member, I've written several articles and helped to review others, worked to sustain and increase committee membership, and helped to plan programs and socials. Doing this committee work has helped me develop as a professional, to realize that growing in knowledge is a lifelong process,

especially when we benefit from the wisdom of our colleagues. I'm particularly proud of having played some part in *Currents* as its articles increase in variety and scope through ANSS members' contributions. In short, ANSS has been one of my most enjoyable professional experiences.

Running for election as Chair-Elect, I believe that ANSS can continue to be one of ACRL's most productive and energetic sections. If elected, I will continue to seek to increase membership and encourage more members to participate, either virtually or in person. In whatever capacity, I will encourage new members to become active in committees and learn how others are facing and overcoming the issues that accompany revolutionary changes in information access. I will encourage members to interact more closely with other ANSS members within their states and regions. I value what we have already accomplished, and I will do my best to foster what we will achieve.

## MEMBER-AT-LARGE

### Rui Wang

*Social Sciences Librarian/Associate Professor, Central Michigan University*

I joined ANSS in 2004. My ten years of membership give me an opportunity for professional development of my social sciences librarianship. I have served on several ANSS committees (Bibliography, Ad hoc Assessment of Library Collections and Services Committee, Sociology Discussion Group, Instruction and Information Literacy, and Conference Program Planning). Working with David Woolwine and others for the Ad hoc Assessment committee, we drafted and published the rapid assessment tool for sociology collections and services in 2010. With Jeff Lacy, I co-convoked four Sociology Discussion Group meetings in 2013 and 2014. We organized and facilitated experts' presentations to generate discussion topics relevant to sociology librarians. These topics included developing information literacy programs for sociology students, benchmarking peer collections of sociology reference

sources, social science data use and instruction, and library instruction assessment for sociology and social sciences courses. Currently, as the co-chair of the Conference Program Planning committee, Jill Conte and I have led the committee to develop the theme of the program, collaborated with LES and LPSS, and submitted the program proposal to ACRL.

Serving on the Instruction and IL committee as the co-chair comes from my passion for library instruction. Adam Beauchamp, the former chair, successfully led the committee launch of the repository project. I would like to work with Priscilla Seaman, the new co-chair, to initiate new projects, such as discussions on ideas to integrate assessment into disciplinary library instruction. In addition, since ACRL information literacy standards are experiencing a dramatic shift from standards to a framework, the IL committee has an opportunity to discuss and explore new ideas on how the ANSS disciplinary IL standards, under the guidance of the framework, can adjust the shift to integrate the disciplinary information literacy programs into curricula and disciplines. The IL committee can also work with the Liaison committee to explore how to make the disciplinary IL standards more recognizable for organizations (ASA and AAA). The practice of library instruction has remained uninstitutionalized since its birth. To institutionalize library instruction seems a librarian's dream. However, with a collective effort, the dream can become true.

My greatest excitement is about the ACRL Anthropology and Sociology Section Award that Pauline Manaka, Past Chair of ANSS, and I are working on. The project has been supported by the ANSS executive committee since the ALA Annual meeting in 2013. The purpose of the award is to honor (with a plaque and a \$1,000 cash award) a distinguished academic librarian who has made an outstanding contribution as an anthropology, sociology, and/or criminal justice librarian through accomplishments and service to the profession. We have worked with ACRL and completed the proposal for the new award. We have contacted a number of potential sponsors and will continue to look for others. Overall, I am so grateful for learning from and working with the dedicated members

of ANSS. Taking on more commitments is an opportunity to give back to ANSS. I look forward to the opportunity and privilege of serving ANSS and its members as Member-at-Large.

### **Jill Conte**

*Librarian for Sociology, Psychology, and Gender & Sexuality Studies, Elmer Holmes Bobst Library, New York University*

A member of ANSS since 2013, I am currently co-chair of the 2015 Conference Program Planning Committee for ALA-San Francisco and co-convenor for the Sociology Discussion Group. In my short time with ANSS, I have quickly come to understand the value and benefits of membership. Being able to connect, share, learn, and grow with fellow social sciences librarians across the country has been invaluable to my professional development. As a relatively new member, I would bring my enthusiasm for ANSS and the story of its impact on my own career to the recruitment and retention efforts for which the Member-at-Large is responsible. As a library liaison at NYU, I am well practiced in the art of outreach and relationship building and would also bring these skills to the position to encourage new, returning, and potential members to participate in ANSS activities. The Member-at-Large position is absolutely vital to the continued growth and success of ANSS, a professional organization that cultivates community and gives voice to the interests of librarians in anthropology, sociology, and related disciplines at the national level. For these reasons, I would be honored to serve.

## **SECRETARY**

### **Carolyn McCallum**

*Cataloging Librarian for Nonprint Resources / Anthropology Liaison, Z. Smith Reynolds Library, Wake Forest University*

My participation and involvement in ANSS have provided me with a solid knowledge base about anthropology librarianship that I could not have acquired on my own, as well as a network of colleagues with whom to consult on questions and issues that may arise. Serving as a member and former co-chair of the Subject and Bibliographic Access Committee has

provided me the experience and confidence to volunteer to serve as its current chair.

Attention to detail and accurate record production are two skills that I have honed in my 19 years as a cataloger that are complementary to the position of Secretary. If elected, I will employ these skills to record the minutes of Executive Committee meetings, effectively communicate the section's business to members, and promote the opportunities and benefits to librarians interested in joining and/or becoming more involved in ANSS.

### **Spencer Acadia**

*Research Librarian & Adjunct Professor of Social Sciences and Psychology, University of Texas at Tyler*

It is with great pleasure that I seek office as Secretary of ANSS. I believe that ANSS is a key section in ACRL because the social sciences—sociology, anthropology, and related fields—are a cornerstone of academia and represent core components of human inquiry and higher education. Moreover, librarians and information professionals are needed now more than ever to aid in the creation, expansion, and organization of new knowledge in the social sciences. ANSS is the bridge that aims to connect librarianship and information sciences with sociology, anthropology, and other social sciences fields.

I've been a member of ANSS since 2008 and have served on the Liaison, Publications, and Resource Review & Bibliography committees since 2012. During this time, I have actively participated in ANSS by authoring four articles for *ANSS Currents* and attending all scheduled online committee meetings.

I look forward to bringing my skills to ANSS in the Secretary position. In my work as librarian and professor, I have engaged in many initiatives involving strategic planning, outreach, and supervision—all qualifications useful for this position. At my university, I am involved in Undergraduate Council and serve as faculty advisor for a student organization. As professor of record, I teach graduate and undergraduate classes in sociology, psychology, research methods, and statistics;

thus, I have an intimate knowledge of social sciences resources, as well as learning methods and standards.

I am also involved with [IFLA](#) (International Federation of Library Associations). I've been fortunate to present two papers at IFLA conferences in Helsinki, Finland (2012) and Lyon, France (2014). As Secretary of ANSS, I can serve as an ANSS liaison to the international library community through my involvement with IFLA, promoting our section to its members. I believe that a fruitful relationship could emerge between ANSS and IFLA in cross-promoting our organizations to library audiences worldwide.

If elected as ANSS Secretary, I guarantee to:

- Work closely with the rest of the Review and Planning Committee to ensure that ANSS maintains a trajectory of excellence for the exploration, training, learning, and teaching of library resources in anthropology, sociology, and related academic areas;

- Relay official ANSS information in a concise, expedient manner so that all ANSS members will remain informed of what the section is doing, where we're headed, and what to expect as ANSS continues to grow in national and international library communities;

- Assist the Committee with exploring and establishing productive relationships with other ACRL sections, as well as other professional library and information sciences groups in the United States and abroad.

It is an exciting time to be involved with ANSS! As Secretary, I will work closely with the other Review and Planning Committee members to help increase membership, promote the section, and provide leadership during these exciting times.



## COMMITTEE REPORTS

### CONFERENCE PROGRAM PLANNING COMMITTEE 2015, SAN FRANCISCO

Jill Conte and Rui Wang, Co-Chairs

The ANSS Conference Program Planning Committee 2015, San Francisco, convened at ALA's Annual Conference in Las Vegas on Sunday, June 29, 2014. They were accompanied by members of LES' and LPSS' Conference Program Planning Committees to discuss a joint program between the three groups focused on the theme of prisons. The three groups collectively settled on a panel format for the program, brainstormed possible topics and speakers, and discussed auxiliary activities, such as organizing a trip to Alcatraz to anchor the program locally.

The committees' chairs continued to meet virtually throughout the summer to develop the program proposal, which was submitted to ACRL with the title "Libraries Behind Bars: Education and Outreach to Prisoners." The program aims to feature three speakers that represent a specific interest on the topic from each section's perspective.

Special thanks go to all the committee members from each section that attended the meeting and/or provided feedback on the proposal; to LES Chair Laura Braunstein (Dartmouth College); and to LPSS Co-Chairs Sarah Hogan (University of Chicago) and Matt Marostica (Stanford University).

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

With all eyes turned to ACRL's emerging *Framework for Information Literacy in Higher Education*, the Instruction & Information Literacy Committee set aside the traditional committee meeting structure at the ALA Annual conference in Las Vegas and instead hosted an open discussion of the *Framework* and its potential impact on library instruction in the disciplines. The

notes from this lively discussion are included below, and were previously distributed to the ANSS listserv.

As we all examine this new approach to information literacy and how it will inform our work as liaisons and subject specialists, this committee will continue to serve both as a venue for discussion and as a resource for ANSS members. This will include an effort this year to create a resources page on ANSSWeb. Watch the ANSS listserv for updates on this project, and for continued conversation on the *Framework* and information literacy.

### Notes from Discussion at ALA Annual

#### On the Framework's conceptual underpinnings:

Discussants expressed concern about the new jargon introduced in the *Framework*, especially *metaliteracy*, which was the subject of much criticism in earlier drafts, and has since been de-emphasized in the latest version. Use of library jargon is always problematic when working with our broader communities, but discussants were even skeptical that *metaliteracy* as a concept was useful at all.

As for *Threshold Concepts*, the driving theoretical force behind the *Framework*, discussants expressed some ambivalence. While the six frames that have emerged seem useful and improved the "old" [2000 Standards](#), the theory behind threshold concepts is a bit weak. It's hard to find much criticism of threshold concepts in the literature, but there are a few examples that take a more critical approach. (Rowbottom, 2007; Wilkinson, 2014).

#### Change for the better

Despite some concerns about its theoretical foundations, discussants had a favorable opinion of the *Framework* as a means to refresh our instruction in a changing information environment. The new *Framework* is less linear than the Standards, which may be helpful in teaching about research, which is a decidedly non-linear process.

The new *Framework* focuses less on the mechanics of searching and moves into more conceptual thinking, and is thus supportive of our efforts to get past database

demonstrations and into critical thinking and complex understanding of information production and value.

Discussants thought that the more abstract *Framework* would make it easier to integrate information literacy into the social sciences. The broad concepts provide more flexibility to adapt to disciplinary research needs. Assessment may be more challenging, though, since broad concepts will need to be broken down locally into measurable outcomes tailored to an individual instruction method or lesson plan.

#### Outreach to faculty

As with the old standards, the new *Framework* is a document written for librarians that must be "translated" locally when working with faculty and other institutional partners. Library jargon should always be avoided, and instead librarians should adopt the language used by our partners when talking about information literacy concepts.

The one-shot instruction session, which still dominates the library instruction landscape, presents a difficult fit with the *Framework*. All six frames are broad in scope, and can't possibly be taught fully in one 50-minute session. However, that was true of the old *Standards* as well, and it behooves us to work with faculty to integrate information literacy in their teaching outside the library, and throughout the curriculum.

Our ability to suffuse the local curricula with the information literacy *Framework* will necessarily require working within our local structures, and [curriculum mapping](#) is one approach to strategically deploying information literacy instruction across the curriculum (Booth, 2011).

When constrained by the one-shot format, we must work with faculty to identify the most critical concepts on which to focus our teaching, and make choices on where we can have the most impact on student learning.

We can also work with faculty not only in the library classroom, but in the course syllabus to help design research assignments that support information literacy learning. Librarians are uniquely positioned to help

bridge the gap between faculty assumptions and student needs. For example, research practices for an expert already familiar with the scholarly conversation are very different from those of a novice who isn't yet fluent in academic writing styles, literature reviews, publisher quality, or even the disciplinary vocabulary. Librarians can use the *Framework* to make those differences visible and effect pedagogical change.

### What it all means for ANSS librarians

On the last page of [ACRL's Framework document](#), the Task Force recommends that the old *Standards* be sunsetted, and that ACRL's discipline sections "use the *Framework* to operationalize their learning goals." In other words, we may be asked to rewrite our ANSS information literacy standards document to reflect the new *Framework*. If and when that happens, the Instruction & Information Literacy Committee will lead those efforts and seek plenty of input from the ANSS membership.

In the meantime, how can ANSS librarians implement the *Framework* in their roles as disciplinary liaisons? Discussants noted that the broad nature of the frames and the inherent flexibility they provide may in fact make it easier to adapt them to library instruction in anthropology, sociology, criminology, and other fields.

One participant noted that "threshold concepts" resembles the concept of liminality, which will be especially familiar to anthropologists and other social science faculty. Professors have already passed through this transformative "rite" and may have difficulty relating to students who have not yet done so. By framing information literacy and learning to research as a rite of passage, liaison librarians may be able to use disciplinary vocabulary to better communicate our information literacy goals to faculty.

Another interesting metaphor brought up in discussion was the "library session as fieldwork," a part of the data gathering process integral to research as inquiry. For example, students engaged in ethnographic research may need to engage with primary source materials for analysis. Even the gathering of secondary sources for a literature review could be framed as ethnographic, a

form of observing and interpreting the research culture of scholars working on a given topic.

While the *Framework* seems to create opportunities for greater creativity in the library classroom, discussants did notice a lack of emphasis on the ethics of information use. Ethics are mentioned in the core definition of information literacy, and get passing mention in the "scholarship as inquiry" frame, but there is no frame dedicated to ethics. This may be an area where ANSS and other disciplinary sections can elaborate on the *Framework*, adding an important dimension to information work as it relates to research with human subjects, privacy and data security, and other ethical issues common to social science research.

Overall, discussants viewed the proposed *Framework for Information Literacy* positively and appreciated the need for change in our information literacy efforts in the 21<sup>st</sup> century.

### Works Cited

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## LIAISON COMMITTEE

**Katie Elson Anderson and Marilia Antunez, Co-Chairs**

The Liaison Committee met on Saturday, June 28 from 3-4 p.m. Our wonderful ASA Liaison, Mandy Swygart-Hobaugh, resigned her liaison position due to changes in her job duties and description. The committee would like to thank Mandy for all of her work as the liaison and wishes her the best in her new endeavors. The committee will be putting out a call for a new ASA Liaison in the Fall of 2014, and hopes to appoint the new liaison by Midwinter 2015. AAA Liaison Julianne Couture's term has been extended in order to match the ACRL Liaison term and will continue until 2015. We look forward to hearing about all the great things Julianne has been doing as AAA Liaison.

There was a discussion regarding the importance of the liaison program, and the committee will be requesting a monetary commitment from Executive in order to continue to support our liaisons. The committee continues to explore the possibility of adding a liaison to the Academy of Criminal Justice Sciences (ACJS). Documentation, such as calls for liaisons, checklists, and procedures, continues to be updated and the committee set a goal of completion and posting by Midwinter 2015. The committee will be making their presence on ANSSWeb more robust with the creation of blogs for the liaisons to post updates as well as strengthen communication regarding liaison and membership activities within the different professional organizations. Jenny Bowers will be the new co-chair and Katie Anderson will continue as co-chair.

## **ACRL – AMERICAN ANTHROPOLOGICAL ASSOCIATION LIAISON REPORT**

**Juliann Couture, University of Colorado Boulder**

My third year as ACRL Liaison to the American Anthropological Association (AAA) continues to build connections between the professional associations and demonstrate the value of academic libraries in the areas of student learning and research and scholarly environment.

In December, I will attend the AAA Annual Meeting in Washington, DC where, in addition to attending committee meetings and panel sessions, I will engage AAA members in conversations about topics related to student learning and scholarly publishing changes. Fellow ANSS member Richard Freeman and I organized a roundtable session titled “Anthropological Knowledge: Access, Creation, and Dissemination in the Digital Age” to be held on Saturday, December 6<sup>th</sup>. This session brings together librarians, anthropologists and scholarly journal editors for a conversation surrounding open access, authors' rights, digital collections, and more.

I continue to serve on AAA's Committee for the Future of Print and Electronic Publishing (CFPEP), and one current focus of this committee is to serve as advisors to Wiley-Blackwell during the redesign of *AnthroSource*. The redesign is scheduled to launch in early 2015, so be on the lookout for an updated and improved platform. CFPEP is also monitoring the transition of *Cultural Anthropology* to open access, and using it as a possible model for other journals that are part of AAA's publishing portfolio. Serving on this committee provides great insight into the workings of a scholarly association publishing program, the current challenges it faces, and the perceptions of the association membership.

Additionally, I am pursuing different avenues to engage with ANSS membership about my liaison activities. I will be writing a series of blog posts discussing areas of outreach at greater length and creating conversations with ANSS members. I will also be taking over the [ANSS Twitter feed](#) while at the AAA Annual Meeting, so follow along for updates.

I would love to hear from all of you as I continue to build the relationship between ACRL and AAA. What would ANSS members like to know about AAA? Do you want to know about the major themes of the meeting presentations? Or are you interested to know what publishers were in attendance? If any other ANSS members or academic librarians are attending the AAA Meeting, I would love to meet up to discuss outreach to

a disciplinary organization. Please contact me at [juliann.couture@colorado.edu](mailto:juliann.couture@colorado.edu).

## MEMBERSHIP COMMITTEE

Anne Larrivee and Miriam Rigby, Co-Chairs

The ANSS Membership Committee held a virtual meeting via Google Hangouts on June 17, 2014, to avoid meeting conflicts during the ALA Annual Conference in Las Vegas. During this meeting we discussed membership trends and ideas for outreach.

More specifically, we discussed the results from the ANSS membership survey. Mary-Michelle Moore and Anne Larrivee volunteered to analyze the results from the survey that was distributed in April 2014. From the survey we learned that several of our members are also involved in other ACRL sections. Out of 82 responses, 23 are also involved in the Instruction Section, 16 in the Education and Behavioral Sciences Section, 16 in the University Libraries Section, 11 in the Women and Gender Section, 6 in the Distance Learning Section, 5 in the Law and Political Science Section, and several other sections were also represented in the mix. Out of the 82 people 27 (33%) mentioned that they were currently involved with some kind of ANSS committee. There were a few comments about additional ways that members would like to be involved such as creating or participating in new subgroups, writing or contributing to ANSS publications, and updating existing forms of communication. We look forward to creating these opportunities and collaborating with these ANSS members in the future.

This meeting also provided an opportunity to discuss ANSS and ACRL member statistics. In May 2014 we had 411 members, compared to May 2013 when we had 444. However, it appears that ACRL has also had a drop in membership. In May 2013 there were 11,344 members and now there are 10,505 members.

We discussed how we can promote membership through social media like Facebook and Twitter. As of mid-July, Facebook has 218 Likes and Twitter has 144 Followers. We have also posted a membership map on [ANSSWeb](#) so members can get an idea of where most ANSS members are located around North America.

Many thanks go to Miriam Rigby for making the map possible.

In other news, we would like to welcome our incoming Member-at-Large Wade Kotter, and are wishing well to the outgoing Member-at-Large Miriam Rigby. We are sad to see Miriam leave the committee but know that she will have her hands full in her new position as ANSS Vice-Chair. We would also like to send many thanks to the 24 ANSS members and the not-yet members who joined us for the ANSS ALA Annual Conference Social, held at Tamba Indian Restaurant in Las Vegas. We look forward to seeing everyone again in a few months at ALA Midwinter in Chicago.

## PUBLICATIONS COMMITTEE

Hailey Mooney and Beth Sheehan, Co-Chairs

The ANSS Publications Committee met on Saturday June 28 from 1:00-2:30 p.m. in Las Vegas, convened by co-chairs Hailey Mooney and Beth Sheehan. The meeting was also attended by *Currents* co-editor Erin Pappas, and incoming committee member Louisa McMurray. Many other members were absent due to a scheduling conflict with the ANSS Conference Program.

The committee discussed a draft of a new “Guide to Editing ANSSWeb,” provided by web co-editor Erin Gratz. With a few revisions, the draft was approved and will be posted on ANSSWeb. It can be updated or amended in the future as needed.

The pre-1997 *Currents* digitization project has been completed, and all issues are now available on ANSSWeb. The web editors will check to ensure that tables of contents are also indexed online and linked for easy access. The committee will continue to discuss the ongoing initiative to get *Currents* indexed and other options for greater visibility, though members of the discoverability taskforce were not present at the meeting in Las Vegas to present an update.

Other ongoing and new business includes an investigation into the ALA Archives new ingest process for born-digital content and digital archiving of the newsletter, committee minutes and other ANSSWeb

content, to ensure that the section's publications are being archived and preserved appropriately. In addition, the "Guides to Subject Literature" web pages need new volunteers from the committee for updating and maintenance. The committee also discussed content for the Fall 2014 issue of *Currents*.

Co-editorship of the *Currents* newsletter will shift to Erin Pappas and Louisa McMurray beginning with the Spring 2015 issue. The committee has discussed the possibility of web and *Currents* editors serving as ex officio Publications Committee members, with the chair of the committee potentially independent from these roles, and this discussion is still ongoing with section leaders.

## RESOURCE REVIEW AND BIBLIOGRAPHY COMMITTEE

Helen Clements, Chair

The committee discussed articles for upcoming issues of ANSS *Currents*. For the Spring 2015 issue, Spencer Acadia volunteered to write an article based on his experiences teaching a graduate research methods course this fall. He plans to have his students prepare a research proposal, which will involve learning about and using specific databases and other research tools (including ones that have been reviewed in earlier issues of *Currents*).

In particular, Spencer may cover SPSS (Statistical Package for the Social Sciences). The participants thought this could be useful for librarians who may not have learned to use the program, and who could benefit from knowing about their faculty and graduate students' learning processes with such tools. Deborah Margolis mentioned that this kind of information can be tied to the new information literacy standards being prepared by ACRL. Erin Pappas noted that she is interested in doing a review, and that she likes working with a partner on such projects.

For the Fall 2014 issue, Deborah Margolis and Nancy Skipper plan to write about *Oxford Bibliographies Online*. They plan to have a draft of this long article, which covers the Anthropology and Sociology modules in depth, ready for the committee to review around

September 1. They are anticipating a mid-September deadline for *Currents*.

The committee mentioned a possible column with brief mentions of new resources not reviewed at length, or updates on previously reviewed resources. Such a column could also be used for members' comments on specific tools and reasons for choosing them, as appropriate. For example, a library in a small college may want a tool but not be able to justify it because of the price or the size of the user population. Erin Pappas suggested the name "FYI" for the column.

Helen Clements volunteered to start by mentioning the Adam Matthew Digital database, *American Indian Histories and Cultures*, which she has recently reviewed. One question would be which libraries own/subscribe to a specific resource. Deborah Margolis mentioned that her library owns the *AIHC*, but does not report it to WorldCat (which only lists around 40 libraries as owners). Another possible research tool for examination would be software that can be used to produce maps using ZIP code locations. Miriam Rigby and a colleague created such a map of ANSS members for the Fall 2014 *Currents*.

The committee also discussed revisions to the RRB Committee charge. We agreed that there are many research tools which are not strictly databases. Because of new kinds of research tools, and the trend toward building closer working relationships with faculty and graduates, we felt the need to change focus away from only reviews of traditional bibliographic tools.

We are considering reaching beyond databases to include newer tools such as tools for data analysis, and possibly even data creation, research reviews, and other newer resources. Helen will send out a new version of the proposed wording of the charge.

Helen Clements and Regina Roberts met during the scheduled meeting time in Las Vegas, at the Bally's Hotel. They discussed other possible articles for *Currents*.

Regina expressed interest in preparing an article for the Spring 2015 issue, or possibly a short note for the Fall

2014 issue. She believes that updates on resources reviewed earlier in *Currents* would be useful, and suggested the *E-Human Relations Area Files (E-HRAF)* as one possible source. Columns with brief discussions of resources or issues are also of interest, as mentioned during the online meeting.

## SUBJECT AND BIBLIOGRAPHIC ACCESS COMMITTEE

Wade Kotter, Chair

The Subject and Bibliographic Access Committee met in Las Vegas on Saturday, June 28 at 10:30 a.m. The main business of the meeting was to identify subjects for upcoming cataloging Q&As. Topics scheduled to be covered in the next few months include: FRSAD (Functional Requirements for Subject Authority Data), the distinction between subject headings and genre headings for non-print media, subject headings for human geography, material culture associated with

funerary customs, and a yet-to-be-determined aspect of archaeology. We also discussed the lists of new Library of Congress subject headings that we post on a quarterly basis. At least two ANSS members have expressed their appreciation for these lists, and Wayne Sanders will continue to compile them on behalf of the committee.

Carolyn McCallum has agreed to serve as Chair of the Committee for 2014-15. Overall, it was another productive meeting, and we look forward to meeting again in January, probably virtually. 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. Also, if anyone has questions about subject and bibliographic access in anthropology, sociology, or related fields that you would like us to address, please let us know.



## DISCUSSION GROUP REPORTS

### ANTHROPOLOGY LIBRARIANS DISCUSSION GROUP

Miriam Rigby and Erin Pappas, Co-Conveners

The Anthropology Discussion Group met on Sunday, June 29th at the Las Vegas Convention Center from 4:30-5:30 p.m. for "Hidden Histories, Hidden Las Vegas: Archaeology, Museums, and Ancient Southern Nevada." Our speaker was Dr. Molly Fierer-Donaldson from the Lost City Museum in Overton, Nevada. She has been a part of archaeological excavations throughout the Americas, with a recent focus on Mimbres and Hohokam ceramics and Maya textiles from Guatemala.

Her talk dealt with the traces of material culture left at sites in southern Nevada, with a particular focus on areas of cultural overlap and contact. Left off many maps of the prehistory of the southwest, Southern Nevada was an area in which multiple cultures lived, thrived, and interacted. Ancestral Puebloans left the largest body of evidence, but the area saw habitation by Patayan people from the south, Fremont people from the Great Basin, and even Mohave from California. As in many border areas, there is evidence for interaction in the form of trade and exchange between the groups. However, it remains an open question whether these communities were multi-ethnic, and to what degree. Identifying ethnicity or group identity within the archaeological record is central to the study of Southern Nevada, and the issue continues to be debated and contested by archaeologists the world over.

This was one of our most highly attended discussion group sessions in recent years, with 24 members and non-members attending.

## CRIMINOLOGY/CRIMINAL JUSTICE LIBRARIANS DISCUSSION GROUP

Karen Evans, Convener

Report by Rosalind Fielder

Susie Skarl facilitated a discussion concerning ways to promote the use of a broad array of resource types drawn from a range of disciplines for criminal justice students and faculty to incorporate into their investigations of particular crime episodes or criminal phenomena. Going beyond academic journal articles and focusing primarily on facts and figures in their research could enable them to give a more complete account of the crime incidents or patterns of criminal activity that they are interested in, allowing them to “tell the rest of a criminal story,” as Skarl says. The title of the session was “More than Just the Facts: Engaging Library Users in Telling the Crime Story through Multidisciplinary Resources.” Additional information on the session and the resources discussed is available as a [LibGuide](#).

Susie Skarl is an Associate Professor and the Urban Affairs Librarian at Lied Library at the University of Las Vegas. She is Liaison to the Greenspun College of Urban Affairs, which includes departments such as Criminal Justice, Communication Studies, Journalism & Media Studies, Environmental Studies, Public Administration, Marriage & Family Therapy, and Social Work. Prior to her current position, she was the Government Information Librarian at UNLV.

The session ended with a brief discussion about potential topics for future discussion group meetings. Attendees indicated they would be interested in such topics as online instruction, flipped classes or classrooms, and extra-credit library sessions. Karen Evans from Indiana State University and Rosalind Fielder from Chicago State University are the co-conveners for 2014-2015.

## SOCIOLOGY LIBRARIANS DISCUSSION GROUP

Jeff Lacy and Rui Wang, Co-Conveners

The Sociology Librarian Discussion Group meeting was held on Saturday, June 28 in the Las Vegas Convention Center from 10:30-11:30 a.m. Twenty-eight people attended in person, and one person attended virtually. Most of them were sociology, anthropology, and social sciences librarians. The main theme of this meeting was library instruction and assessment. We invited three presenters to this meeting: Janna Mattson and Mary Oberlies of George Mason University, and ANSS’ own Rui Wang of Central Michigan University. Their presentations were well received by the group.

Both presentations utilized the presentation equipment in the room. Rui brought a computer for the presenters to use. Erin Gratz generously provided a portable projector.

Janna and Mary discussed their efforts in using problem-based instruction as a way to promote student engagement in library instruction sessions for upper-level undergraduate courses. They first reviewed the fundamental elements of problem-based instruction, including principles related to student-centered learning, active learning, using students’ prior knowledge, and scaffolding by peers and/or librarians. Their approach was especially informed by psychologist Lev Vygotsky’s concept of the “zone of proximal development.”

Janna and Mary then described how they implemented these principles into a research-intensive conflict resolution capstone course where the students would build on their research topics and skills the entire semester. The faculty teaching this course were very interested in collaborating with the librarians and had buy-in for their approach. The librarians developed several custom problem scenarios for the students that were both of the kind professional

practitioners face in the field as well as related to the students' topics of interest. The librarians set up Google forms instead of paper handouts for the students to enter their information. They also used a few different types of assessment. They conducted pre-surveys, gathered citations for the students' information sources, judged them according to modified CRAAPP guidelines, and had students provide feedback on exit tickets.

Based on their assessment data, the new instruction plan was a success. They have plans to refine the plan in the future. Janna and Mary provide some information about problem-based instruction in the social sciences in an [online InfoGuide](#).

Rui Wang presented a preliminary report of her study on assessment of one-shot library instruction. To tackle the challenge of one-shot library instruction assessment, Rui developed an instrument to assess the progress that students gained after one-shot library instruction. The progress was measured by the degree of students' research readiness. Unlike library-use or skills-focused assessment, her study took a conceptual approach to measure student research readiness. The instrument was developed based on the three dimensions of the Information Search Process (ISP) model. The reliability and validity of information are evaluated and constructed. From 10 class sessions, 184 students participated in this study.

The results showed that one-shot library sessions do increase student research readiness. Seven of 11 areas indicated statistically significant changes in the expected directions. Since most one-shot library sessions are course-related, and most course-related library instruction sessions come from disciplines in the social sciences, the research readiness focused assessment is aligned with the true nature of one-shot library instruction and student research for course assignments. It can also be used in assessment practices for a wide spectrum of one-shot library instruction sessions on a regular basis.

After the presentations, we opened the floor for questions and discussion. There were several questions and remarks from the audience on both presentations and common threads between them. The meeting was adjourned as we ran out of time for discussion. Before wrapping up, Jeff introduced the incoming discussion group co-conveners, Jill Conte and Susan Silver.

## 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](http://www.acrl.org/acrlconference).



# ANSS AT ALA ANNUAL 2014

## ACRL ANSS CONFERENCE PROGRAM REPORT

Report by Sally Willson Weimer, Co-Chair

*Supporting Community Transformation: Becoming a Community-Engaged Academic Library* was presented at the ALA Annual Conference in Las Vegas, 28 June 2014. Both the Education and Behavioral Sciences Section (EBSS) and the Anthropology and Sociology Section (ANSS) served as co-sponsors.

Speakers gave examples of faculty, librarians, and community members collaborating to engage libraries in outreach, research, and instruction to local communities. Patrick Griffis, Business Librarian at University of Nevada Las Vegas, discussed ways that community engagement can become an additional mission of academic libraries which benefits teaching and learning. He has prepared a group of free workshops for local business owners called “Business by the Book” to share information about local resources. He introduced Lora Hendrickson, a local businesswoman, who discussed her experiences networking with the university program and local entrepreneurs.

In the next part of the program, Claytee White, also at UNLV in the Oral History Research Center, showcased how her department partnered with the local PBS station and other community services and agencies to create [Documenting the African American Experience in Las Vegas](#). In this collaborative initiative, she and her partners engaged in outreach: seeking oral histories, requesting donations of photographs from community members, and participating in neighborhood forums to record, organize, and share the experiences of African Americans in the Las Vegas region. Partners included Jarmilla McMillan-Arnold of the City’s Historic Preservation Commission, who shared her experiences in an oral history interview; the Nevada State Museum at Las Vegas; and the UNLV Libraries Special Collections Department.

These presentations and discussions provided themes, services and programs that the public university has developed: supporting community transformation and becoming a community-engaged academic library – to create services and research programs that transform and engage the university and to support, share with and contribute to the community.

The ANSS-EBSS conference program page is available on [ANSSWeb](#). The Co-Chair especially thanks Co-Chairs Scott Collard (EBSS), Dana Peterman (EBSS), and all of our excellent Joint ANSS & EBSS committee members who took on leadership roles to coordinate a successful and engaging conference program.



## ANSS ANNUAL 2014 SOCIAL

The Annual Social was held on Friday June 27<sup>th</sup> at the Tamba Lounge in Las Vegas.



Photo credits: Anne Larrivee



## MEMBER NEWS

**ELIZABETH A. M. HOWARD** started a new position as Digital Repository and Collections Librarian at Texas Wesleyan University, Eunice and James L. West Library. Elizabeth is actively involved with ALA. She was a past ANSS Liaison with NMRT and is serving on the NMRT Governance Committee. She is presently working on a project to digitize Texas Wesleyan University's Special Collections.

**ERIN GRATZ** was elected as the Faculty Senate President of the University of La Verne.

**JENNIFER DARRAGH** published a book chapter:

Darragh, J. (2014). Medical and health statistics. In J. T. Huber and S. Swogger (Eds.) *Introduction to reference sources in the health sciences: Updated, revised and expanded* (6<sup>th</sup> Ed.). (pp. 301-341). Chicago, IL: Neal-Schuman. \*Note print version erroneously lists a second author. [See corrected TOC.](#)

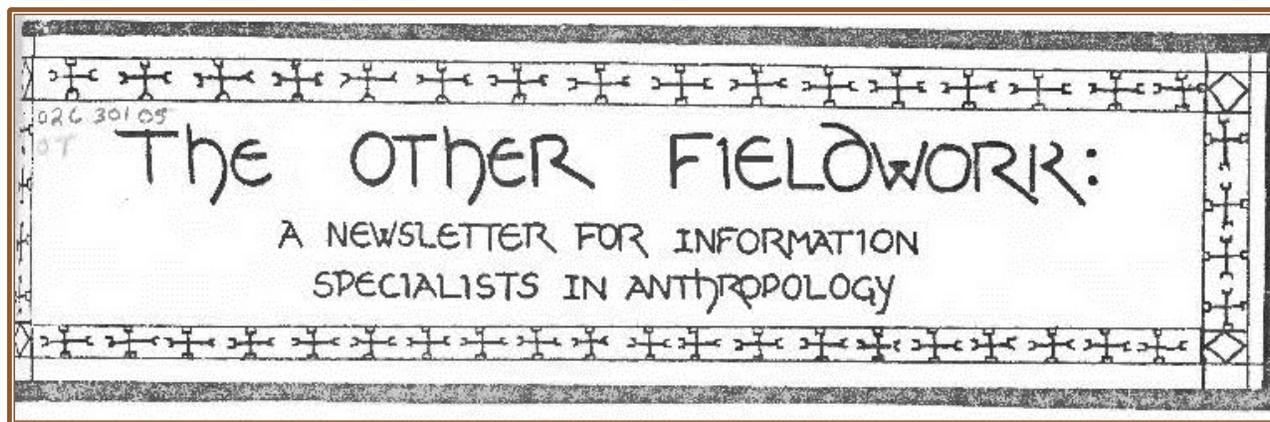


## ANSS HISTORY CORNER

Beth Sheehan

### Before ANSS Currents, We Had 'The Other Fieldwork'

*ANSS Currents* was established as the Anthropology and Sociology Section's official newsletter in May 1986, but did you know that there was an earlier publication that previously served as a newsletter for the section? *The Other Fieldwork*, edited by Barton M. Clark, was printed and distributed by mail, with five total issues from Spring 1979 to Winter 1981. In the first issue, Clark states that the purpose of the newsletter is "to develop a mode of communication between those interested in the management of anthropological data whether they be librarian or anthropologist." Free subscription and delivery was funded by a grant from the Wenner-Gren Foundation for Anthropological Research. Initially, the newsletter was sent only to those who requested to be added to the mailing list, but became a true section newsletter with the last issue, Volume 3, Number 2 (Winter 1981).



This issue was sent to all members of the Anthropology and Sociology Section of ACRL "as a means to provide members with information, including minutes, of activities of the section," and included a detailed report of the Summer 1981 ANSS Executive Committee Meeting. Other notable content includes announcements from the Anthropology Section/Anthropology and Sociology Section of ACRL, descriptions of new journals or other publications, and calls for contributions, reviews of resources, and indexes. One such review included a historically interesting debate comparing *Anthropological Literature* and *Anthropological Index*, and discussing their merits and shortcomings as indices of anthropological publications. Other content includes descriptions of research projects and forthcoming publications relevant to anthropological library or museum collections.

Print issues of *The Other Fieldwork* are archived in ANSS files in the ALA Archives at the University of Illinois at Urbana-Champaign.

### About ANSS History Corner

The ANSS History Corner highlights memorable or historic events in the section's recent or distant past. All current or former ANSS members are encouraged to contribute content or suggest topics for future ANSS History Corner features. Please send all comments or suggestions to Beth Sheehan, [edivince@illinois.edu](mailto:edivince@illinois.edu).



## PROFILE: ANSS LIAISON TO ACRL

SUSAN BARNES WHYTE, BOARD LIAISON (2013-2015)  
LIBRARY DIRECTOR, LINFIELD COLLEGE

Interviewed by Pauline Manaka



### Questions

1. How would you describe your position as ANSS Liaison to ACRL Board of Directors?

My primary responsibility is to listen to the members of the ANSS Executive Committee and to relay any questions or concerns they might have to the Board or to the appropriate people who work for ACRL. Also, I need to communicate what the Board is discussing and what the big issues are for ACRL and its membership.

2. What do you value most about this position?

I love learning about the many exciting projects that ANSS is working on. Its program at ALA Annual in Las Vegas was wonderful, for example. And their liaisons to external organizations do good work on behalf of ACRL and for academic librarians overall. And I like meeting librarians whom I didn't necessarily work with before I became a director-at-large on the Board. The Board intentionally places its liaisons to sections and committees so that we work with new groups. We don't have a built-in bias that way and can hear about new issues and projects. ANSS is fun to work with.

3. One of your statements when you ran for the ACRL Board election was that you found ACRL to be an organization that taught leadership, mentoring, and networking. What can you recommend to the ANSS section about mentoring?

I think all of us can do a better job of welcoming new members to ACRL, create a community for them so that they will continue to participate in ACRL. One of the challenges right now for ACRL is retaining new members. How can ANSS, therefore, intentionally create events, projects and opportunities for new members so that they will give back to the profession as we all do who have participated in ACRL for a long time. I'd love to speak with the Executive Committee about possible ideas. The ACRL Board spent a good deal of time at its annual strategic planning meeting the week of September 15<sup>th</sup>, focusing on this issue of membership retention and we're eager to hear fresh new ideas.

4. I admire your personality and style of relating to ANSS. What do you characterize as your strongest leadership trait(s)? Can you comment on what you could improve as a leader?

Thank you for your kind words. I think my strongest attribute is my ability to listen and to set people at ease. I have learned to do this over time with some wonderful mentors by my side. However, there's a minus to this attribute, as with any strength, that at times I spend too much time listening rather than taking action. Another strength is my commitment to consensual decision making. I had excellent training in two Quaker schools in this area. Although perhaps large change does not happen with the process that consensus requires, I've always thought that sustainable

change, at times incremental, is in the end more important than abrupt change which others do not engage in because they have not felt heard. It's an interesting balance to engage in as a professional.

5. What do you like the most about academic librarianship in the 21<sup>st</sup> century?

I like the questioning of assumptions that our profession has had to grapple with in the past two decades in particular because of the disruption technology has introduced into our worlds of teaching, learning and research. To move forward as a professional and as a profession, one needs to move along, but always critically assess that next best thing, whatever it may be. Our culture as a country is not naturally inclined toward critical thought. I like to think that we librarians have always grappled with this essential questioning as we have brought technology and collaboration deeply into our professional practice. I like change and thinking, which is why I am an academic librarian. I also deeply believe in collaboration, as exemplified by Linfield's deep participation in the Orbis Cascade Alliance, a consortium of 37 academic libraries in Idaho, Oregon and Washington. And, on a smaller scale, I like collaboration as exemplified with my library's collaborative work in programming with the McMinnville Public Library and Third Street Books, the local bookstore, in bringing authors to Yamhill County here in western Oregon.

6. Any final words of wisdom for ANSS?

Keep doing your good work. Keep cultivating new members. Keep questioning your assumptions. Thank you!

Thank You,  
Pauline D. Manaka  
Past Chair ANSS, 2013/2014

### CALL FOR AWARD NOMINATIONS

Excellence in Academic Libraries Award

*\$3,000 and a plaque*

Sponsored by YBP Library Services

Academic/Research Librarian of the Year

*\$5,000 and a plaque*

Sponsored by YBP Library Services

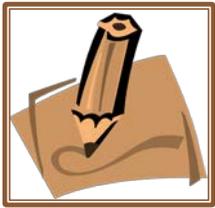


Information for many other award opportunities can be found on the ACRL Web site:

<http://www.ala.org/acrl/awards>

or by contacting Chase Ollis at (312) 280-2521 or [collis@ala.org](mailto:collis@ala.org)

**DEADLINE: DECEMBER 5, 2014**



## ARTICLES

### HOW TO LEARN GIS: ADVICE FOR TEACHING YOURSELF GEOGRAPHIC INFORMATION SYSTEMS

Louisa H. McMurray  
[louisa.mcmurray@gmail.com](mailto:louisa.mcmurray@gmail.com)

Let's begin with a confession: I quit GIS the last time I tried to learn it. I've loved maps as far back as I can remember. In 4th grade I was the school champion in the National Geographic Bee, and in junior high I was an alternate contestant on *Where in the World is Carmen Sandiego?* I had a talent for trivia, and my parents nurtured it with atlases and travel books.

In college, I became an anthropology major and planned to go into the field in either archaeology or medical anthropology. Either one would have use for knowing GIS (Geographic Information Systems), so I took a class in it. And that's where I hit a wall—the database jargon was over my head, and the software had a steep learning curve. I was underprepared and overwhelmed. A few weeks into the semester, I withdrew from the class without looking back.

GIS programs can be a powerful tool in teaching and learning the social sciences. A common use is in the field to manage maps of archaeological digs. Because it allows the user to superimpose data onto maps, it can also be used for tracking other information a user might want displayed in a geographic context. Public health, voting patterns, or land usage for crops can all be put into a visual medium for sharing with colleagues, students, and policymakers. If you don't already know GIS, it's a good idea to learn how to use one or more of the most common programs, especially if you will be working with students in the social sciences. In this article I'll be covering three of the most commonly available programs.

The most basic definition of a Geographic Information System is a program that ties a database to a map. These two elements can be as simple or as complex as you make them. Multiple attributes, or data types, can be viewed as individual layers, which can be turned on or off at will to limit how many you can see at any given time. Too many layers lead to a completely opaque map where nothing can be distinguished; however, use too few and you may miss a connection between two attributes.

GIS started to become commonplace outside of government use after 1990, when the US Census released its data with geographic references for the first time. Several desktop programs came onto the market to enable businesses and organizations to use this new resource. The necessity of librarians knowing how to use GIS was recognized by the Association of Research Libraries in 1992. They launched the GIS Literacy Project, which was to survey GIS use at member libraries and teach the program ArcView, a product of Environmental Systems Research Institute (ESRI).

The successor to that program, ArcGIS, is today the most commonly used program to create and manage GIS files. (A word of advice: if you want to learn either of the proprietary programs I will discuss, then beg, borrow, or steal a Windows machine if you don't already have one.) As of this writing, there is no version of ArcGIS or MapInfo for Macs, nor are there plans to create one. If you must use a Mac, you'll have to jump through a number of hoops to run Windows on it, as I did, and it can be time-consuming enough to make it a money-losing proposition in terms of productivity. If you are teaching yourself for free, you'll only have 30 days on each program.

For teaching yourself ArcGIS, there are two options I that would recommend. First, there is a free tutorial available from Harvard University. It familiarizes you with the basic menus and features of ArcGIS, and gives clear, step-by-step instructions for carrying out basic commands (adding and viewing layers, viewing data, filtering and joining tables). It provides a zip file of sample maps and data along with PDF/Word versions of the four lessons. Each lesson is preceded by a video presentation. It is probably best to allot a minimum of three hours to complete the full Harvard tutorial.

There is also a tutorial from ESRI themselves, [Getting Started with ArcGIS](#), which also takes about 3 hours. After a 10-question quiz, this tutorial gives you a completion certificate. It introduces you to the basics listed above, as well as a few more items, such as creating and formatting maps for presentation and making measurements along polylines. Its instructions are not quite as clear as the Harvard tutorial's; however, it gives a more thorough introduction. I recommend using both tutorials as complementary items.

MapInfo, by Pitney Bowes, has a similar interface to ArcGIS—that is, it uses drop-down menus and windows so that you can simultaneously view and manipulate a map and its attribute table. That said, I found MapInfo to be a bit more intuitive to use—the toolbars were a bit less cluttered, and the placement of commands within menus made more sense. However, it also proved to be frustratingly unstable as a program, with frequent hang-ups and force-quits. Whether that is an issue with the trial version, or running it on Windows within an emulator, is unclear. Your mileage may vary.

To learn the basics of MapInfo, you can take free online self-paced courses from Pitney Bowes through their site [PBSI University](#). The classes are a bit clunky in presentation, and less thorough than the ArcGIS classes mentioned above.

Alternatively, there is an open-source program called QGIS (formerly QuantumGIS), which is available for free for all operating systems. Its interface is intuitive and clean, and there are an enormous number of plug-ins available to add features and customize it as needed. Librarians have often embraced and partnered with the Open Source movement, and I would encourage use of this program. It is in keeping with the ideas of intellectual freedom and the right to knowledge of every library patron, regardless of student or faculty status, or the relative economic privilege of their institution. Recommended teaching resources for QGIS include a self-paced MOOC offered through [Canvas](#). I also recommend [QGIS Tutorials and Tips](#), which is maintained by a GIS specialist at Google named Ujaval Gandhi.

Let's say you've started to feel comfortable with a program, and you want to do some practice beyond the provided exercises. What kind of data do you want, and where can you get it? Start with TIGER (Topologically Integrated Geographic Encoding and Referencing) Products, which can be linked with information from American FactFinder, itself found on the US Census [Maps & Data](#) website. Next, try the [GIS Data Depot](#). It includes terrain maps from the US Geological Survey as well as files from around the world; however, it can be a bit tricky to navigate. Many files are free. Because files can be enormous in size the site also offers CD-ROMs for a nominal fee. Finally, Robin Wilson of the University of Southampton has put together a resource list of [free GIS datasets](#). It has a great variety of data sources, organized both by topic and by country.

If you think you might be interested in GIS, it's worthwhile to try some or all of these resources, and take them for a test spin at home. If you find it's a good fit, then many colleges offer a post-baccalaureate certificate in GIS, or a Master's degree. If you want to learn on your own, and have cash to spare, I recommend ArcGIS. It has a steeper learning curve than the other programs, but it also has more widespread adoption and more learning resources available. If you want to go the free route, I highly recommend QGIS. It has many of the same features and capabilities of the paid programs, and plenty of learning resources as well.

For any of the programs, use the many available free tutorials online. Many of the best resources are culled together at [GIS Lounge](#), which includes updates on new programs, teaching resources, and jobs.

As I finish writing this article, I have begun the application process for a Master's degree in Geographic Information Science at my local university. The process of writing and researching the article has convinced me that it is worthwhile to try GIS academically for a second time.

### Comparison of GIS Training Programs

Program	ArcGIS	MapInfo Professional	QGIS
<b>Company</b>	Environmental Systems Research Institute (ESRI)	Pitney Bowes	Open Source
<b>Availability</b>	30-day free trial	30-day free trial	Free
<b>Base Cost</b>	\$2500/year for up to 5 users	\$1995/year and up	Free
<b>Operating Systems</b>	<ul style="list-style-type: none"> <li>Windows</li> <li>Linux</li> <li>Explorer for Mac (has limited functionality)</li> </ul>	<ul style="list-style-type: none"> <li>Windows</li> </ul>	<ul style="list-style-type: none"> <li>Windows</li> <li>Mac</li> <li>BSD</li> <li>Linux</li> </ul>
<b>Cloud functionality</b>	Explorer Online	MapInfo Stratus	QGISCloud (3 <sup>rd</sup> party)
<b>Mobile Apps</b>	<ul style="list-style-type: none"> <li>Android</li> <li>iOS</li> <li>Windows</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>	<ul style="list-style-type: none"> <li>Android (in beta)</li> </ul>
<b>Freely Available Teaching Resources</b>	<ul style="list-style-type: none"> <li>Harvard Map Collection's Tutorial</li> <li>ESRI's Introductory Online Training</li> </ul>	<ul style="list-style-type: none"> <li>Pitney Bowes' Introductory Online Training</li> </ul>	<ul style="list-style-type: none"> <li>qgistutorials.com</li> <li>MOOC on Canvas</li> </ul>

### Further Reading

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## A MAJOR WEEDING PROJECT IN SOCIOLOGY AND ANTHROPOLOGY AT AN ACADEMIC LIBRARY AND THE USE OF A JOINT LIBRARY STORAGE FACILITY

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### Background

The University of Texas at Tyler (UT Tyler) is a 4-year, doctoral-granting institution with a total student body of over 8,000. We offer 10 certificates, 47 undergraduate degrees, and 41 graduate degrees. Beginning in Summer 2014, the UT Tyler Robert R. Muntz Library began a major weeding project across its entire collection involving all physical formats. The anticipated timeline for full completion of the project is May 2014 through December 2015. Our weeding project is a major undertaking because we intend to remove approximately 50% of our entire print book collection alone; this percentage does not account for the expected removal of print journals, audiovisual materials, and microforms that we also will be discarding. This project arose out of strategic planning initiatives mandated by both the library and university administrations. The two main initiatives are: (1) As on-campus enrollment grows, existing library building space must be reconfigured for optimal student and faculty use, and (2) As online enrollment grows, print books are of less use to distance students.

## Weeding and the Joint Library Facility

To compensate for the major loss of our print collection, the consensus among library management was that we join a [joint library facility](#) collaboratively operated by the University of Texas (UT) System and the Texas A&M System. Participation in such a facility allows users of our library to request materials held at the joint facility as part of the collection sharing program. Currently, 17 academic and medical libraries in the UT and A&M Systems actively contribute to the joint library facility; we are not yet a contributor, but anticipate gaining that status soon. In either case, our users can request materials held at the facility via Interlibrary Loan.

At my library, two liaison areas I control are sociology and anthropology, and the weeding process for these two disciplines is nearly complete. Below are the steps I followed to prepare for and carry out the deselection of print book titles for these two areas:

STEP 1: I determined the call number ranges of interest for both disciplines so that I could use them to create a complete list of pertinent titles via ILS reports. Basic data (e.g., title name, author, publisher, barcode, etc.) for every title was included in the reports. Additional criteria to help me make decisions included publication date, date added to our collection, last checkout date, and total number of checkouts. These extra parameters were crucial in the decision-making process because they provided the age of the books, when the books last circulated, and how many total times the books circulated since the early 1990s when we switched ILS programs.

STEP 2: I chose reasonable “cut-off” points using these last four parameters. For the age of a book, I automatically kept all titles with a publication date of year 2000 to present; thus, all titles published from 1999 and before were eligible for weeding. For the date a book was added to our collection, I kept all titles that were added from 2000 to the present regardless of the publication date. For example, in the year 2010 we might have added a book published in 1995, but because it was only recently added, I decided to keep it. For the date of last checkout, I kept all titles that had been checked out since 2000 regardless of publication date. For instance, if a book was published in 1957 but was checked out in 2002, I decided to keep it. For the number of total checkouts, any book checked out twice or more was kept. Books with zero or one checkout might be kept or discarded depending on when they were added to the collection and how recent their last date of checkout. In some cases, decisions were made that overruled the parameters. For example, a book by a key author may have been published in 1962 with zero checkouts; this makes the book a potential candidate for weeding. Because the book was written by a key author, however, I viewed it with a somewhat higher degree of importance and it was kept in the collection. With the aforementioned in mind, along with my own graduate education in the social sciences, I highlighted the titles in the reports that I planned to withdraw.

STEP 3: I sent the list to sociology and anthropology faculty for them to review and provide feedback. I gave them a time limit of one entire month. Some—but not all—faculty responded with changes and recommendations to my withdrawal list. As faculty, their input was valuable and I incorporated their feedback into the final decisions.

STEP 4: At the end of the one month period, a list of the titles for removal was given to student workers. Their instructions were to locate the titles on the shelves, pull them, and relocate them to a temporary holding area for further processing. This aspect of the project was labor intensive and took about a month to complete.

STEP 5: This is the stage we are currently in. Our Technical Services department plans to mark the records in our catalog on whether the joint library facility does or does not have a copy of the titles to be weeded by searching the facility’s own online catalog. If the facility does not have a copy, our copy will be sent to them under a “resource-in-common” agreement and our corresponding catalog record will be amended to indicate that it is held at the offsite joint facility and may be obtained via ILL. If, however, the facility already has a copy, our copy will be donated to an

approved organization and our corresponding catalog record will be deleted. Student workers will process the books to be donated according to standard withdrawal procedures (e.g., marking through the university's name and barcode, removing any identifying stickers, etc.)

### Some Considerations

One major implication of weeding so many books and relying more heavily on a joint library facility is that requests for materials to our Interlibrary Loan department are anticipated to increase for all disciplines, including sociology and anthropology. Library users requesting books from the facility will have a short wait, but this is true for any ILL request. Moreover, the Interlibrary Loan staff has the ultimate authority to decide whether or not to include the facility's OCLC symbol in the lending string or not. Thus, it's possible that a requested title held at the joint facility and other libraries may be filled by another library rather than the joint facility. As this model is still very new to us, our ILL department has yet to solidify any borrowing protocols and practices regarding the joint facility.

Currently, the sociology and anthropology programs at UT Tyler are small so the effects of the reduction of print books should be minimal for now. However, the departments are growing as an increasing number of undergraduates are declaring these disciplines as their fields of concentration. Sociology, especially, is an interdisciplinary subject involving many other disciplines such as history, political science, criminal justice, business, and more. Thus, the full impact of reducing our print collection so drastically cannot be determined at this time. What we do know, however, is that half of one of our library's floors will be freed and that this space will be used to create additional study and research areas for students and faculty, including single- and group-user rooms, lounge areas, and study-friendly furniture.

A dramatic weeding project such as this, even if paired with a shared resource model, may not be appropriate for larger institutions, especially those with heavy research emphases in sociological and anthropological topics, or those who define themselves by their extensive collection. Our drastic weeding project and the decision to use the joint library facility was driven by strategic planning at both the library and university levels. In the end, I weeded nearly 60% of our sociology and anthropology collection. Though this magnitude of weeding may not be suitable for everyone, it can be a viable option to consider for your library if you are in need of more student and faculty space, have increasing enrollments of distance students where e-books may be more favorable, or face dwindling budgets with a quickly aging collection.

## DID YOU KNOW?



ACRL members can view full contact information for all ACRL section committee rosters

(<http://www.ala.org/acrl/aboutacrl/directoryofleadership/sections>) by logging into the ACRL Web site.





## RESOURCE REVIEWS

### FYI COLUMN: AMERICAN INDIAN RESOURCES

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#### Introduction

This is an attempt at a column that combines updates on old favorite tools with new “finds.” My purpose in starting this project is eclectic. In part, I’m seeking to update my knowledge about resources that I reviewed some time ago, and to get input from other colleagues. I hope that others will mention other resources which they find useful.

I would like this column to be a place where ANSS members can alert other members to new reference sources in sociology, anthropology, criminal justice studies, and related fields. The-sources are ones that I’ve reviewed in the past, or have learned about serendipitously when I was looking for other information. I think many of us subscribe to, or own outright, more than one of these resources—though many of the rest of us may wish we had a benefactor with deep pockets to enable us to obtain them.

Thanks to the work of Hailey Mooney and other earlier ANSS members, we have an updated and thorough set of [guidelines](#) for analyzing databases and other resources. I’m also interested in other factors that might enter into a purchase decision: the qualities that a library would look for in acquiring a particular tool, be it one for conducting advanced research in a discipline, a pedagogical aid for information literacy instruction, or a source that would attract general readers to learn more about the social sciences.

Because my work includes selecting library materials related to American Indian Studies, I try to be aware of major tools in this area. Although my university does not offer a doctorate in American Indian Studies, we do have several scholars in campus who are working in that area. Oklahoma has a sizeable American Indian population, and a large number of our students self-identify as Native Americans or Alaska Natives. As a land grant university, we need to consider information resources that will benefit our students and our state. The following list includes several criteria that may be helpful in evaluating these resources.

#### Additional Criteria for Selection

1. The publication is prepared and maintained with full participation of an advisory group, or a group of editors or directors, that includes a significant proportion of Native American scholars. There should also be American Indians on the staff involved in preparing the collections. The same criteria should apply to other groups whose contributions have been under-represented in scholarship or other endeavors.
2. Native voices and perspectives are present and respected. Their contributions are clear, and information is presented in such a way that it does not demean or stereotype any group.

3. The interests and identities of the potential users are considered, whether they are among the general public, high school or community college users, college students, or upper-level students and academic researchers.
4. Whether the material is easily available online or available from other sources which a given library may already own.
5. Whether consortial purchasing or collaborative acquisition with nearby institutions is possible.
6. The proportion of primary sources that are facsimiles of the original formats. Published primary sources may be more appropriate for less-experienced users. Nevertheless, seeing an original handwritten manuscript conveys a sense of its time in a way that print cannot.
7. Quality of the image reproduction, especially if reproduced from microfilm.
8. Availability of curriculum or other materials suitable for secondary education/early undergraduate education, especially for materials to be used in primary or secondary education.
9. Easily accessible help features, including brief tutorial videos, which are important for inexperienced users.
10. If the resource includes material from archival collections, and those collections have finding aids, they are a crucial addition. In addition, a list of the content of several of the tools discussed—books, manuscripts, government documents, maps, art, or other materials—is available for several of the collections discussed below. This enables a given institution to compare its needs with the content of the collection.

### Archival and Documentary Collections

Here are several tools which provide research resources about American Indians. Two of the titles have been reviewed in an earlier issue of *ANSS Currents*; two are archival/document collections which I have reviewed. My library subscribes to the two indexing databases. I also mention two other collections which I intend to review in the future. There are others that can be added to this list, and I hope that ANSS colleagues will add their knowledge and wisdom to it.

*American Indian Histories and Cultures: Sources from the Ayer Collection at the Newberry Library, Chicago (AIHC)* ([Adam Matthew](#))

*AIHC* is a new research collection from Adam Matthew Digital, a subdivision of Sage Publishing. First issued in 2013, it features materials selected from the Edward E. Ayer collection of the Newberry Library, Chicago, one of the foremost research collections on indigenous cultures in North and Central America. *AIHC* covers major themes in American Indian history, from trade to relations with non-Native governments. Ranging in date from the 16th century to the mid-twentieth century, the materials in *AIHC* include manuscripts, printed books, official records, travel journals, maps, photographs, and treaties, as well as other documents. *AIHC* also includes a significant collection of artwork. Other special features include an interactive timeline and a culture area map, plus extensive interpretive essays by several project editors.

The *AIHC* is a companion collection to Adam Matthew's *American West* resource, based on the Newberry Library's Everett D. Graff collection. Despite its price, the number and variety of the materials in *AIHC* mean that it deserves serious consideration, especially in areas with large American Indian populations or departments of American Indian Studies. Reviewed by Cedar Face (2014a) and Clements (in press).

*American Indian Experience (AIE)* ([ABC-CLIO](#))

This collection, *AIE*, is offered by ABC-CLIO as part of its *American Mosaic* package. It was a Choice Outstanding Academic Title in 2010, and won the 2013 Best Educational Software Award (BESSIE) from ComputEd Gazette. It features primary sources including maps, photographs, and video, as well as the texts of a number of Greenwood reference books on American Indians. There are also topical guides for classroom teaching, a timeline, and directory information on over 550 federally recognized American Indian nations. *AIE* has often been recommended for public

libraries, secondary schools, and undergraduate college students. It will appeal to users who need basic information about American Indians, especially from encyclopedias and similar reference titles, and it is also more modestly priced than the *AIHC*. Reviewed by Clements (2010) and Golderman & Connolly (2012).

#### *Native American Archives (NAA) (EBSCO)*

This relatively small document collection available from EBSCO was reviewed by Sue McFadden in *ANSS Currents* in [Fall 2012](#) (pp. 34-39). *NAA* includes several sources on history and genealogy of the Five Civilized Tribes—the Cherokee, Choctaw, Chickasaw, Muscogee (Creek), and Seminole—whose members were removed to Oklahoma in the 19th century. Copies of the Dawes Rolls application packets form a major part of the collection. The rolls are the records of people who applied for enrollment as tribal members in preparation for the allotment of Indian lands in Oklahoma between 1890 and the early 1900s. There are also a group of registration documents for Eastern Cherokees to claim damages against U.S. government, Indian Census Rolls for 1885-1940, and the texts of treaties ratified with Indian nations from 1722 to the latest treaty ratified treaty, dating from 1883. While these materials are largely available elsewhere in microform, print or online, having them on a widely-available platform will enhance their use. Recommended for libraries supporting genealogical research and for research on American Indian history, especially of the tribes and nations originating in the southeastern U.S.

#### Document Collections Noted (Not Yet Reviewed)

##### *Indigenous Peoples: North America (Gale Cengage)*

This collection was first released in 2013. According to the publisher's information, it includes well over one million pages of "manuscripts, newspapers, periodicals, census records, legal documents, maps, drawings and sketches, oral histories, and photos." Many of the materials have been converted from existing microforms, including several record groups from the National Archives. Institutions which have participated in this collection include the National Archives, the Library of Congress, Princeton University, the University of Alberta, the Moravian Archives, Gonzaga University, and Wichita State University. The collection may be of interest because it includes records of missionary societies, as well as several record groups from the National Archives. The *Indigenous Peoples* collection is cross-searchable with other Gale collections. It appears to complement the materials available in *AIHC*. A listing of sources may be found on the Center for Research Libraries' eDesiderata review database (see below for further information about eDesiderata). Reviewed by Cedarface (2014b) and eDesiderata (2014).

##### *American Indian History Online (Facts on File/Infobase Learning)*

Much of the information in this reference database appears to be derived from print titles issued by Infobase Learning, (Facts on File). Based on the publisher's website, much of the current content appears to have been published in 2007, and much of the content is designed for middle and high school students. Individual titles in the collection are listed under the "Sources" tab on the website. Reviewed by Cedar Face (2007) and Golderman & Connolly (2012).

#### Indexing Databases

##### *Bibliography of Native North Americans (BNNA) (EBSCO)*

This indexing database from EBSCO originated in Murdock's *Ethnographic Bibliography of North America*. It covers Indians of the United States, Canada, and Mexico, though the latter to only a limited extent. The *BNNA* includes a wide range of materials from the 16th century to the present. It now indexes many of the important scholarly journals in American Indian Studies. Since this database is part of the EBSCOhost platform, it is possible to limit search results to scholarly publications, linked full text, or cover story. Researchers can also focus by document type: magazines,

academic journals, reviews, and books. I reviewed *BNNA* in the [Fall 2012](#) issue of *ANSS Currents* (pp. 28-34). *BNNA* is recommended for researchers in anthropology, ethnohistory, folklore, and related disciplines.

#### *Ethnic NewsWatch (ENW) (ProQuest)*

This ProQuest database includes selected newspapers, magazines and journals for American ethnic communities from 1990 to the present, with historical coverage of some 30 titles in full text from 1959 to 1989. Because *ENW* also focuses on other ethnic groups, coverage for Native Americans is somewhat limited. At the same time, there is coverage for the *Cherokee Phoenix*, *Indian Country Today*, and *News from Indian Country*, all large-circulation newspapers, which may be changing to primarily online formats. Some files, especially for smaller publications and earlier years, may be incomplete. Compared to the *BNNA*, this database is more focused on newspapers and may reflect local content somewhat.

#### *eDesiderata (Center for Research Libraries)*

When was I preparing this article I discovered the Center for Research Libraries' "interactive space for sharing information and opinions about e-resources of interest to CRL libraries." Libraries which are not CRL members may access the descriptions and reviews. CRL member institutions have further access to "information about licensing offers and opportunities for community input." *eDesiderata* is a relatively small corpus of reviews, but those which I examined have good coverage, and details about the functionality of the resources.

### Conclusion

To sum up, there are numerous online resources providing key research tools for American Indian Studies. These are only a few instances. Many academic and special libraries have collections valuable for the general researcher, and of special interest to their regional or local tribes and nations. Hopefully others will want to add to this list, or contribute their experiences with using the resources. By sharing our knowledge, we help ourselves and others.

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## OXFORD BIBLIOGRAPHIES ONLINE

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URL: <http://www.oxfordbibliographies.com/>

### Overview of Oxford Bibliographies Online

Referred to as the ‘Anti-Google’ in the *ars technica* blog, *Oxford Bibliographies Online* (OBO) is a database, initially released in 2010, that strives to provide annotated citations to the core literature in a wide range of primarily social sciences and humanities topical areas. The bibliographies are highly selective, with the goal of providing well organized, dynamic access to the most important scholarship, including recent developments in each field. Currently there are 38 “subject modules” available, including Anthropology, Criminology, and Sociology. Each module is divided into many entries (referred to as ‘articles’ in OBO), such as Visual Anthropology, Social Networks, Conflict Theory, Community and Problem-oriented Policing, and Franz Boas. This review will begin with discussion of OBO as a whole, followed by sections on the Sociology and Anthropology modules.

OBO has an intensive focus on scholarly expertise and evaluation. An editor-in-chief and a sizeable international editorial board oversee the production of each module. Clear links provide access to the qualifications and background of the editors and the subject experts who contribute entries to each module. All entries and citations added to OBO are subjected to a rigorous peer review process with the stated goals of ensuring accuracy, relevance, objectivity, and balance. OBO is continually updated with several new modules each year. Each entry article is reviewed annually by its module’s editorial board to determine if updates are required. In July 2014, 82 articles were added and revised across several different subject modules; they are noted by an asterisk under ‘Articles and Contributors’ on each subject page. OBO strives to provide ‘world-wide coverage’ by drawing upon over 4,000 scholars from institutions in many different countries to edit or contribute to articles, including citations to relevant material in languages other than English.

The entries are introduced by a brief encyclopedia-like overview to provide authoritative background information, theoretical foundations, and context. A tiered arrangement enables researchers to proceed from general topical coverage to citations on more specific subtopics. Bibliographic entries can include books (including textbooks), journals, articles, web sites, digital archives, image collections, data sets, and more. Depending upon the discipline, classic historical works as well as more current sources reflecting newer scholarship may be provided. As pointed out in Drummond’s excellent review in the *The Charleston Advisor*, although OBO sometimes includes standard reference works, citations for major indexing and abstracting services are not included.

A strength of OBO is the capacity for scholars to search across multiple disciplines. The homepage (see Figure 1) facilitates browsing through all, or selected, subject modules, and the default basic search is of all subject modules. Phrase searching, Boolean statements, and truncation (wildcards) are supported. However, this information appears in the FAQ for OBO but not in the Site Help page. The advanced search enables searching of all text, author or title, with filtering by resource type including book, web resources, journals, multimedia, and primary documents. In Advanced

Search, the user may select one or more subject modules (disciplines) in which to search. However, a limited number of search boxes, in addition to the lack of search tips, may hinder effective use of the database.

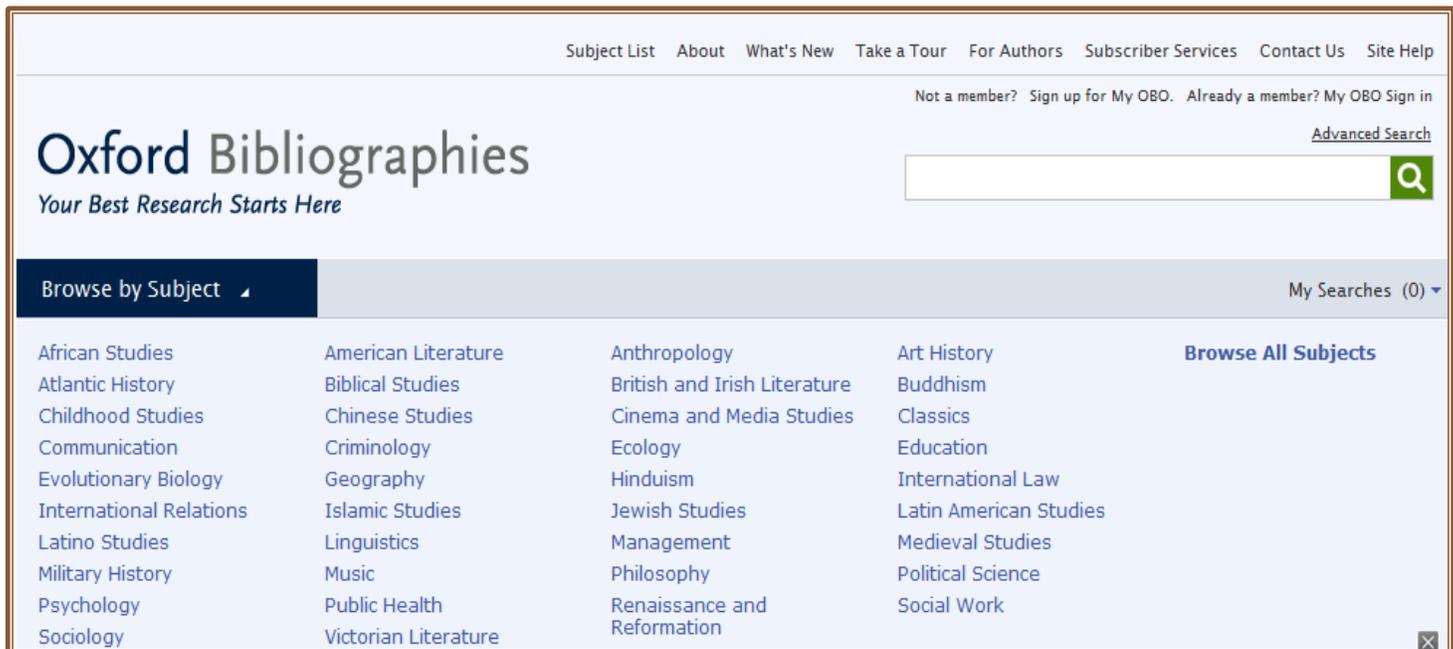


Figure 1. Oxford Bibliographies Browse by Subject

Search results are sequenced by relevance. On the left side of the screen, a table of contents and a list of related and forthcoming entries pertaining to the general subject area enable researchers to navigate easily through potentially relevant subject matter.

Citations can be exported to citation management software. DOIs have been provided (where available) to link directly to the resource cited. OpenURL icons can link to library catalog records. WorldCat and Google Books links (where available) are provided. Searches during a current session are automatically saved and easily accessed; the MyOBO feature allows saving and annotating citations between sessions.

OBO was found navigable and content accessible for those who use screen readers during accessibility testing in August 2014. Helpful to users with low vision, a button for increasing font is available on each page, next to the icons for export, print, email, cite, and share. Two notable areas for improvement included the unlabeled basic search box and the *Find This Resource* feature—which connects users from the bibliography to the library's link resolver—which requires the use of the mouse. A few small issues were encountered by the JAWS user when using the email Captcha, export, and cite functions. Finally, the sometimes slow-loading pages of OBO present a problem for screen reader users; our tester assumed that no information was available since she could not see the partially loaded bibliography.

OBO is recommended primarily for upper level undergraduates and graduate students. However, it may also be useful for undergraduates working on term papers as an antidote to the information overload often provided by libraries' burgeoning arrays of online resources. Faculty may also find the bibliographies to be useful as a source for selecting course readings.

*Oxford Bibliographies* are available as individual subject modules or as a collection through an annual subscription, or by purchase ("perpetual access") which also requires an annual updating fee. Pricing is based upon the size of the institution and the number of modules purchased. OBO's high quality and intensive vetting process results in a product

that is fairly expensive and may be out of reach for smaller institutions. Discounts are available for consortia members. MARC records are available for purchase.

### OBO Sociology Module

The sociology module within *Oxford Bibliographies Online* currently includes 130 articles, ranging alphabetically from *Adolescence* to *World-Systems Analysis*. The topics of 26 forthcoming entries are also listed. Coverage of research methodologies extends from broader concepts, including *Qualitative Methods in Sociological Research*, to more specific modes of analysis, such as *Panel Studies* or *Time Use and Time Diary Research*.

Only a handful of formative theorists are covered with separate entries. Although this may currently limit the utility of OBO for research on the theoretical foundations of the field, individuals' names can be searched to find citations to their work within other topical entries. For example, although there is not yet a separate entry on Georg Simmel, a search on his name yields 33 citations to his seminal works, and discussions of his contributions in 29 different topical entries such as *Social Theory* and *Social Networks*. In addition to covering standard sociological concepts, exploration of the sociological aspects of related topics such as *Entrepreneurship* and *Civil Rights* exemplify the interdisciplinarity and currency of OBO.

After the Sociology module is selected from the homepage, the search box that remains at the top of each page still provides results from all of the OBO modules within an institution's subscription, which may be seen as either a plus or minus. A search on the phrase "social networks" yields over 260 'citations' to specific resources which appear throughout nearly 300 topical entries (articles). The list of subject modules on the left of each search result page enables researchers to easily limit the results to sociology or any number of related fields. The advantage of this structure is that the initial search displays potentially useful entries, such as *Social Network Analysis* from other disciplines, including the module on Communications. The disadvantage is that if a user wants literature only within the discipline of Sociology (or Anthropology or Criminology) it's easy to stray from the desired discipline unintentionally.

The screenshot shows the search results page for "social networks" on the Oxford Bibliographies Online platform. The page title is "Search Results" and it indicates that the user is looking at 1 - 20 of 299 items for the search term "social networks". There are two tabs: "Articles (299)" and "Citations (269)". The "Narrow Your Choices" section on the left lists various subjects with checkboxes, including African Studies, American Literature, Anthropology, Art History, Atlantic History, Biblical Studies, British and Irish Literature, Buddhism, Chinese Studies, Cinema and Media Studies, Classics, Communication, Criminology, and Hinduism. The main content area shows two results: "Social Networks" by David Knoke, with subject "Sociology" and date added "2011-07-27", and "Social Network Analysis" by Peter Carrington, with subject "Communication" and date added "2012-08-29". The first result includes a snippet: "Social Networks Introduction Social network analysis comprise theories and methods of investigating structural relations among social actors an...".

Figure 2. "Social Networks" Search Results

As mentioned above in the general overview of OBO, entries begin with an introduction to the background and study of each topical area, including, in some cases, additional paragraphs on more recent developments within the field. The

standard article sections on textbooks, reference sources, classic works, and key journals (when included) may be useful for collection development. Citations for specific resources, while highly selective, may support librarians' endeavors to incorporate newer areas of scholarly inquiry into the selection of library resources. Each citation to a specific resource contains an annotation and a *Find This Resource* link for a library's link resolver, WorldCat, or a website.

The entry on *Social Networks* also provides separate subsections on a variety of resource types and sub-topics. Citations for data analysis and visualization software, as well as datasets, greatly enhance the value of OBO for social science researchers. Topical areas also include more refined breakdowns, which may initially cause a moment of confusion. For example, the entry on *Social Networks* includes a sub-section on *Social Capital* with a brief overview of the relationship of social capital to social networks. However, *Social Capital* is also the title of a completely separate, extensive entry in the OBO Sociology module.

In spite of this interwoven complexity, navigation is easy due to the persistent panel on the left side of each page which includes a *Search within article* feature (i.e. full-text searching within the entire entry for a topic), a table of contents called *In This Article* (i.e. an outline of each subsection within an entry), and a linked list of *Related Articles*. The inter-relatedness of the information within OBO is one of its strengths, given the interdisciplinary nature and conceptual overlap within many research topics.

The screenshot displays the OBO Sociology module page for "Social Networks" by David Knoke. The page is structured with a navigation sidebar on the left, a main content area, and a right sidebar. The left sidebar includes a search box, a table of contents for "In This Article" (Introduction, Textbooks and Handbooks, Journals, Software, Network Datasets, Professional Associations), a "Back to the Top" button, and sections for "Related Articles" (Quantitative Methods in Sociological Research, Spatial Analysis, Trust) and "Forthcoming Articles" (Environmental Sociology, Residential Segregation, Revolutions). The main content area features a title "Social Networks" by David Knoke, an introduction to social network analysis, and a section on "Textbooks and Handbooks". The right sidebar lists other sociology articles, including "Social Networks", "Social Policy", "Social Problems", "Social Psychology", "Social Stratification", "Social Theory", "Sociological Research on the Chinese Society", "Sociological Research, Qualitative Methods in", and "Sociological Research, Quantitative Methods in".

Figure 3. "Social Networks"

There are few reference sources to compare with OBO; it is a relatively unique resource that can be used in conjunction with other standard resources. More depth may exist in titles such as the *Annual Review of Sociology*, which has an extensive article on "Data Visualization in Sociology" in the July 2014 volume. However, the number of topics covered in *Annual Reviews* is limited, and earlier articles are not continuously updated to reflect current scholarship. Subject encyclopedias, such as *The Blackwell Encyclopedia of Sociology*, *The Encyclopedia of Sociology*, *The International Encyclopedia of the Social and Behavioral Sciences*, and *The Encyclopedia of Social Theory*, cover many similar

subjects and provide more extensive topical overviews and helpful footnotes for further reading, but lack the extensive, yet carefully selected lists of annotated citations that pave the way for research on each topic and subtopic within OBO. The updating of subject encyclopedias is also a much slower process compared to the dynamic updating of OBO. The inclusion of resources such as datasets is a uniquely valuable feature of OBO.

### OBO Anthropology Module

The Anthropology subject module in OBO currently includes 118 articles, with 49 forthcoming. Notable about the OBO Anthropology module is the effort that has been made to cover the four subfields of Anthropology: sociocultural, archaeology, linguistic, and biological. Articles with a more biological or scientific approach are as numerous as those with a social or cultural approach. For those librarians who may be more familiar with one or another of the anthropological subfields, this tool is a boon for learning “the lay of the land” in a subfield. Even a seasoned anthropology librarian can use OBO to identify important reference works, trends, scholars, journals and blogs. It is similarly a boon for students, who get a guided tour of an anthropological subfield or major topic.

OBO Anthropology includes articles on the subfields themselves (*Archaeology, Biological and Physical Anthropology, Linguistic Anthropology*), key topics (*Agriculture, Ethnography, Gender, Genetics, Semiotics*), and newer trends in scholarship (*Digital Anthropology, Genocide, Globalization, Media Anthropology*). Only a few subtopics seemed, to this reviewer at least, interesting but uneven in their specificity (*Anorexia Nervosa, Mexican Migration to the United States, Scandinavia*). Despite the mostly successful attempt to represent all subfields, entries on major theorists do seem weighted toward sociocultural anthropology. As noted in the Sociology section of this review, theorists without their own article can be easily discovered via the basic search within bibliographies from Anthropology and other modules. For example, Talal Asad’s influence can be seen within several Anthropology articles, as well as within articles in the Islamic Studies, Geography, and Victorian Literature modules.

Perhaps due to the lack of limit on length of entry, as you would find in a print or e-book version of a subject encyclopedia, OBO articles can be very detailed. Changes over time in the study of a particular topic may be described at length, similar to what one might find in *Annual Review of Anthropology*. While there is a structure to each article, beginning with an Introduction, each author has the freedom to organize the article as he or she chooses; each article does not necessarily include sections such as Journals and Reference Works.

### Conclusion

Despite the few inconsistencies and deficiencies mentioned in this review, the easy navigability, currency, and depth of this peer reviewed resource make OBO a unique and extremely valuable tool for disciplinary and interdisciplinary research, for students of most levels, faculty, and librarians. OBO’s Anthropology and Sociology modules are recommended purchases, for those libraries whose budgets allow.

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## KICKSTART THE FUTURE OF ACRL

You definitely know that we are celebrating ACRL's 75th Anniversary. You probably know that ACRL was ALA's first official division. You might know that Phineas L. Windsor was first president of ACRL as a self-governing division. I hope you know that to celebrate and honor this Anniversary ACRL is conduct a major fundraising campaign to raise money for scholarships to ACRL 2015. ACRL seeks to raise \$50,000 by December 31, 2014, to provide 75 additional scholarships for these members to attend the conference to be held March 25-28, 2015, in Portland, Oregon.

We've already raised more than \$33,000 during the advance phase of the campaign. Now we invite you to pay it forward and invest in the profession's future leaders (and their libraries) as they seek to advance learning and transform scholarship in the 21st century. With your contribution (of any amount), we can ensure the future vitality of the profession, the association, and the diversity of our conference.

This is also a great opportunity for ACRL committees, sections and groups to show their support by establishing group scholarship goals. Some of those that have already established group goals include: the College & Research Libraries Editorial Board, Distance Learning Section (DLS), Education and Social Sciences Section (EBSS), Literatures in English (LES), Rare Books and Manuscripts Section (RBMS), Research and Scholarly Environment Committee, Science and Technology Section (STS), University Libraries Section (ULS), and the Value of Academic Libraries Committee. A page on the 75th Anniversary website acknowledges all group contributions. We have made great progress towards our goal but we are not there yet. Please consider making an individual donation or encourage your group to get together to fund a scholarship or commit to achieving 100% Board participation. For more information on how to get involved visit the Scholarship Campaign [FAQ page](#). Help ACRL kickstart the future with your contribution.



Steven Bell, ACRL 75<sup>th</sup> Anniversary Campaign Chair

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