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MESSAGE FROM THE CHAIR

Terry Epperson

Greetings and felicitations! First, a warning: Do not, I repeat do NOT, ever say “bah humbug!” in Dallas. Other than that, a lovely time was had by all at Midwinter. We had excellent discussions about applied anthropology, building collections and liaison relationships in criminology/criminal justice, assessing e-books, and marketing bibliographer work in sociology. The 2013 Program Planning Committee is already hard at work getting ready for Chicago.

Read below for details on all the activities of ANSS committees and discussion groups. Whether you are a new or continuing member, please consider volunteering to participate; these are the life of the section. If not sure where to begin, contact a committee chair, attend a committee meeting (all meetings are open, except the Nominating Committee), or come to a discussion group. Vice-Chair/Chair Elect Jen Darragh has finalized the committee rosters for her reign as ANSS Chair, which begins immediately after Annual in Anaheim.

As I mentioned in my last column, the Liaison Committee has been revived with an expanded charge. In the past, ANSS has maintained liaison relationships with the American Anthropological Association and the American Sociological Association. However, under the new charge the Liaison Committee will be examining additional liaison opportunities and models. Feel free to contact Co-Chairs Sally Willson Weimer and/or Marilia Yesenia Antunez for additional information.

Jen Darragh and I plan to convene a virtual “Getting to Know ANSS” meeting prior to ALA Annual to talk with interested members and potential members about what we do and where they can get involved. In a similar vein, we are also contemplating formation of a task force on cyber-participation with the intention of crafting guidelines like the Science and Technology Section’s “Virtual Meeting Task Force Final Report.”

The Anthropology Section (ANS) was granted full section status in 1972, so we will be celebrating our 40th Anniversary as a section at Annual in Anaheim. Although our program proposal for Annual was not approved by ACRL, the 2012 Program Planning Committee and the Membership Committee (plus a few local hangers-on) have informally coalesced as a Super Committee to plan anniversary-appropriate activities. Stay tuned for details.

This year we are trying a couple of new scheduling tricks at Annual. The three discussion groups (Anthropology, Sociology, and Criminology/Criminal Justice) are scheduled sequentially Sunday morning and early afternoon. We’ve also minimized conflicts so that the two Executive Committee meetings and three discussion groups have no (zero, nada) ANSS conflicts. We are hoping this will enhance both attendance and peace of mind. With one exception, all of the ANSS meetings will be in the Disneyland Hotel, the only hotel located within the “Downtown Disney Shopping District.” Very convenient.

I hope to see lots of folks in Anaheim!

COMMITTEE REPORTS

Bibliography Committee (see Resource Review and Bibliography Committee)

Conference Program Planning Committee, Chicago 2013

Katie Elson Anderson and Anne Larrivee, Co-Chairs

The 2013 ALA Annual Program Planning Committee has been meeting virtually, using Google Hangouts with extras, which allows for videoconferencing and teleconferencing along with the creation and editing of shared documents. After reviewing the timeline and guidelines for program planning, the committee jumped right into brainstorming. Several ideas were discussed including: Chicago Folklore and Folk Music, Jane Addams' Hull House and its dedication to serving and studying the diverse community, and ethnographic research in libraries such as the ERIAL project (www.erialproject.org) and Ethnography of the University (<http://www.eui.illinois.edu>). The committee decided on the topic of ethnographic research and is developing a program that will explore applications of traditional sociological and anthropological research methods to the study of libraries and library use. The committee is discussing the format, speakers, and possible co-sponsors. Feedback is welcome and everyone is invited to join the discussion. Please contact co-chairs Anne Larrivee or Katie Elson Anderson for access to our shared documents or invitations to join the Hangouts.

Instruction and Information Literacy Committee

Jason Phillips, Chair

The Instruction and Information Literacy Committee met briefly to allow attendees to also participate in the Sociology Librarians Discussion Group.

We had further discussion of our Repository of Teaching and Assessment Materials and seem to be reaching a consensus that a more permanent home needs to be identified. The committee will work to identify such a home in the future.

The current home of the ANSS Repository of Teaching and Assessment Materials is the New York University Faculty Digital Archive at: <http://archive.nyu.edu/handle/2451/28103>.

We always welcome submissions from members. To submit an item, please contact the current chair Jason Phillips at jason.phillips@nyu.edu.

Also, the committee had, in the past, committed to produce some features on different aspects of information literacy, including numeracy and visual literacy for issues of *Currents*. You can read the first of those features, "Some Practical Thoughts on Supporting Successful Data Literacy Outcomes," in this issue. The committee will continue to discuss ways to help members support the standards and promote successful student outcomes.

Membership Committee

Helen Clements and Annie Paprocki, Co-Chairs

ANSS hosted a very successful Social at the Sol Irlandes restaurant in Dallas, where about twenty-two members gathered to enjoy good food, warm weather, and lively conversation. Thanks to Helen Clements who did an excellent job choosing the location and planning the event! Helen and other committee members will work together to create guidelines for planning future social events. This tip sheet will be posted on ANSSWeb as a means of passing on section knowledge.

The committee met on Saturday morning to discuss follow-up plans for the Membership Survey. Membership will work closely with the ANSS Executive Committee to plan another survey for Spring 2013.

Excitement is building for the upcoming 40th Anniversary Celebration and the Membership Committee will be involved with planning this event in Anaheim as part of a "super committee" planning group, which also includes members of the 2012 Conference Program Planning and the Publications Committees.

Finally, the committee reported on our new and reinstated members for the period from May to November 2011. During that time, our membership continued to hold steady at 460 members. We also have 117 Facebook likes. If you haven't done so already, be sure to visit the ANSS Facebook page at <http://www.facebook.com/anssacrl>.

Publications Committee

Erin Gratz and Jenny Bowers, Co-Chairs

The committee discussed updating the Subject Guides to the Literature. ANSS now has a section featuring guides to information resources, available on the website at <http://anssacrl.wordpress.com/publications/guides/>. In general, these are guides to using literature or specific databases. The topics currently included are: Guides to

using the Human Relations Area Files (HRAF); Subject Guides (with sub-sections on General Resources, Anthropology, Archaeology, Criminal Justice, Sociology, Course Related Resources, and Tutorials); and Style Guides (currently links to guides on AAA and ASA citation styles). The section points to guides produced by various universities, so it will be important that they are checked and updated periodically. Adam Beauchamp, a guest to the committee, volunteered to edit the sociology section; Beth Sheehan volunteered to edit the anthropology sections. Adam Beauchamp also volunteered to write an information literacy-related article for a future issue of *Currents*.

Jenny Bowers and Lesley Brown announced that they will be stepping down as editors of *Currents* after the Fall 2012 issue. Consequently, they will be looking for new editors who would like to work with them during the transition period.

The committee also discussed progress on the new ANSS logo. After reviewing several vector images available on the Web, the committee decided to pursue a graphic of raised hands. Kim Pendell created a few possible images for the committee to consider with this image. However, since the image was restricted from use as a logo, Dawn Mueller at ACRL agreed to create new vector images for the section, based on the raised hands and fingerprint suggestions. The committee will present these logo options to ANSS Executive and then send them out on ANSS-L for the membership to vote.

As the 40th Anniversary Celebration approaches, the committee recommended creating a scrapbook with memorabilia, such as articles and photographs. We also decided to call for a volunteer to be the official photographer for the section. We would ask for a volunteer to commit to serving for a year, attending meetings and recording the section activities for the newsletter and other publications.

Resource Review and Bibliography Committee Sue McFadden, Chair

After introducing themselves, the committee members reported on their activities. Terry Epperson talked about his work at the College of New Jersey. He discussed opportunities in anthropology publishing, including a new book, *Coming of Age in Second Life: An Anthropologist Explores the Virtually Human*, by Tom Boellstorff. Pauline Manaka added that she knew of similar works by authors at her institution; the topics she recalled were the game, World of Warcraft, and social media tools.

The committee members discussed potential sources for review, including criminal justice resources, such as *Annual Reviews*, *Criminal Justice Abstracts/Full-text*, and *Bibliography of Native Americans*. They also presented the idea of creating a list of anthropology/sociology/criminal justice resources to be reviewed in the future, as well as putting together a bibliography opportunity list to organize an approach to completing bibliographies. They then recommended that the current list should be placed in an archival-type page that is accessible. Finally, the committee talked about creating a supportive bibliography for the 40th Anniversary Celebration.

Review and Planning Committee Jennifer Nason Davis, Chair

The Review and Planning Committee meeting focused on the ANSS liaisons program, which recently moved administratively from ACRL to ANSS. Now that the ANSS Liaison Committee is in place, it is in position to solicit and evaluate applicants. The application and selection criteria for Liaisons were discussed.

Other matters addressed were results of the recent membership survey, review of the Rapid Assessment Tool for the Assessment of Library Collections and Services in Sociology, procedures for posting committee minutes on ANSSWeb, and updates to the Manual for Officers.

Subject and Bibliographic Access Committee Lars Klint, Chair

The committee established the cataloging questions and answers for the coming months. We will cover topics including traditional justice, social status and social power, exhibition catalogs, Functional Requirements for Bibliographic Records (FRBR), and Resource Description and Access (RDA).

The content of the ANSS wiki was successfully transferred to ANSSWeb with the expert assistance of Erin Gratz. We will post all content, including the cataloging Q&As and LC subject heading lists, exclusively on ANSSWeb from now on.

Committee members discussed opportunities for reaching out to ANSS and ACRL communities. We explored the idea of creating more of a presence on the ANSS Facebook page. Another option is to create catalog records for ANSSWeb and the cataloging Q&As.

After some discussion, the committee decided to meet virtually just before the ALA Annual Meeting in Anaheim, CA in June 2012. Since several members will

not be present and holding a hybrid meeting (in-person and virtual at the same time) would be cost prohibitive, the members decided to try this for the 2012 Annual Meeting only. Once it takes place, the committee will assess whether or not to pursue virtual meetings in the future.

DISCUSSION GROUP REPORTS

Anthropology Librarians Discussion Group

Christina Smith, Convener

The Anthropology Librarians Discussion Group met Sunday afternoon with fifteen attending.

Following a round of introductions, Andrea Eastman-Mullins (VP of editorial and product development at Alexander Street Press) gave a brief presentation regarding their newly-released *Anthropology Online*. Cross-searchable with *Ethnographic Video Online*, *Anthropology Online* will eventually include 100,000 pages of published ethnographies and unpublished field notes. It is currently at 40,000 pages and 140 full-text sources. By the end of 2012 it should be 60-70% complete.

They are building the collection first with published works and they are talking with the Smithsonian Institution, as well as anthropologists in the field, regarding the inclusion of field notes. There are privacy issues to work out with respect to field notes. The editor for *Anthropology Online* would like to cover all areas of content for anthropology, including physical anthropology and linguistics. If anyone has questions or suggestions for content, or knows faculty with field notes, please contact Andrea.

Andrea was asked whether Alexander Street Press had looked at Human Relations Area Files (HRAF) or at what is already available in full text that pre-dates 1923. *Anthropology Online* has no overlap with HRAF and the focus on published works is contemporary, mostly the last 20 years. She distributed literature and trial cards.

The main topic of today's discussion was applied anthropology (<http://anthropology.unt.edu/whatisanthro-appliedanthro.php>), which is the practical use of anthropology to solve problems in people's lives. This anthropological research is done with the aim of intervening in some social problem for the purpose of improving the situation. Applied anthropologists do not carry out the intervention but rather conduct the analysis to identify the problems. Our panelists, Dr. Beverly Davenport (<http://anthropology.unt.edu/facultybio-davenport.php>) and Dr. Jonathan Tomhave

(<http://anthropology.unt.edu/facultybio-tomhave.php>), teach at the University of North Texas (UNT), where, according to the Anthropology Department's website, "all faculty members are applied anthropologists." The Anthropology Department at UNT is housed in the College of Public Affairs and Community Service, along with such fields as Criminal Justice, Gerontology, and Social Work.

Beverly Davenport, referencing Gary Alan Fine's "Ten Lies of Ethnography" (*Journal of Contemporary Ethnography*, October 1993 vol. 22 no. 3, pp. 267-294) said that there were "Ten Lies of the UNT Applied Anthropology Department."

Despite the fact that the Anthropology Department is described as emphasizing applied anthropology, four subfields of anthropology are taught at UNT on the undergraduate level. The Anthropology Department teaches socio-cultural anthropology and linguistics, whereas archaeology is taught in the Geography Department and biological anthropology is part of the Biology Department. Jonathan Tomhave has a joint appointment in Anthropology and Radio, Television & Film departments. They are all "closet regular anthropologists" and this suggests a divide that does not exist in practice.

Applied anthropology is part of the graduate curriculum and faculty research. At UNT there are five areas of applied anthropology: business anthropology, migration and border studies, medical anthropology, anthropology of education, and environmental anthropology. These fields overlap; research on the effects of brownfields can be both medical and environmental. Interests range across those areas and lend themselves to traditional approaches to anthropology and focus on problem solving (mainly with graduate students).

Beverly Davenport's dissertation work at UC San Francisco and UC Berkeley was in the medical anthropology field and concerned the occupational health problems of San Francisco MUNI bus drivers. Why did they have higher rates of hypertension than the population from which they come? The job itself puts a tremendous amount of stress on the drivers: worry about safety, timeliness, traffic, all while having low control over the circumstances of their work (Davenport, Beverly Ann. 2005. "Driving Driven: Urban Transit Operators, Hypertension, and Stress (ed) Management." University of California, San Francisco). What is an anthropologist doing there? She is trying to understand how people learn to manage high blood pressure and who seems to manage it better than others do. This is useful, applied work, especially to the bus drivers in

negotiations with MUNI management to improve their working conditions.

What did Professor Davenport want from a library? Classical ethnography. She was not looking for applied anthropology literature but noted that not much existed. As a medical anthropologist, her biggest interests were medical anthropology, human biology, and medicine to help establish biological facts and take them in a new direction with the conclusions she drew from her research.

Jonathan Tomhave did his graduate work at the University of Washington in communication and First Nation studies. He was not trained as an anthropologist. His dissertation is titled, "Cameras and Indians: An Examination of American Indian Character Performance in both Mainstream and Alternative Productions." His Master of Communication project was an ethnographic film, "Half of Anything," that examines Indian identity (see Native Voices for more details, <http://www.com.washington.edu/admissions/nativevoices.html>). Where does he fit into anthropology? He teaches such courses as Media Anthropology in the 21st Century, Community-Based Participatory Filmmaking, Visual Methods, and Representations of American Indians.

UNT colleague Christina Wasson, who did her graduate work at Yale and undergraduate work at UC Berkeley, teaches Business and Linguistic Anthropology, and graduate classes in anthropological theory. Her recent books include:

Wasson, Christina, Mary Odell Butler, and Jacqueline Copeland-Carson, eds. (2012). *Applying Anthropology in the Global Village*. Walnut Creek, CA: Left Coast Press.

Wasson, Christina. (2012). *Virtual Organizations*. In *A Companion to Organizational Anthropology*, ed. Douglas Caulkins and Ann T. Jordan. Wiley-Blackwell (in press).

Beverly Davenport was chair of the library committee until last year. She encouraged colleagues to ask for whatever they felt they needed. The faculty does not have sufficient time to think about scholarly work because of the teaching load. She noted how it can be challenging to figure out how to spend the library allocation so that they don't get less money later.

Beverly Davenport meets with the liaison librarian to suggest areas in which the department could use more books. For example, she needs books on medical anthropology, theory, and African Americans for her research. She discovered that classic works of theory are

in storage and take 24 hours to retrieve. Why is *Coming of Age in Samoa* in storage? She made it a point to have new copies of the classic works ordered so that they would be accessible on the shelves.

"Before you showed up in this room what did you think applied anthropology was?" Professor Davenport asked. One librarian answered, "It fit my description. There was a core course in applied anthropology when I was in graduate school. Weber State students have a strong sense of contributing to the world so applied anthropology would fit. One Weber State Anthropology faculty member is a medical anthropologist; one was involved in the Human Terrain System in Afghanistan and is working on curriculum for the Army."

What are undergraduates doing in anthropology? Most of them think they are world changers. They are alternative in terms of their sensitivities about the world even if they are archaeologists or biological anthropologists.

Beverly Davenport said that librarians could help to set up a book collection for reserve about "what do I do with my life" (anthropologist or not). She has a personal library in her office. One student per day visits trying to figure out what they want to do with their life. They look at professors as heroes. "I want to be like her." The marketplace for PhDs in anthropology in the academy is a buyer's market. What (else) can you do with a degree in anthropology? There needs to be books and people who can talk to students about life after college. Beverly Davenport is a career changer who went back to school at age 46. She's now the liaison to the career center.

Professor Davenport said that Suzanne Calpestri had a small dissertation writing group at the UC Berkeley Anthropology Library. Suzanne taught them how to take advantage of the databases there. Even the students' advisors did not take that kind of interest in them. Because technology was changing so fast, it was helpful that someone took the time to help the graduate students in that way. The faculty sees that there is a big problem for librarians. Just getting students to be willing to walk into the library and use a library database instead of Google Scholar is a challenge.

At UNT, most faculty do some applied anthropology in upper division classes. Christina Wasson teaches a design anthropology course with 10 undergraduate and 10 graduate students. She has connections at Motorola and is doing a project that answers a question Motorola is interested in: How do people interact with their smart phones in the kitchen? How does this reflect on library needs? One needs a larger imagination on the possibilities of the discipline rather than "Anthropology

is all about the Exotic Others.” Where would one find cell phone use in relationship to cooking? Only in anthropology databases? A common refrain from graduate students is: “I searched topic X and couldn’t find anything;” or “I used *AnthroSource* and *JSTOR*.” So she suggests, “Did you try *Academic Search Complete*?” Professor Davenport gets 15 citations while the student claims there was nothing. She emphasizes that students are technologically sophisticated but lacking in imagination about how to think about the question they are asking. “This is a great need across lots of disciplines but especially anthropology because we are so amorphous and lacking in boundaries as to where our discipline ends and others begin. The fact that so many disciplines are doing qualitative research today and the kinds of publications we can draw on go way outside of anthropological journals. The problem is trying to find them in some systematic way. *Academic Search Complete* may be one way to go about it.”

The convener asked, “What resources do you find useful in your research?” Professor Davenport allows for Wikipedia as a quick overview and used it in a pinch to look up ancient Sumer for a class in World Cultures, since her last course in that area was in 1971! “The Internet is an enormous source depending on the degree of sophistication of the student: Google Scholar, and the Internet generally.” She uses the library databases and would like more. She enjoys going to the library to see what’s there and finds all sorts of surprises. She looks for book x and finds book y. She tries to get her students to do that. In World Cultures the students write a précis about a culture outside the United States. She asks “Why does it interest me, what is it about?” She has them bring an article to class. Often it is an editorial from a left-wing website or right-wing Christian organization and their ability to distinguish between legitimate magazines/journals and this kind of biased information is hard. Student by student she asks them to think more critically about the sources they find. There needs to be critical thinking about what you are pulling up on the Internet. Other times a student will say, “I couldn’t get the article for free; it would have cost me \$45” (Google Scholar) but had they gone to the library website they could have had free access to the article.

How do you engage professors who say they can’t give up any time for a library visit? Jonathan Tomhave advises librarians to tell them it is one less class prep! Beverly Davenport suggests getting an enthusiastic professor to be the motivator. At UNT, librarians go to faculty meetings at the beginning of the year. Other strategies: word of mouth, show up where faculty will be, and mention that it is less prep work for them.

You can also look at the class assignments of professors who don’t have library instruction. What is the quality of the work? Jonathan Tomhave said that there was this place called a library and people called librarians that work there, so why go to Google Scholar? These are seniors! He gives his students a syllabus test. He requires a research proposal and an annotated bibliography. One of his favorite places to be is in the library.

Beverly Davenport ended the discussion by mentioning that there was a *New York Times* article published that day (January 22, 2012) about an anthropologist of cyberspace researching how adolescents use social media to experience the world. (*Cracking Teenagers’ Online Codes*).

This scribe asked for suggestions for Anthropology Librarians Discussion Group topics for ALA Annual 2012 in Anaheim and noted that there was still time to apply to be co-convener.

Criminal Justice/Criminology Discussion Group

Sally Willson Weimer, Convener

Dr. Ellen D. Safley conducted an excellent presentation and discussion about building collections, as well as building liaisons in criminology and criminal justice. She serves as Director of Libraries, Public Services & Collections Division, and Criminology Collections/Subject Specialist, at the University of Texas at Dallas.

Her subthemes were collections development, liaison with faculty, and research assistance. In her introduction, she focused on identifying your goals and population served, surveying faculty for their suggestions and needs, defining the curriculum, reading book reviews, and determining format preferences, i.e., print vs. electronic resources and publications. For her emerging program, she developed a research collection for a new PhD program in criminal justice.

She finds the “suggest a title form” online very useful for receiving recommendations from faculty and students. She purchases books from Yankee Book Peddler and focuses on the U. S. Department of Justice as a major source of publications. She also uses the *Journal Citation Reports* (ISI Thomson Reuters) as an important source for selecting and reviewing scholarly journal titles in criminal justice and criminology. Dr. Safley considers media, including DVDs, as an important format, which she selects for the collection. She provides regular liaison activities and services and schedules research assistance appointments with faculty and students.

Dr. Ellen Safley also mentioned she had served as an ANSS Member-at-Large representative several years ago; we have been very grateful for her leadership in and with ANSS. We also appreciated her very valuable presentation and the lively discussion among the attendees. Her comments and ideas will be significant in helping attendees improve and enhance their collections and services in criminal justice and criminology to their library users. In addition, we briefly discussed possible topics for the ALA Annual Meeting in Anaheim June 2012.

Sociology Librarians Discussion Group

Pauline Manaka and Miriam Rigby, Co-Conveners

The ANSS Sociology discussion group co-chair Miriam Rigby was not present at this meeting. I asked Sally Willson Weimer and Barbie Selby to work together. The announcement asked the audience to come ready to share their insights and opinions on two topics:

1. Marketing Bibliographer Work as Sociologists

How can Sociology/Social Science librarians market their work (and their libraries) on campus? What do we do that is considered successful “marketing techniques” for academic libraries?

Many of the current bibliographer assignments and practices need to be seriously marketed to their users. According to Sally Willson Weimer, current practices and issues in marketing bibliographer work include: information literacy, academic plans, embedded librarians, having talking points and staying “on message,” partnering with faculty, having clear goals and objectives, building liaisons, capitalizing on expertise, advertising, being people friendly, collaborating, and being visionary. In response, the audience shared the multiple ways of marketing roles via course management systems like Blackboard.

Clearly, all these activities provided many challenges with new technological innovations. The group discussed ways to deeply partner with faculty, for example:

- Make it your business to attend all open social gatherings and department meetings
- Be part of department orientations
- Data Management Plans (DMP) – use the opportunity to talk to faculty
- Get to know the departmental secretary
- Look at syllabi and contact professors with writing/research projects – offer to help

Becoming active in professional sociology associations is encouraged. ANSS has a liaison appointed to a number of associations. The type of professional work a librarian can do varies according to the size, affordable expenses, and open calls for papers on themes open to library-faculty partnering. Some examples of work that Willson Weimer and Manaka accomplished at the California Sociological Association and Sociological Association meetings include: presenting on library budget issues and higher education, library technology and access to research information, relationships with student clubs, and more. Some future topics to be addressed may include electronic books and copyright.

2. What’s Up (or Down) with e-books in Sociology

As more and more e-books are being published, sociology librarians face some of these challenges:

- Only 25% of academic titles are available in e-book format
- Difficulty of finding e-books in catalog/discovery system – Vendor supplied metadata not always adequate
- Reserves – 2 hour reserves for single user e-books – need multi-user licenses which are expensive
- We don’t own e-books – PIA (Patron Initiated Acquisition) systems are still evolving

Participants brought and shared stories to compare with regard to acquiring, cataloging, servicing, and marketing e-books for sociology. In the end, libraries are using the wait-and-see approach for growth within the technology era of e-books.

A Selected Bibliography on Marketing Academic Libraries

Alire, C. A. (2007). Word-of-mouth marketing: Abandoning the academic library ivory tower. *New Library World*, 108, 545-551.

Alvite, L., & Barrionuevo, L. (2011). *Libraries for users: Services in academic libraries*. Oxford: Chandos.

Brock, S., & Tabaei, S. (2011). Library and marketing class collaborate to create next generation learning landscape. *Reference Services Review*, 39(3), 362-368.

Dodsworth, E. (1998). Marketing academic libraries: A necessary plan. *Journal of Academic Librarianship*, 24(4), 320-22.

Duke, L. M., & Asher, A. D. (2011). *College libraries and student culture: What we now know*. Chicago: American Library Association.

Harris, A., & Rice, S. E. (2008). *Gaming in academic libraries: Collections, marketing, and information literacy*. Chicago: Association of College and Research Libraries.

Kaur, K. (2009). Marketing the academic library on the web. *Library Management*, 30, 454-468.

Mahmood, K., & Jr, J. V. R. (2011). Adoption of Web 2.0 in US academic libraries: A survey of ARL library websites. *Program: Electronic Library and Information Systems*, 45(4), 365-375.

Mathews, B. (2009). *Marketing today's academic library: A bold new approach to communicating with students*. Chicago: American Library Association.

McKinney, K., Howery, C. B., Strand, K. J., Kain, E. L., & Berheide, C. W. (2004). *Liberal learning and the sociology major updated: Meeting the challenge of teaching sociology in the twenty-first century*. Washington, DC: American Sociological Association. http://www.asanet.org/images/teaching/docs/pdf/Lib_Learning_FINAL.pdf

Sachs, D. E., Eckel, E. J., & Langan, K. A. (2011). Striking a balance: Effective use of Facebook in an academic library. *Internet Reference Services Quarterly*, 16(1/2), 35-54.

Stolley, K. (2011). *How to design and write web pages today*. Santa Barbara, CA: Greenwood.

Stamatoplos, A. (2010). Marketing today's academic library. *Reference & User Services Quarterly*, 50(1), 88.

Vasileiou, M., & Rowley, J. (2011). Marketing and promotion of e-books in academic libraries. *Journal of Documentation*, 67(4), 624-643.

Woodward, J. A. (2009). *Creating the customer-driven academic library*. Chicago: American Library Association.

Wilson, A. P. (2004). *Library web sites: Creating online collections and services*. Chicago: American Library Association.

40th Anniversary Special Joint Anthropology & Sociology Discussion Groups at ALA Annual 2012

In honor of the 40th anniversary of ANSS, the Anthropology Discussion Group and Sociology Discussion Group have decided to join forces to work on creating and/or updating our Librarian Tool Kits. These are currently posted as shared documents on ALA-Connect, which anyone may access and edit, if they wish to join in the group editing project or just to see the growing documents. We encourage you to get engaged in building these Tool Kits (one each for anthropology and sociology), lending your expertise and interest in the myriad subfields.

Please click through, check out the Tool Kit Drafts, and contribute to their creation!

Anthropology Took Kit Draft
(<http://connect.ala.org/node/173710>)
Sociology Tool Kit Draft
(<http://connect.ala.org/node/173714>)

At ALA Annual, our meeting will span across both the Anthropology and Sociology Discussion Group time slots, to discuss the Librarian Tool Kits and the resources they highlight, as well as to continue building them. Everyone is highly encouraged to attend both discussion group sessions to contribute and learn with us.

“Anthropology” is 8:00-10:00am on Sunday of ALA
“Sociology” is 1:30-3:30pm on Sunday of ALA

We hope to provide breakfast-treats at 8:00am (BYOCoffee).

Technology Corner Tips for Screencasting



By Erin Gratz
*Associate Professor and Web and
Instructional Technology Librarian,
University of La Verne*

Screencasting has become an integral part of librarians' work and outreach to students and faculty. When I first started screencasting, I jumped in feet first with little idea of best practices. This brief article will address a few tips to enhance your screencasts, regardless of the software you use.

Can I use the built-in microphone?

The built-in mics will often pick up all the sounds associated with the computer (keyboard clicks, hum of the fans, etc.). For the best audio sound, use a USB digital microphone instead of the built-in microphone.

USB digital microphones bypass the analog connectivity that produces the background computer sounds. Even the cheaper USB microphones give a more superior sound than built-ins, while of course the more expensive versions produce clearer results. Taking care in where you record your screencast to avoid heavy traffic areas (background noise), near fans or refrigerators, or blowing on the mic will ensure the best sound quality for your screencast.

Full Screen
iMac
Region
Custom Region
iPod (320x240)
iPhone (480x360)
YouTube (640x360)
Web (640x480)
YouTube HD/720p (1280x720)
Recent
✓ 640 x 480
640 x 360
640 x 480

Figure 1: Resolution Options from Camtasia variety of resolution choices including 1280 x 720 for YouTube HD. A 4:3 format is the best for recording. This can take some calculations but the Aspect Ratio Calculator (http://andrew.hedges.name/experiments/aspect_ratio/) can help figure out your recording size or help with resizing photos or videos.

Do I need to write a script?

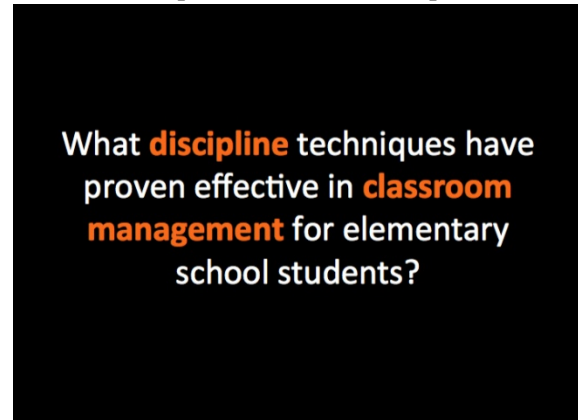
I always prepare a script before I record. This is for a variety of reasons: first, a written transcript or captions to enhance accessibility can easily be produced if a script is used. The transcript is mostly written, and minor edits can be added after the recording to reflect any tangents or additional points.

Second, the script provides an outline of navigation. Part of the script should indicate slide changes or navigating to a webpage, creating a cleaner and more easily edited screencast. These notes serve as a reminder to take a second before proceeding to the next slide and to resist speaking during a slide change or webpage load. Why is this necessary? If a webpage loads slowly, then it can be edited out reducing the length of the video and removing a dull (or blank) screen. However, if essential information is being conveyed during the load, it becomes a choice to delete the information or have a white screen. This trick also makes editing easier and helps to avoid mistakes.

What resolution size should I use?

While it is tempting to produce your screencasts at the size of your screen, the best resolution for the majority of viewers is 640 x 480. Many screencasting software lets you determine the recording region size, and provide a

Third, the script keeps me on track. A good overall length for a screencast is about 3 minutes; a script can help keep the recording length down. Approximately 500 words of script (or one page) equates to 3 minutes of recording. Obviously, some topics require a bit more time to explain, however, a script can still assist in



minimizing extemporaneous speaking. It is important to consider how to address your students'

questions in the shortest possible time.

Should I use presentation slides?

Slides should be kept simple and not have too many words! They are a good visual to help emphasize points or illustrate search strategies. Prior to recording, load all the slides and webpages you will be demonstrating and resize them to fit your resolution. This allows you to

Figure 2: Example of slide identifying concepts

focus more on the recording and less on tweaking the size of slides.

Keep transitions simple – while the temptation is to use flashy entrances and exits, the glitzy animation is not necessary and increases the time of the video.

Do I need to edit? How much time will editing take?

The purpose of the screencast should determine how much editing is needed. If it is a quick demonstration of a search strategy to a student, you may want to record and share the video without any or minimal editing. However, if the screencast will be used as part of the library's YouTube Channel or as a component in an online class library session more editing will be necessary.

When editing, remove areas that include page loads, "ums," and extra talking that does not enhance the learning objective. For editing time, allow approximately two to three times as long to edit as it took to record. Even minimal editing can take a considerable amount of time.

What do I do when I make a mistake?

Mistakes can cause you to stop and start the recording over. Stop, breathe, start again at the closest logical place, and then edit out your mistake.

When I first started screencasting with Jing, I would record a screencast up to five times before I was satisfied. After a while, I would proceed through my screencast slowly, pausing the recording after each point/section to reduce mistakes. If you use screencasting software that does not allow editing, consider marking places in your script to pause for a second before continuing. Recording smaller chunks at a time decreases the occurrence of mistakes.

If you use software that allows editing, like Camtasia, allow the recording to continue, take a breath, and go back to the most logical place before the mistake and continue. During the editing process, you can effectively edit mistakes.

Closing

These are just a few of the tips and tricks that can help to produce a great screencast. Surely you have your own tips that can assist. Why not post some to the ANSS Facebook page (<https://www.facebook.com/anssacr1>)? Some helpful resources on screencasting include: the Techsmith Tutorials for Jing, Camtasia, and Screencast.com (<http://www.techsmith.com/tutorial.html>) and The Rapid E-Learning Blog (<http://www.articulate.com/rapid-elearning>).

ANSS MEMBER PROFILES



JoAnn Jacoby, Former ANSS Chair (2006-2007)

Interviewed by Beth Sheehan

JoAnn Jacoby credits the talented and motivated people she was privileged to work with for making her time as ANSS Chair particularly memorable. During the span of years that she was involved with ANSS as Chair-Elect, Chair, and Past Chair, ANSS established formal liaison relationships with AAA and ASA through the ACLR liaison program and published information literacy standards for anthropology and sociology students. JoAnn notes that Susan Macicak, Triveni Kuchi, and the late Patti Caravello were all instrumental in the development of these standards, and that they worked closely with people in ASA and AAA to write standards that were meaningful for the disciplines. Faculty members from ASA served on the information literacy standards committee, came to ANSS meetings, gave talks to discussion sessions, and helped shape the standards and integrate them in teaching and learning. Librarians from ANSS also went to ASA meetings to get input during the development process, and gave workshops for ASA members after publication to encourage incorporation of the information literacy standards into classroom teaching.

In the year that JoAnn was ANSS chair, ASA hosted a reception during the ALA Annual Conference in Washington D.C., inviting everyone in ANSS and the AAA leadership. Many ANSS members attended this reception at ASA headquarters, and JoAnn remembers the event as a testament to the strong connections and relationships that had been forged with these disciplinary associations through ANSS initiatives. She feels that it was a very rewarding experience to have been involved in building collaborations with such a strong impact. "I feel privileged to have been able to be there and help support that process."

JoAnn is currently serving on her third ANSS Program Planning Committee, and will contribute to ANSS programs in Chicago during the ALA Annual Conference in 2013. She has also previously served on the Publications Committee, including a term as chair, on the Nominating Committee, the Review and Planning Committee, and on a special committee for assessment of library collections and services in sociology.

In addition to her ANSS involvement, she has been involved in several ACRL division-level committees. She regularly attends IFLA, especially IFLA Social Science Section conferences and events. She was recently asked to run for chair-elect of Library Research Round Table (LRRT). Early in her career she was very active in RUSA, and plans to increase her involvement in future RUSA activities.

JoAnn is currently the Head of Reference, Research, and Scholarly Services at the University Library at the University of Illinois at Urbana-Champaign (UIUC). Her previous library positions at Illinois include Coordinator of New Service Model programs, and seven years as Anthropology and Sociology Librarian in the Education and Social Science Library. She has also worked at the Illinois Natural History Survey Library, which is where she met her husband, a cave biologist.

JoAnn's research interests include evaluation and assessment of library services, and emerging information needs and scholarly practices in the social sciences and humanities. She is currently working on a project with ANSS member Liz Cooper related to the information resources needed to support sustainable development work.

While pursuing a Masters in Anthropology from Southern Illinois University, JoAnn worked as a research assistant supporting a project on the social history and archaeology of Caribbean slaves, and came to enjoy the research process. When she expressed doubts about becoming an anthropologist to one of her mentors, he encouraged her to consider librarianship. As soon as she began the Masters program at UIUC's Graduate School of Library and Information Science in the mid '90s, she was hooked! She remembers it as "an exciting time for librarianship, when the Internet was really beginning to have an impact" and there were many possibilities and opportunities to be involved in the future of the profession. JoAnn's favorite aspect of her library career is the ability to help beginning as well as experienced researchers at all levels make new connections and also discover new resources and approaches in the pursuit of creating new knowledge.

Her advice to new librarians and ANSS members is to get involved, develop their own communities and networks, and to take advantage of every opportunity to be involved with the life of the campus. In particular, she says "ANSS provides a really good place to develop a strong network of colleagues that will see you through your career."

A self-described Illinois native who never intended to stay in the state, JoAnn loves to travel. Last year, she and her husband founded a small non-profit organization, the Subterranean Ecology Institute. Besides working to study and document fauna in unique, fragile cave environments, the Institute also engages with local communities, guides, and land managers to promote sustainable tourism and responsible stewardship. Most recently this work led her to the caves of Belize, where they discovered a new species of

cricket. JoAnn helped to name the species, *Ripipteryx mopana*, in honor of the local Mopan Maya dialect, and made the Belize national news! While at home in Champaign-Urbana, Illinois, JoAnn enjoys spending her free time tending her vegetable plot at the local community garden.

Katie Whitson, Former ANSS Chair (2007-2008)
Interviewed by Helen Clements

I hadn't talked with Katie in a while, and when I asked her if she would be willing to do an interview for a profile, she surprised me by replying, "I'm retiring next week and moving to our little beach cabin in Moclips, WA. We'll also be hunting for our permanent retirement home in Olympia this summer."

So we have caught Katie as she leaves the post of Head of Collections and Building Operations at the Campus Library of the University of Washington, Bothell for what may be a little more relaxed schedule. She actually stepped aside from full-time duty about three months ago, taking on a special project for her library. She has designed a space utilization and weeding plan. Katie has been doing this project remotely from California, where her husband has been working for several years.

Creating the project has involved making lists of potential discards, especially in the Reference section, and seeing if substitute e-books were available. Her former colleagues at Bothell will be carrying out the project, so she doesn't know exactly how it will work out in its later phases. The collection now is close to 100,000 volumes, up from around 25,000 when the university moved to its permanent location in 2000. UW Bothell is somewhat unusual in that this 3400-FTE student school shares its campus, a former cattle ranch, with Cascadia Community College, which has about 2500 FTE students. The co-location was initiated in 2000 and includes the library, which serves the two institutions (though they have separate faculty and different focuses). Bothell is located in King County just northeast of Puget Sound, along Interstate 405.

The rapidly-growing university, one of three branches of the University of Washington, began as an upper-division, transfer, liberal arts college. Its mission has expanded to include graduate programs in business, nursing, and other fields, with certification programs in nonprofit management, software design and development, and game design and creation. More recently it has added lower division classes. The university has become a popular choice for students and is now one of the fastest growing colleges in Washington. Cascadia is a two-year community college and has a larger enrollment. As is typical of many

college campuses today, space is at a premium, and probably has been a major motivator for Katie's weeding-project design. The librarians are hoping for a new building, but the legislature hasn't funded it as yet.

Katie says that she decided to retire, in part, because her husband has been working in California for some time, and because of numerous changes on the horizon, making her think that it's "time" to let the leadership and responsibility pass to the new staff.

Katie earned her B.A. at U.C. Berkeley in 1972. She was thinking about majoring in languages, but when she took the introductory anthropology course, she was converted. She also looked at sociology and took Italian to get some language experience, but anthropology was her real love. She preferred anthropology because it was "non-judgmental," and gave her a chance to know "about cultures and how they operate," even more, perhaps, than sociology.

Becoming a librarian had actually been Katie's goal since junior high. She followed a family career track for a number of years, living in Oregon and later Washington. Since in the 1970s there was little or no distance learning, her MLS plans were on hold for a while. During this "hold" pattern though, she became a library clerk at Susanville, California. After the Susanville librarian retired, Katie took over that job. Eventually, the family moved to Seattle, where she worked as a secretary in the University of Washington President's office. Finding that she could get a staff member tuition waiver, Katie began working on her MLS at the University of Washington. She finished in 1992, having worked as a library technician while she was in school. She joined the library at Bothell in 1990 and later became head of Access Services in 1997. Most recently, she has been Head of Collections and Building Operations. To see the library's website, visit <http://library.uwb.edu/>.

One of Katie's biggest joys in her job was that as a subject specialist librarian, she was able to co-teach a number of classes in the arts and literature, including anthropology, with departmental faculty. When she began teaching, she had a mentor, and at first worked from scripts as she built up her confidence. When she was able to add a library assignment, she often used an annotated bibliography. She found that teaching is "a vehicle for learning," beneficial to her in building up her subject knowledge. One of the course components she found exciting was a unit on Depression-era photography. Like many libraries, Bothell has been actively using LibGuides (for other functions besides reference), and Katie is enthusiastic about them.

During her active service in ANSS, Katie was a member of several committees, especially Bibliography (now Resource Review and Bibliography). She was chair of ANSS in 2007-2008. She says that when she was a new member, she felt a bit intimidated by all those members with PhDs in anthropology who seemed "way too smart" for her. As she continued in the section though, she found that people were generous with their time and expertise, and that she learned many things to bring back to her library. She was also a very encouraging mentor herself.

Katie's advice to new ANSS members is to try out several committees and talk to long-term members to find committees that are a good fit for their interests and talents. She emphasized that when more experienced members can mentor newer ones, it helps to keep the younger members coming back, especially when travel budgets are weak. This gives the group continuity. Keep in mind that it can take a few years to build up the committee knowledge and ties that make ANSS participation really rewarding. Katie mentioned that being on the Review and Planning Committee the year after she was Chair was a real opportunity to consolidate what she had learned.

She asked about how ANSS is faring in these leaner times and was happy to hear that our membership has been fairly stable. ANSS is one of her favorite ACRL sections; she says we're "a great group."

Katie says she plans to wait a year before she starts doing lots of volunteer work. For a while, she'll be in a place that's forty minutes from a grocery store, so it sounds like planning will remain one of her essential skills! Since she's currently living in California, she has a chance to "hang out" with her sister, and anticipate her upcoming move. Katie is clearly moving into a new phase in life, but she misses ANSS and hopes that she'll be able to catch up with us at Annual in Anaheim or at the 2013 Midwinter in Seattle.

Preliminary Meeting Schedule, 2012 Anaheim

Saturday, June 23

Executive I (1 st of 2)	8:00 – 10:00 a.m.
Conf. Prgm Planning 2012	10:30 – 12:00 p.m.
Nominating 2013	10:30 – 12:00 p.m.
Publications	10:30 – 12:00 p.m.
Subject & Bib. Access	10:30 – 12:00 p.m.
Instruction & Info Lit	1:30 – 3:30 p.m.
Liaison Committee	1:30 – 3:30 p.m.
Membership	1:30 – 3:30 p.m.
Resource Review & Bib	4:00 – 5:30 p.m.

Conf. Prgm Planning 2013 4:00 – 5:30 p.m.

Sunday, June 24

Anthropology Lib's Disc Grp 8:00 – 10:00 a.m.
Criminal Justice/Crim Disc Grp 10:30 – 12:00 p.m.
Sociology Lib's Disc. Group 1:30 – 3:30 p.m.

ANSS 40th Celebration

TBA

Monday, June 25

Review & Planning 8:00 – 10:00 a.m.
Executive II (2nd of 2) 10:30 – 12:00 p.m.

ARTICLE

Some Practical Thoughts on Supporting Successful Data Literacy Outcomes

By Jason B. Phillips

When my predecessors on the ANSS Instruction and Information Literacy Committee's Task Force on IL Standards developed the Information Literacy Standards for Anthropology and Sociology Students and set the precedent for the standing Instruction and Information Literacy Committee, they paid careful attention to a number of skills that would help students in our disciplines to succeed (Caravello et. al. 2008). Among these were critical thinking skills, visual literacy skills, and data literacy skills or numeracy, the last of which is the topic of this commentary. Indeed, rereading the standards even several years after they were developed demonstrates how robust they are; the emphases remain important and relevant. The four standards, along with their competencies and behaviors, are very useful for clearly defining desired outcomes for students – as was the original intention. However, colleagues have asked me over the years what is it that librarians need to know in order to productively support these standards and promote these outcomes, especially with respect to data literacy. I hope to provide some further exposition in this commentary that can assist librarians to better support the standards with respect to numeracy and data literacy. In the future, I am hopeful that other members of the Instruction and Information Literacy Committee will be able to compose statements with respect to other skills mentioned in the standards. In the end, this approach can help us to better apply the standards to our work and to ensure that they remain robust and viable for many years to come.

Before going further, I think it is important to repeat some of the best advice I have ever been given on pedagogical matters. It is critically important that you only “teach what you know.” And that adage begs the question that D’Antonio (1983) asked; I paraphrase him when I wonder what ought a social science librarian know? Fortunately, many of the same skills that we as social science librarians emphasize are the ones that assist greatly in data librarianship. And many questions

concerning data that library patrons have can be answered by relying on skills that we have honed over many years and prior to the renewed emphases many of us see on data management plans (Baykoucheva and Mullins 2011), National Science Foundation requirements, or data collection and reference. In my experience, one of the most common interactions I have with undergraduate students involves a request to help find data – almost invariably quantitative data – absent any effort to conduct a literature search much less a literature review. However, students often react positively to the notion that indexes such as *Sociological Abstracts* or *SocINDEX* are good sources of data or can lead to good sources of data even though they are not populated with crosstabs or numeric datasets. Another resource that should not be overlooked is the Bibliography of Data-Related Literature on the website of the Inter-University Consortium for Political and Social Research (ICPSR). It is an important point to emphasize how neglect of the literature ultimately undermines or narrows the research process (Becker 1986). And while the circumstances may vary from field to field, data identification and acquisition is sometimes best accomplished through interpersonal contact between people with similar intellectual interests (Zimmerman 2007).

Just as with other forms of library research, becoming facile in locating data comes with practice and with the investment of time. There are a number of considerations that I often explicitly discuss with students who seek sources of data. First, I always assume that the data exists. Normally if I am unable to find an acceptable data source, I alternatively try to acquire some sense from the literature that we have encountered a social problem where data is scarce, difficult to acquire, or where there are methodological challenges inherent in the problem, as had long been the case with the study of wealth (Keister and Moller 2000).

Second, I ask whether there is any sound (or sometimes unsound) reason why data would not or could not be collected on any particular phenomenon. For instance, Public law 94-521 directs that no person can be compelled to disclose information about his or her religious beliefs or associations. As a result, the United States Census Bureau does not ask questions on these particular topics. Fortunately, I have been able to direct

many students over the years to the Association of Religion Data Archives for publicly available data on religious adherence, views, and membership.

Third, I ask if there is any ethical reason why the type of data being sought should not be collected or should have its access restricted. The standards are not silent on research ethics, mentioning this concern several times. It is indeed important for students to learn research ethics (Teixeira-Poit, Cameron and Schulman 2011; Guss, McGarry and Phillips 2011) and I often find myself in situations where I must discuss responsible research behaviors before I can proceed into the substantive reference discussion. Those discussions normally end with advising students to further consult with a member of the research and teaching faculty and to seek certification with NYU's institutional review board – the University Committee on Activities Involving Human Subjects.

Once useful data has been located, generated, or collected, the time comes to analyze and interpret the data. The level of support that any individual librarian provides when it comes to data analysis and interpretation will vary based on the infrastructures that our different academic libraries have for data services. One frequent model that I have seen at institutions that either aspire to provide or that currently provide robust data support is the consultation model. In the Data Service Studio (DSS) at New York University, where we abide by that model, we do not teach statistics or methodology and we assume that our users have an understanding of the skills they need to accomplish their goals. Of course, we negotiate this precept on a case-by-case basis and, in all honesty, I find that there is indeed quite a bit of instruction going on here at my own library. In the end, our overriding concern is to facilitate good outcomes for students.

According to Wyss (2010), library school faculty appear to agree that library school students at the master's and doctoral level should have training in statistics and in other relevant coursework that emphasizes the research process. I certainly do agree but would also encourage colleagues, especially those who are finished with library school and working, to develop those skills with which they are most comfortable. No one knows everything and individuals have differing levels of comfort with various methods and skill sets. If qualitative methods most interest you, develop those skills. There will not be a shortage of library users who will share your enthusiasm. The same goes with quantitative methods and with spatial data.

In the Data Service Studio at NYU, we sometimes get requests for assistance in areas where no one has

meaningful experience with a particular software package or methodology. What we often do is help the user to explore avenues for self-instruction or try to connect the user with someone else at our institution who does have the requisite expertise. With respect to self-instruction, many libraries have copies of titles from two excellent series from Sage – *Quantitative Applications in the Social Sciences* and *Qualitative Research Methods*. (These series are also known affectionately as the “little green books” and the “little blue books”). Some also now subscribe to the online resource *Sage Research Methods* where much of the same content and more can be found. I certainly find myself going back multiple times to the same methodological title again and again to prepare for a consultation. By way of example, my copy of Wasserman and Faust's (1994) book on social network analysis is fairly worn. If I need help in determining what might be a good title for myself or for a library patron who wants to pursue self-instruction, I might check the course syllabi on the website of the ICPSR's Summer Program in Quantitative Methods of Social Research.

It is my hope that the commentary provided above helps to illuminate some of the practical steps we as librarians might take to support the standards as they related to data literacy and numeracy. The increased emphasis on data-driven research in recent years has produced anxiety among librarians, students, and faculty members for one reason or another. I have seen instances where that anxiety has been eased by relying on some of the strategies I have outlined above. What has been written above is by no means exhaustive and I hope that it can help to spur further discussion in ANSS about these issues.

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REVIEW

Social Theory

<http://solomon.soth.alexanderstreet.com/>

Hailey Mooney, Data Services and Reference Librarian
Michigan State University Libraries
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Reviewed February 2012

Release Date: Initial release 2005, final release 2010

Dates of coverage: 1787-2008

Publisher Information: Alexander Street Press, 3212 Duke Street, Alexandria, VA 22314, Phone 800-889-5937,
<http://alexanderstreet.com/contact-us>

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

Introduction

Social Theory from Alexander Street Press is a full-text searchable database of classic and contemporary primary theory texts. A powerful search interface that offers the ability to search across a comprehensive body of multidisciplinary theory literature is the key strength of the database. *Social Theory* originally debuted in 2005, and after periodic content updates it is now available in its final release. *Social Theory* is available as a one-time purchase with a small annual access fee or as an annual subscription. Prices vary by institution size.

Social Theory

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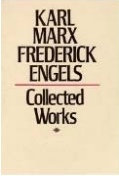
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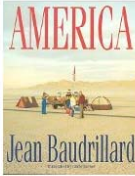
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FEATURED




Karl Marx, Frederick Engels: Collected Works, by Karl Marx, Frederick Engels

The complete fifty volumes containing the major works of friends and colleagues, Karl Marx and Frederick Engels. The set includes their correspondence as well as important writings such as Engels' *Anti-Dühring* and *Dialectics of Nature*, as well as Marx's three volumes of *Capital*.



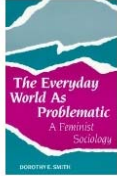
America, by Jean Baudrillard

Using his unique insights and observations Baudrillard describes the cultural landscape of America as he travels across the country.



Gesammelte Schriften, by Theodor Adorno

Adorno was a member of the Frankfurt School and this set contains twenty-three volumes of his most notable writings in German. These volumes include Adorno's writings on topics such as philosophy, music, and sociology.



The Everyday World As Problematic: A Feminist Sociology, by Dorothy E. Smith

Smith's seminal work describes her method of institutional ethnography and addresses the problem of a sociology written from the standpoint of men located ruling societies.

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Figure 1. *Social Theory* homepage

Content

The complete collection includes 147 authors, 406 sources, and 12,488 individual documents with coverage spanning from 1787-2008. Sources are complete works (books, journal articles, and pamphlets) and documents are the component parts (e.g., book chapters). The majority of the texts are in English, although some are available in their original language of German or French. Although the overall coverage is extensive, some authors receive inadequate coverage. For example, only one work is included by the prominent French sociologist Pierre Bourdieu and his most well-known book, *Distinction: A Social Critique on the Judgment of Taste*, is excluded. The sociologist Erving Goffman's seminal work contributing to the theory of symbolic interaction, *The Presentation of Self in Everyday Life*, is also not present. A little over 100 of the sources are published before 1923 and out-of-copyright, so the majority of content in *Social Theory* does not replicate freely available e-books. The collection may, however, replicate much of the print collection of larger academic libraries. For example, I took a sample of 100 sources from *Social Theory* and compared them to the current holdings of Michigan State University Libraries (MSUL). Of the sample, 90 of the titles were books and 10 were journal articles. MSUL already owns 81% of the sample books in print, 15% in electronic format, and 13% in both print and electronic formats. All of the journal articles are duplicated by MSUL's electronic holdings. So from a standpoint of content redundancy regardless of format, *Social Theory* is largely duplicative of a large academic library's collection. The database would, however, substantially increase the e-book collection. MARC records are available in order to integrate *Social Theory* holdings with the library catalog.

All content is available in plain text format only. Although page numbers are indicated and figures and illustrations are added in as image files, much of the original formatting and feel is lost. While the plain text format is likely a necessity for the database search functions and still conveys the content wholly, some users may prefer the authenticity that only PDF page scans can provide in the digital environment.

II. The Main Outline of the Paradigm

All students of human action have long been aware of the importance to human beings of the physical world, the organic world, and, though its status has been more controversial, the "transempirical" (telic) world, besides that of action itself in our technical sense. What is new in the present venture is the attempt to put their relations to action and to each other into a more systematic framework.

It will be no surprise to followers of the theory of action that the framework chosen for this effort is the familiar scheme of four functional categories that we have been using in a variety of ways for more than twenty years. If there proves to be a good fit between this scheme and the criterial properties and relations of the four systems, or worlds as we have called them, then the use of the four-function paradigm in this context rather than signaling lack of originality has a very important advantage: its fit should enable us to systematize these properties and their relationships much more effectively than would be the case if a different paradigm were to be employed. This of course is because so many of the properties and relationships of action systems have already been worked out in these terms; thus, there is one sense but only one in which the presentation of a four-function paradigm of the human condition is derived essentially by an extension of the paradigm of the general system of action.

Figure 1 is the simplest version of the paradigm. It designates only the proposed functional placing of the four primary categories and the two dichotomous variables, from the cross-classification of which the designations of the four cells are derived. In interpreting what we have done it is essential to keep in mind that in speaking in the sense we do of the human condition we explicitly assume an anthropocentric point of view. Accordingly, the paradigm categorizes the world accessible to human experience in terms of the *meanings* to human beings of its various parts and aspects.

Figure 1 General Paradigm of the Human Condition

	L	Instrumental	Consummatory	I
Internal (to human condition)		Telic System	Action System	
External	A	Physico-Chemical System	Human Organic System	G

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Since we are engaged in constructing scientific theory, the paradigm itself must be judged in terms of its *cognitive meanings* as a "contribution to knowledge" put forward by one set of human beings for consideration and evaluation by others who may be interested in it.

Figure 2. Document view example with image of table

Interface

The *Social Theory* database has three main navigation options: Browse, Find, and Search. A Help page is also available and provides comprehensive documentation of the database's inner workings. *Social Theory* uses the PhiloLogic search, retrieval, and analysis tool, which is an open source program developed at the University of Chicago.

The Browse option features alphabetical lists of Authors, Sources, Documents, Years, Theories, and Subjects. The classification of Theories and Subjects is of value to scholars. Theories are broken down into five main theoretical perspectives (both the perspective of the author and the perspective discussed): Conflict theory, Feminism, Functionalism, Interactionism, and Postmodernism. In addition, a long list of social theories discussed ranges from Absolutism to Utopianism. While extensive, it may not be exhaustive, as one professor pointed out the absence of Social Reproduction theory. Subjects include an indexing of General topics discussed, Individuals discussed, Locations discussed, Organizations discussed, Historical events discussed, and Publications discussed.

The Find option offers a look-up tool for Authors and Sources by specific criteria. Metadata for authors includes Author Name, Birth Year, Death Year, Birth Place, Death Place, Gender, Nationality, Race, Religion, and Organizational Affiliations. Find Sources includes fields for Author, Source Title, Editor/Translator, Journal, Source Type, Original language, Language of this Edition, Publisher, Publication place, Year of publication, and Subject Headings. All fields are searchable. The Find tool provides lists of applicable terms by clicking on the Terms button to the right of each field search box.

Search is where the true power and utility of *Social Theory* lies. The Simple Search provides a single search box to keyword Search in Texts, as well as additional limits for Author and Source Title. Advanced Search also has a single search box to keyword Search in Texts. The limiters available in Advanced Search are a comprehensive list of all metadata fields mentioned previously from Browse and Find. Choosing one criterion (e.g., Author) will automatically limit the terms available in subsequent fields via the Terms button adjacent to each search box. Both Simple and Advanced search for Search in Texts features the option to search on a single term or phrase, a phrase separated by a specified number of words, and a proximity search within a sentence or paragraph. Boolean operators and wildcard characters are allowed.

A Social Theory

Home Browse Find Search Help

Advanced Search

SEARCH CLEAR

Search in Texts: (e.g., oppression)

Single term or phrase
 Phrase separated by 3 words

Proximity Search in: Sentence Paragraph

Limit your search by the following fields:

Source Title: Terms (e.g., The Past As Future)

Author: Terms (e.g., Comte, Auguste, 1798-1857)

Gender: (Select an Option)

Nationality: Terms (e.g., France)

Religion: Terms (e.g., Atheist)

Race: Terms (e.g., White)

Organization Affiliations: Terms (e.g., Academie Francaise)

Document Title: Terms (e.g., Chapter I)

Document Type: Terms (e.g., Chapter)

Year Written: (e.g., 1865 or 1861-1865)

Original Language: Terms (e.g., French)

Language of this Edition: Terms (e.g., English)

Author's Perspectives: Terms (e.g., Functionalism)

Social Theories: Terms (e.g., Social Darwinism)

General Topics: Terms (e.g., Biology)

Places Discussed: Terms (e.g., Africa)

People Discussed: Terms (e.g., Washington, George)

Organizations Discussed: Terms (e.g., Catholic Church)

Books Discussed: Terms (e.g., Democracy in America)

Events Discussed: Terms (e.g., Cold War)

Figure 3. Advanced Search

Results default in a list based on Occurrences with Context, but users may also view results based on Occurrences Line by Line, Frequency by Author, Frequency by Year, and Frequency by Title. The default Occurrences with Context display provides a snippet view of approximately 4 lines of text and includes a bibliography of all results at the end (see Figure 4).

The screenshot shows the 'Social Theory' database interface. At the top, there are navigation links: Home, Browse, Find, Search, and Help. Below this, the search criteria are set to 'none (All documents)' and the search term is 'sociological imagination'. The results show 68 occurrences. The interface offers several views: 'Line by Line Display', 'Context Display', 'Frequency by Author', 'Frequency by Title', and 'Frequency by Year'. The 'Line by Line Display' view is selected, showing a list of search results with their respective document IDs and titles. For example, the first result is '1. Lévi-Strauss, Claude. Chapter XV: Social Structure [page 290] | Document'. The 'Frequency by Author' view is also visible, showing a list of authors and their respective occurrence counts, such as '1. Collins, Randall, 1941-: 36 [1.49]'. The 'Frequency by Title' view shows titles like '34 4. The Normalcy of Crime [Occurrences]'. The 'Frequency by Year' view shows years like '1959: 1 [0.05]'. The interface also includes a search bar and a 'Search' button.

Figure 4. Search Results (occurrences with context, frequency by author, line by line)

The search capacity of the *Social Theory* database offered by the PhiloLogic program and based on extensive cataloging is definitely robust. However, it may exceed the skill set of departmental faculty and students and even database-savvy librarians may need to spend time learning the particularities of the database before executing a successful query. Of course, this can be said of any new database a librarian or researcher adds to his or her repertoire. This may discourage the casual user, but theory scholars adept at textual and content analysis will appreciate the ability to mine a corpus of social theory texts.

Summary

Social Theory brings together a large collection of theory texts into a single searchable interface that allows for analysis not previously possible in traditional library collections. Although extensive, it is not comprehensive, and will likely duplicate many existing print holdings. Libraries wanting to expand their e-book collections should consider *Social Theory*, keeping in mind the plain text formatting. This is an optional purchase based on the level of emphasis placed on teaching and research in theory within social science departments.

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