Working as a part of the Association for College & Research Libraries within ANSS has been a blessing in my career for many years. Today, I’d like to state this out loud, “I truly feel honored to serve as ANSS’ 2013/14 section chair.” I am also sitting on a very ‘hot’ seat because of all the previous chairs this section has had. Fortunately, as we all know from Jen Darragh and her crew, ANSS is our home and we support its development and growth.

One of the privileges of being chair is that you get the opportunity to look at ANSS through the entire election process. I had the opportunity to see ALA’s election results, to look at with evaluative electoral eyes against our peers within ACRL and ALA. Membership has begun growing back by 1% and electoral participation by 2% (see Table 1 for more election data).

This is great news which I’d like us to watch out for during all our changing of chairing. You’ll agree that as chair it is an important role to help move ANSS toward a direction of membership increases. To that effect, we need to scout out and welcome new issues—librarians with new roles in the ding-dong race of forever multiplying technological advancements—about new kinds of scholarship in the social sciences.

This ANSS chairship is tricky but does get to be very nice. Right now at the beginning, it helps to have people offering to help serve and to all of you who’ve been offering, I am most grateful. I want you to know that I am as worthy and as dedicated as you are expecting. Our recruiting effort while working with Lars Klint and his Nominations team helped us get closer within ANSS. The committee has running for vice chair Miriam Rigby and Helen Clements. This is outstanding leadership and a great challenge for ANSS in the coming election.
Please review their statements later on in this issue to determine which of these ladies you will campaign for to be ANSS’ chair. For member-at-large, we also have two equally credible candidates: Carolyn McCallum and Wade Kotter. Join me in thanking Lars’ team; despite a late start, they brought things together very smoothly.

I have been reducing the promises I was making during my term as ANSS vice chair. I will keep these two nonetheless: to get to know what ANSS wants me to accomplish the most! I’ll get some of you to tell me. If not, the second is to reach out to more people, especially the so-called minorities in America. Let’s make it a priority that people of color participate more visibly within ACRL and in the Anthropology & Sociology Section now and in the future.

*Uxholo means Peace!*

*Pauline*

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*Table 1. ANSS membership and electoral participation. (Source: 2013 Election data)*

**PRELIMINARY MIDWINTER MEETING SCHEDULE**

*2014 Philadelphia*

**Friday, January 24**
ANSS Social 7:00-9:00pm

**Saturday, January 25**
Executive I 8:30-10:00am
Membership 8:30-10:00am
Soc. Lib. Discussion 10:30-11:30am
Subject & Bib. Access 10:30-11:30am
Liaison 3:00-4:00pm
Cri. Just. Lib. Discussion 4:30-5:30pm

**Sunday, January 26**
Conf. Prgm. Planning (Philadelphia) 8:30-10:00am
Conf. Prgm. Planning (Las Vegas) 10:30-11:30am
Nominations 3:00-4:00pm
Anthro. Lib. Discussion 4:30-5:30pm

**Monday, January 27**
Review & Planning 8:30-10:00am
Executive II 10:30-11:30am

**Virtual**
See ANSSWeb for date and time
Publications
Resource Review & Bib.

**ACRL 2015**
Submit a proposal for ACRL 2015! The Call for Participation will be available November 2013. Watch the ACRL website for details!
UPCOMING ANSS OFFICER ELECTION INFORMATION

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

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

ANSS elections are conducted by the ALA, and will appear on the ballot that includes open positions on ALA, ACRL and Sections. Electronic ballots will open March 18, 2014, and close April 25, 2014. For those requiring paper ballots, they will be mailed March 18, 2013. The need for a paper ballot should be indicated in your ALA account preferences.

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

VICE CHAIR/CHAIR ELECT CANDIDATE STATEMENTS

Helen Clements
Assoc. Professor Humanities & Social Sciences, Oklahoma State University

Membership in ANSS confers the opportunity to learn from experienced, dedicated librarians with similar subject interests. ANSS also allows us to participate in creating knowledge.

We live in revolutionary times. Information access has changed rapidly and completely. We are no longer isolated by geographic boundaries. We and our patrons must continually re-create the ways we seek, organize, and disseminate information. We must strive to understand the complex relationships between society and the academy. Since our section began, ANSS members have analyzed and created new resources and have shared their work with their colleagues, advocating for open and improved access to information.

At the same time, our local institutions struggle to remain economically viable. So do our professional organizations, as budget restrictions have made it increasingly difficult for members to travel to meetings and to afford professional dues. I believe that ANSS can play a leading role in strengthening us as individuals, while we can contribute to ACRL’s leadership among library professional organizations.

• Seek common interests with other sections and encourage crossover membership. We have increased our efforts to co-sponsor programs with other sections and can continue to do so. This is one way in which we can carry out ACRL’s strategic plans.

• Seek to increase participation in committees. In addition holding to our traditional social gathering at each meeting, I want to encourage members to contact other ANSS members in their states or regions. I believe that we can make contact information available. Having belonged to ANSS since about 2006, I’ve found committee work to be enjoyable and instructive; I’ve also gained from the sense of partnership I’ve found with committee colleagues. Moreover, networking improves our value to our institutions.

• Increase members’ knowledge about how ANSS and ACRL function. Thanks to the efforts of past and current members, we have
tools such as our website, our listserv, and our Facebook and Twitter presence. We have had one virtual informational meeting, ANSS 101. We have recently updated our brochure. We can produce a guide to help members navigate to ACRL and ALA member guidelines.

- I will continue publicize committees’ work, and encourage new (and ongoing) members to become more active, through electronic means or through old-fashioned one-to-one contact.

- Many of us have formal education in sociology, anthropology or criminology. Some of have only begun working with these disciplines as our professional duties expand. We provide information about our disciplines for anyone. Our newsletter, Currents, is a valuable repository for social sciences librarians. I will seek to publicize Currents, to encourage others to contribute to it, and to be a timely contributor myself.

Being a part of ANSS has been an important part of my professional development, and I want to share those benefits with others. I believe that I can be an effective chair-elect/chair for our section and commit to carrying out the duties of this office.

Miriam Rigby
Social Sciences Librarian, University of Oregon

ANSS has provided me with a professional development and networking home since 2008, when I took on both my first librarian position as Anthropology, Sociology, and Ethnic Studies Librarian at the University of Oregon, and my first committee appointment on ANSS’ Program Planning Committee for the 2010 conference program. Since then I’ve served on a number of ANSS committees, co-convened first the sociology and now the anthropology discussion groups, and am currently elected Member-at-Large on the ANSS Executive committee, which includes co-chairing the ANSS Membership Committee.

The welcoming people in ANSS and the ready committee opportunities have kept me engaged, entertained, and enthusiastic to bring others in to contribute to and benefit from this community. Recent Chairs and Vice-Chairs of ANSS have been strongly promoting virtual participation, and I strongly support continuing to promote ANSS’ new Cyber Participation Policy and other outreach efforts to attract new members and encourage participation from people who cannot attend traditional conferences. Likewise, I hope to advocate for ANSS within ACRL to continue and increase their support of sections.

MEMBER-AT-LARGE CANDIDATE STATEMENTS

Carolyn McCallum
Cataloging Librarian for Nonprint Materials / Anthropology Liaison, Z. Smith Reynolds Library, Wake Forest University

As an ANSS member since 2008, my participation has expanded from attending informative sessions sponsored by the section at ALA conferences to serving on the Subject and Bibliographic Access Committee as a member and former co-chair. Knowledge and insights in anthropology librarianship as well as camaraderie gained from socializing and working with other section members have benefited me professionally and personally. In my job at Wake Forest University, I currently co-chair the library’s lecture series and have done so for several years. Additionally I have organized social events as well as served on conference planning committees. These acquired skills, I feel, would complement the Member-at-Large position, and I would utilize them in promoting the value and benefits of belonging to ANSS and seek trends and opportunities for recruitment and retention of members, networking, and mentoring.

Wade Kotter
Social Sciences & Music Librarian, Weber State University

It is almost 18 years since I became a member of ANSS. During this time I served on several ANSS committees (Bibliography, Review and Planning, Nominating, Subject & Bibliographic Access) as both a member and chair. I also served as Chair of ANSS in 2004-05. Currently I am chair of Subject & Bibliographic Access and a member of the 2014 Program Planning Committee for Las Vegas. Over the
years, ANSS has become my primary source for networking with other anthropology, sociology and criminal justice librarians; I have learned so much from my colleagues that it is difficult to put into words. It also became my primary source for meaningful, productive, and challenging service opportunities at the national level. As Member-at-Large, which includes serving as co-chair of the Membership Committee, I will work diligently to ensure that providing networking and meaningful service opportunities remains a central focus of ANSS as we respond to the needs of current and future members of the section as well as to evolving challenges and opportunities in our institutions and academic libraries in general. I look forward to the opportunity and privilege of serving ANSS and its members as Member-at-Large.

Thank you to our committees for all of their hard work advancing ANSS! These reports from Annual 2013 provide us with a snapshot of their activities and plans. The committee chairs from 2012-2013 are listed in order to recognize their contributions. Please refer to the current committee rosters on ANSSWeb for a listing of the 2013-2014 chairs.

**CONFERENCE PROGRAM PLANNING COMMITTEE – 2014, LAS VEGAS**

Sally Willson Weimer and Rosalind Alexander, Co-Chairs

The ANSS Conference Program Planning Committee, 2014, Las Vegas, met during ALA Annual Conference on June 30, 2013 in Chicago, Illinois. They shared the planning with two co-chairs of the ACRL Education and Behavioral Sciences Section (EBSS) Conference Program Planning Committee for 2014. After excellent brainstorming and goals setting sessions, we explored the themes of emphasizing ACRL strategic goals and our members’ interests in both of our ANSS/EBSS sections. We also sought to identify specialized academic programs and expert speakers in the Las Vegas and Nevada regions whom we could call upon to serve as the program panelists. We continued to meet virtually and via email during the summer to refine our program ideas and plans. Our preliminary proposed program title is: “Transforming Our Communities: Becoming a Community Engaged Academic Library.” Hopefully the program and will include a university service learning project and an important oral history project. In addition, we are seeking funding from ACRL and select vendors.

Thanks so much to all the committee members from both sections; EBSS Co-Chairs Scott Collard, NYU, and Dana Peterman, UCI; Rosalind Alexander, co-chair; and librarians and faculty from colleges and universities in Las Vegas and Nevada for their vital roles in planning this exciting program.

**INSTRUCTION AND INFORMATION LITERACY COMMITTEE**

Adam Beauchamp and Juliann Couture, Co-Chairs

The Instruction and Information Literacy Committee had a productive meeting during the 2013 ALA Annual Conference in Chicago, Illinois. We continued our discussion of an open-access repository of learning objects to assist librarians in their teaching in anthropology, criminology, sociology, and related disciplines. We resolved to start a blog where each entry would be a librarian’s submitted lesson plan, tutorial, screencast, or other learning object. Each entry will include an abstract and basic metadata to facilitate searchability. Metadata should include subject area, level of learners (undergraduates, graduates, faculty), and any other reasonable and useful tags. We welcome
submissions from ANSS members, and hope to present learning objects put forth by members of this committee in time for the start of the 2013-2014 academic year. If interest and participation warrant it, we may revisit the idea of a more robust repository, one which might require dedicated software or funding.

We also discussed the five-year review of the *Information Literacy Standards for Anthropology and Sociology Students*. We reviewed the results of the survey to ANSS members which was completed this May. Since ACRL is embarking on a wholesale revision of the main information literacy standards, we resolved to avoid any major overhaul of our own ANSS standards until this work is complete. In the meantime, we will make minor updates to correct outdated references, and create a PDF to make the format of the standards easier to use. This PDF will link from the ANSS website.

The Instruction and Information Literacy Committee will also be a part of a new initiative with the American Sociological Association to develop assessment tools for information literacy skills. We will work with members of the ANSS Liaison Committee and others involved in these initiatives as appropriate. Collaborations with our disciplinary faculty at the association level (i.e., ASA and AAA), as well as locally at our respective institutions, are critical to the success of information literacy efforts.

Finally, as Juliann Couture's tenure on the committee draws to a close, we discussed appointment of a new co-chair. The terms of co-chairs for this committee are staggered to maintain continuity of leadership. Adam Beauchamp continues in this role for another year, and the new co-chair will serve for two years (2013-2015). A new co-chair should be in place by the end of summer 2013.

**Liaison Committee**

Sally Willson Weimer and Marilia Antunez, Co-Chairs

The ANSS Liaison Committee met on Saturday June 29, 2013 from 1:00-2:30 p.m. Sally Willson Weimer, co-chair, welcomed everyone and introductions were made. There were several attendees not currently on the Committee who were interested in the liaison program and in the committee. Sally provided a brief history of the liaison program as well as information on our current liaisons. The current liaison to the American Anthropological Association (AAA) is Juliann Couture from Arizona State University. The liaison to the American Sociological Association (ASA) is Amanda Swygart-Hobaugh from Georgia State University.

The Committee discussed how to provide guidance and support to our current and future liaisons. A need for formal introduction procedures was identified. There was also discussion regarding how better to include the liaisons in the Committee’s work and meetings. The Committee reviewed documents that present the expectations of the liaisons and what the committee should be doing to support them. Checklists for both liaisons and Committee members are currently being worked on. The Committee is also working to better identify members of ANSS that are attending the liaison organization conferences so that the liaisons can be informed about other members’ role in these conferences in order to support and promote collaboration and communication.

During the meeting, it was agreed that the Liaison Committee should use ANSSWeb for promotion of the liaison program and public documentation and information on the program. Work on this is currently underway. The Committee has begun the process of considering the Academy of Criminal Justice Sciences (ACJS) for a liaison proposal. Currently they are making contacts with ACJS and beginning to draft the proposal. Sally Willson Weimer was thanked for all of her hard work as outgoing committee co-chair. Marilia Antunez continues as co-chair and is joined by co-chair Katie Elson Anderson.

**ACRL-American Anthropological Association Liaison Report**

Juliann Couture, University of Colorado-Boulder

As I enter into my second year as ACRL Liaison to the American Anthropological Association (AAA), I continue to build communication and partnerships
focusing on the areas of student learning, research, and scholarly environment.

In mid-November I will participate in the upcoming AAA Annual Meeting in Chicago, Illinois. In addition to attending presentations and meetings where academic library interests intersect with the discipline, I aim to engage members in conversations regarding information literacy instruction and scholarly publishing. If any other academic librarians are attending the AAA Meeting and are interested in meeting to discuss working strategically within the disciplinary association, please contact me: juliann.couture@colorado.edu.

I was also recently appointed to serve on AAA’s Committee on the Future of Print and Electronic Publishing (CFPEP) as the librarian representative, beginning after the 2013 meeting. This will provide an opportunity to comment on and possibly influence the future of AAA’s scholarly publishing program. This is an ideal opportunity to connect ACRL with the professional organization and I welcome any feedback or input from ANSS members.

Throughout the spring of 2013, I participated in numerous discussions with the ACRL liaison to the American Sociological Association, the ACRL Anthropology and Sociology Section’s Instruction and Information Literacy Chair and other interested parties about how to connect information literacy standards and assessments with the professional organizations. We are looking to create an ANSS repository of teaching materials and assessments to be populated by librarians and would like to find a way to connect it to the repositories already created by ASA and AAA.

**ACRL-AMERICAN SOCIOLOGICAL ASSOCIATION LIAISON REPORT**

Mandy Swygart-Hobaugh, Georgia State University

I was appointed as the ACRL-American Sociological Association (ASA) Liaison in August of 2012. This is my first year as the ACRL-ASA Liaison. To date, many of my initial activities have involved making connections and having conversations with key people in the areas I am most interested in exploring: sociology-specific information literacy and sociology-specific data management needs, open access to data, and scholarship. These conversations have proven quite fruitful and have resulted in several burgeoning projects discussed herein.

I am now a Member of the Section on Teaching and Learning in Sociology (STLS) Cooperative Initiatives Committee. My committee activities involve my sociology-specific information literacy projects and activities described in this report.

At the ASA Annual Conference, which took place August 10-13 in New York City, I had an informal roundtable discussion accepted. Entitled "Developing Assessments of Sociology Information Literacy/Critical Research Learning Outcomes," it was to be moderated by me, Sally Willson Weimer (UCSB Sociology Librarian), and Sociology Professor Ed Kain (Southwestern University). Perhaps due to timing and conflict with another teaching-related session, we had no one in attendance for the roundtable itself. However, the following morning at a breakfast meeting with Sally Willson Weimer, Ed Kain, Diane Pike (Augsburg College), and Rachel Brekhus (University of Missouri-Columbia, Sociology Librarian), Ed Kain informed me that he had suggested to Margaret Vitullo, ASA Director of Academic and Professional Affairs, that next year’s ASA conference training of Department Resource Group (DRG) Program Reviewers include discussions of how to conduct sociology program reviews. These program reviews will more thoroughly incorporate information literacy assessment in the library portion. I will follow up with Ed Kain and Margaret Vitullo regarding this possibility, and will likely solicit input from ANSS members regarding how to develop this aspect of DRG Program Reviewer training.

Also, by invitation from Teaching Resources and Innovations Library for Sociology (TRAILS) Editor Diane Pike, I attended the TRAILS Area Editors meeting. Drawing from the outcomes of this meeting as well as the aforementioned breakfast meeting, I plan to
pursue the following activities in 2013/2014: (1) recommend via ANSS-L and ANSS Currents to members who liaise with sociology departments that they encourage their faculty to submit teaching materials to TRAILS; (2) recommend via the ANSS-L and ANSS Currents to members that they themselves consider submitting teaching materials to TRAILS; (3) Diane Pike has expressed interest in possibly attending ACRL and/or ALA conferences to pitch the TRAILS repository—I will explore the possibilities for this; and (4) a handful of Area Editors solicited my contact information or gave me theirs to discuss ways they have collaborated with librarians on information literacy initiatives—I will follow up with them this year and encourage them to submit materials to the developing ANSS Information Literacy Learning Objects Repository, discussion of which follows.

I had another informal roundtable discussion accepted for the ASA Conference, entitled “Data Management for Sociologists,” which was led by Jason Phillips, former NYU Data Services Librarian, and Sally Willson Weimer, which I joined, along with another NYU librarian. Drawing from outcomes of this discussion, I plan to pursue developing a guide for sociology-specific data management needs and practices, including ways to make data and scholarship open access. I will also be contacting Michael Kisielewski, Research Associate for the ASA Department of Research on the Discipline and Profession to discuss his department’s interest in pursuing a research project to gauge sociology-specific data management needs, including open access issues. Additionally, while attending an NSF-sponsored Policy and Research Workshop entitled “Data for Social Science Research: Availability, Accessibility and Research Possibilities,” Sally Willson Weimer, and Frans Albarillo (Brooklyn College-CUNY, Sociology Librarian), and I spoke with Patricia White (National Science Foundation) and Sheela Kennedy (University of Minnesota IPUMS-International). We have been in email communication regarding how to disseminate information about the IPUMS data resources as well as teaching materials for enabling IPUMS data use. My initial plans regarding approaching this include: working collaboratively with Frans Albarillo and Sally Willson Weimer on developing a LibGuide that highlights IPUMS and other social-science data resources with instructional help for those resources, and disseminating this information with a link to the LibGuide to ANSS-L, the IASSIST (International Association for Social Science Information Services & Technology) listserv, ANSS Currents, and to ASA Officers.

Having met virtually with Ed Kain, Sally Willson Weimer, Adam Beauchamp (Tulane University, Sociology Librarian), and Juliann Couture (Arizona State University) and in-person with the ACRL-ANSS Instruction and Information Literacy Committee members at the American Library Association Annual Conference on July 29, 2013, these interested parties are now establishing an ANSS Information Literacy Learning Objects Repository for sociology, criminology, and anthropology information-literacy learning objects. At the ALA meeting, we decided that the repository would be populated by collecting learning objects via a blog on the ANSS website. I will assist the ACRL-ANSS Instruction and Information Literacy Committee in developing and promoting this repository within ASA. If this is successful, we may then pursue a more developed repository infrastructure, and possibly deposit or link this repository to ASA's TRAILS repository.

While my past year’s activities did not focus on open access to sociology scholarship, I hope to pursue some activities related to it in this coming year. The ASA Committee on Publications is considering launching a new open-access general sociology journal, which allows me to work with this endeavor from the outset. I will be contacting Karen Gray Edwards, ASA Director of Publications and Membership, to discuss this development. As federal funding agencies are on the cusp of mandating open access—not only to data, but to findings and scholarship as well—my activities will have a wide appeal to an audience of sociologists.

For it being my first year as the ASA-ACRL Liaison, I feel that I accomplished quite a bit. While the roundtables I had proposed were accepted, the lack of attendance was discouraging. However, gauging from
the low attendance at all the roundtables in the ballroom in which they took place, I deduced that this was largely due to their timing, which took place over the lunch hour, and that they conflicted with other high-interest panel discussions. These, in turn, coincided thematically with my own roundtables. That said, I have launched several projects this year and have made great connections with ASA members and administrators, all of which is quite a feat for a first-year liaison.

MEMBERSHIP COMMITTEE
Helen Clements and Miriam Rigby, Co-Chairs

The ANSS Membership Committee met on June 29th at the ALA Annual Conference in Chicago, Illinois. Those of us who attended the Social on Friday reported that a great time was had by all—at least until the rain poured down on the patio at Flo & Santos pub and dampened our backs a bit! We’ll plan an indoor Social for Midwinter in Philadelphia. We’ll hope to see many of you there, and welcome suggestions about great places to meet! We’ll announce plans on ANSS-L and the website before the meeting.

How big is ANSS? As of May 2013, we had 444 personal members and 34 organizational members, a bit more than earlier this year. We are not the smallest section of ACRL, but we aren’t the largest, either. Any ACRL member with an interest in the social sciences—especially anthropology, criminology, or sociology—is most welcome to join us!

One of our goals is to increase the number of ACRL members who become active ANSS-ers. We send emails periodically to new and reinstated members. We’d also like to grow our Ambassador program by letting members know who else in their state or region belongs to ANSS. We’re exploring the use of a map showing where members work, and we plan to call for volunteers to reach out to nearby members with a phone call or an email.

We discussed some of the ways that ANSS is reaching our members. Erin Gratz reports that there have been over 7,000 visitors to ANSSWeb since January 2013, for an average of 42 visits a day. The January-June 2013 statistics show a total of 166 Facebook Likes (up 23 since January), and 121 followers on Twitter (up 21 since January).

We will update our welcome letters. We urge members to read and think about our draft policy on virtual membership, which is available on ALA Connect. Jen Darragh has also hosted two “Getting to Know ANSS” online meetings, and will make the record of the most recent meeting available soon.

Remember that you’re always welcome to attend any ANSS committee meetings, programs or discussion groups. ANSS is an active ACRL section, and we welcome your participation!

PUBLICATIONS COMMITTEE
Erin Gratz and Hailey Mooney, Co-Chairs
Report by Beth Sheehan

The Publications Committee met on Saturday, June 29th from 1:00-2:30pm in Chicago, convened by co-chairs Hailey Mooney and Erin Gratz. Beth Sheehan, Visiting Anthropology and Sociology Librarian at the University of Illinois-Urbana-Champaign, was introduced as incoming co-chair of the Publications Committee. She will be working with continuing co-chair Hailey Mooney, and will co-edit the ANSS website with outgoing co-chair Erin Gratz for the next year. Hailey Mooney and Erin Pappas will continue to co-edit ANSS Currents.

Major ongoing projects include an initiative to make ANSS Currents content more easily discoverable online via search engines. The table of contents for all issues from 2007-present have been added to the website in HTML format. Issues from 1997-2007 are already full-text HTML, but the committee may pursue adding anchored tables of contents for these issues to improve access to individual articles. Janet Steins is aiding the committee in a digitization project, by scanning pre-1997 print issues of Currents to add to the website as PDF files. Publications Committee members Michelle Guittar and Kathy Moore-Jansen have volunteered to lead a task force investigating additional methods of increasing discoverability of ANSS Currents content.
The next call for submissions to ANSS *Currents* will include a call for a regular “Tech Corner” columnist, as well as a call for submissions of feature articles from other committees and from individual members. The call will go out earlier than in the past.

The ANSS Memories project had received no submissions as of the date of the meeting. Long-standing members in particular will be individually encouraged to contribute, and Beth Sheehan asked all members of the Publications and Membership Committees to aid in promoting this project to the membership. Beth plans to check the ALA Archives for possible content, and would like to create an historical timeline of ANSS, which could incorporate factual information as well as member memories. Quotes and photos will also be used for ANSS *Currents* features, and the new ANSS brochure.

The ANSS brochure is out of date and needs to be updated with website information, the new logo, updated member quotes and photos, and so on. The Publications and Membership Committees will be investigating the possibility of creating a new brochure and ordering in the next year.

**RESOURCE REVIEW AND BIBLIOGRAPHY COMMITTEE**

Sue McFadden, Chair

*Report by Helen Clements*

Members of the Resource Review and Bibliography (RRB) Committee for this past year have been Sue McFadden, Spencer Acadia, Bruce R. Bachand, Deborah Margolis, Beth Sheehan, Nancy Skipper, Sara Williams, and Helen Clements. As usual, several of us are continuing through the next year, and we’re adding new member Karen Williams. We’d also love to see others join our team in our mission to provide information about indexing and other reference resources! Our major commitment is to prepare at least one review per issue. Committee members participate in looking over the review in preparation for submission. We had a virtual meeting before Midwinter 2013, and have discussed doing more of our work virtually, hoping to make it easier for more ANSS-ers to participate.

We’ve had a productive year, providing a number of reviews for *ANSS Currents*. Since ANSS made the decision to make *Currents* an online publication, we have been able to make the reviews more thorough and substantive. In the Fall 2012 issue, Sue McFadden and Helen Clements reviewed the Bibliography of Native North Americans and Native American Archives an indexing database and an archival collection. Spring 2013 saw the publication of two reviews, Ethnographic Video for Instruction and Analysis by Beth Sheehan and Helen Clements, and Sage Research Methods by Deborah Margolis and Hailey Mooney. Look for reviews of Science Direct by Spencer Acadia, and of several resources in Latin American Studies by Bruce R. Bachand, in this issue.

After considerable discussion, we have decided that the bibliographies in sociology, anthropology and general social sciences that several members had created will be retired in favor of the ANSS Toolkits prepared by the task forces. For the future, we hope to add criminal justice resources to our coverage. We have discussed continuing with reviews that compare resources, rather than simply focusing on one database. We’ve also discussed focusing more on open access resources, given that many libraries don’t have the funds for the large, highly specialized and expensive databases. Erin Gratz, Hailey Mooney, and the other Publications Committee members have given us wonderful help in final preparations of our articles, and in making them more visible on the ANSS Website. RRB has assisted Hailey in re-drafting the guidelines for analyzing bibliographic resources. We owe them a very large “thank you!” We hope to get input from ANSS members about the kinds of resources you want to learn about.

**REVIEW AND PLANNING COMMITTEE**

Jennifer Darragh, Chair

At ALA Annual, the Review and Planning Committee discussed breaking the ANSS Manual into two parts in order to make it less confusing. Now there are two documents published on ANSSWeb: the ANSS *By-Laws*, found under About; and the ANSS *Manual for Officers, Chairs and Committee Members* (hereafter
Manual), found under Committees. If you are new to committee work either as a member or as a chair, please review both of these documents carefully. The Manual will be updated over the course of the following year to ensure that instructions are current, clear, and concise.

In addition to updating the manual, it was also decided that an ANSS “dark archive” of previous program planning materials would be created. As the process for submitting a program for ALA continues to evolve, it would be useful for current program committees to review the submission materials from previous program committees. Finally, declining participation in ANSS was discussed. While our numbers have rebounded slightly from the previous year, we are still struggling to find new committee members as well as new leaders. It is recommended that all committee chairs identify potential leaders within their committees, and work to mentor them in some fashion. During her year as chair, Pauline Manaka plans to encourage this practice across members of the executive committee as well as promote the alignment of committee goals and work with the ACRL Plan for Excellence.

SUBJECT AND BIBLIOGRAPHIC ACCESS COMMITTEE
Wade Kotter and Carolyn McCallum, Co-Chairs

The Subject and Bibliographic Access Committee met in Chicago on Saturday, June 29 at 10:30 a.m. We were especially pleased to welcome Wayne Sanders, who is rejoining the Committee for 2013-15. The main business of the meeting was to identify subjects for upcoming cataloging Q&As. Topics to be covered in the next few months include FRSAD (Functional Requirements for Subject Authority Data) as well as subject headings for queer studies, anthropology of sport, social work, and ethnohistory. We also decided to explore the possibility of restarting our lists of new subject headings on a quarterly instead of a monthly schedule. Overall, it was a productive meeting and we look forward to meeting again at ALA Midwinter in Philadelphia. We encourage anyone interested in subject and bibliographic access to attend our meetings and consider volunteering for the Committee; cataloging experience is not required.

ANTHROPOLOGY LIBRARIANS DISCUSSION GROUP
Miriam Rigby and Christina Smith, Co-Convenors

Continuing with an occasional theme of investigating the subfields of anthropology (we had previously addressed Applied Anthropology and Biological Anthropology), ten attendees at the Anthropology Librarians Discussion Group examined the field of Linguistics, which had not been a topic of discussion since Annual Conference, 1998.

June Pachuta Farris, Bibliographer for General Linguistics and Slavic, Eastern European & Eurasian Studies, University of Chicago Library, spoke on the topic of “Current Trends & Resources for Linguistics Research in the Social Sciences.” The University of Chicago Department of Linguistics, founded in the mid-1930s, is likely the oldest Linguistics Department in the United States (though the University of Pennsylvania Department of Linguistics, founded in 1947, claims to be “the oldest modern linguistics department in the United States”). The department is theory-
oriented, and this orientation guides June’s selections in linguistics. June acquires general linguistics as well as
linguistics and anthropology materials for the countries she has responsibility for. Other selectors acquire additional
linguistics materials.

June showed a PowerPoint presentation entitled Resources for Linguistics Research. Interspersed with linguistics
cartoons, the PowerPoint included a graphic image showing the various subfields of linguistics, some definitions in
linguistics, a list of topics in applied linguistics, the Library of Congress Subclass P table, a list of databases for
linguistics research, the front page of her LibGuide for Linguistics, useful web resources such as Linguist List, and
much more.

Requests have grown at the University of Chicago for materials in applied linguistics, bilingualism, corpus linguistics,
conversation analysis, computer-assisted instruction (in foreign languages), sign language, and other sub-fields of
linguistics. For example, students have requested computer-assisted instruction materials, such as Rosetta Stone or
Mango Languages, because the University of Chicago closed its traditional language lab.

June did a study of self-described Department of Linguistics faculty research profiles at the University of Chicago and
seven other universities with vibrant linguistics departments: MIT, Stanford, University of Pennsylvania, Harvard,
UCLA, UC Berkeley, and University of Michigan. Constants at all schools were syntax, semantics, morphology, and
phonology. This chart of faculty profile interests will inform June regarding future acquisitions. It would be useful to
have a similar chart of University of Chicago graduate student interests as well as a profile of recent dissertation topics.

June’s Linguistics LibGuide is the basis of most everything she does with linguistics. She sees her LibGuide as an
encompassing point; whereas colleagues view LibGuides as a starting point. “You can’t put bibliographies in there!”
but she does so. She also includes the LC subclass P on her LibGuide, because if browsing the linguistics collection is
important, one needs to know what one is browsing for. Another area on her LibGuide is the reference sources tab,
populated by dozens and dozens of handbooks, as nearly every subdivision of linguistics has a handbook of its own.
This is where one sees the cutting edge of research. Handbooks contain current knowledge, trends, and faculty research,
so June spends a great deal of time showing students handbooks.

June also had a chart comparing 13 databases for linguistics research, and for each database she had searched 50
linguistics terms taken from the University of Chicago Department of Linguistics faculty profiles. LLBA had the most
hits: 40 times out of 100 it was in first place. In second place was the German database BLL (Bibliography of Linguistic
Literature / Bibliographie Linguistischer Literatur), with 22 out of 100 first- or second-place matches. MLA ranked
third. When the University of Chicago changes databases and subscriptions to save money, a chart such as this could
help in the next round of decisions.

June briefly discussed two Web resources which were included in her PowerPoint presentation. The Linguist List is a
good reflection of the work currently being done in linguistics, and has a good amount of information on language and
linguistics. The Linguistic Data Consortium (LDC) is useful for those working in corpus linguistics; it is available by
subscription but some information is accessible without a subscription.

Questions & Answers
One library cancelled LLBA, but it is evident from June’s database chart that MLA does not provide the same linguistics
coverage as LLBA.

There were questions about tracking graduate student research interests. June said that for tracking purposes, there are
clusters; people go to a particular school based on the faculty for that sub-specialty. Nothing is set in stone but it would
be an interesting thing to track over time to get a sense of what the department is doing. Maybe there are surprises; June
was recently caught off guard when two dissertations were written on sign language. It would be more informational for selection. You do not want your collection to reflect just what the faculty is doing or you will have big gaps.

The University of Chicago Department of Anthropology includes linguistic anthropology as a sub-discipline. June’s faculty profile was for the Department of Linguistics faculty only. How much do you collaborate with selectors doing anthropology (linguistics) or other fields? June responded that they collaborate extensively, and also do joint purchases.

Can you recommend vendors for DVDs or videos on linguistics?

June receives emails from vendors for linguistics studies documentary films. She keeps them in in a folder and will make that information available to us. It was noted that Wake Forest University has a documentary film program. After the discussion group, June forwarded the following short list of a few documentaries in the areas of linguistics and language. She said that most of the sites have an option to be put on a mailing list for future notifications.

- Speaking in Tongues
- Pidgin: The Voice of Hawaii
- The Linguists
- Sites that list additional titles of documentaries:
  - Endangered Languages on Film, Video & DVD
  - Films about words and language

What about sociolinguistics and conversation analysis (one of the areas of research and study at UC Santa Barbara’s Sociology Department)? June replied that this was also a growing area and that it is difficult to cover the new sub-disciplines when you also have to collect in all of the traditional sub-fields.

Visual anthropology was suggested as a possible topic for the Anthropology Librarians Discussion Group at ALA Midwinter in Philadelphia in January 2014. 2013-2014 co-conveners Miriam Rigby (rigby@uoregon.edu) and Erin Pappas (ep557@georgetown.edu) welcome additional suggestions.

**CRIMINAL JUSTICE/CRIMINOLOGY LIBRARIANS DISCUSSION GROUP**

Sally Willson Weimer, Convener

*Report by Marilia Antunez*

Convenor Sally Willson Weimer shared a preliminary Criminal Justice and Criminology Toolkit handout with participants. Michelle Guittar, librarian at Northeastern Illinois University and Beth Sheehan, librarian at the University of Illinois-Urbana Champaign (UIUC) discussed their role as liaisons for criminology and criminal justice programs, including collection development and instruction responsibilities. Michelle is liaison for Justice Studies, Sociology, Political Science, Social Work, Geography, and Environmental Studies. She serves a large number of nontraditional students. In her work, she makes use of many EBSCOhost and ProQuest databases, such as Academic Search Premier and Sociological Abstracts, respectively. Beth is a Visiting Anthropology and Sociology Librarian and uses many gray literature resources (e.g. Bureau of Justice Statistics) and other interdisciplinary databases (e.g. Family & Society Studies Worldwide). Karen Evans from Indiana State University will be the new convener in 2014.

**SOCIOLINGUISTICS LIBRARIANS DISCUSSION GROUP**

Jeff Lacy and Rui Wang, Co-Conveners

The Sociology Librarians Discussion Group meeting was held on Saturday, June 29, 2013, from 10:30-11:30. Fifteen people attended. Susan Metcalf, Social Sciences Librarian at Western Carolina University, gave a presentation based on
her newly published article, “Good stewards in trying times: Benchmarking peer collections of sociology reference sources using LibGuides” (The Reference Librarian, April 2013).

Susan began her presentation with the reasoning behind her study. She found that more than 3,000 libraries worldwide had used LibGuides to create research guides. While these research guides are not a reviewing resource per se, they provide a valuable tool for creating strong collections by referencing the specific materials and databases chosen by librarians from peer institutions. Susan surveyed 118 of her university’s Carnegie peer institutions and included 96 sociology guides in the final sample. Susan presented two tables that summarized her findings. The first table showed references listed in at least ten sociology LibGuides from her sample. The most popular title was the Encyclopedia of Sociology (2nd edition, 2000). The second most popular title was the International Encyclopedia of the Social Sciences (2nd edition, 2007). The second table listed subsidiaries and imprints, as well as online content providers. Sage Publications has the most titles and continues to publish many new reference titles in sociology. Susan’s article concludes that, “The survey of peer LibGuides provides useful data on core sociology reference resources and databases and demonstrates that librarians continue to promote subject reference works.”

Susan’s presentation intrigued the group. The ensuing discussions ranged from the value of using sociology reference works, the trends of students’ use of the reference works, other resources that evaluate sociology reference works, Wikipedia and Google versus commercially-published reference works, and the lifecycle of reference publications. Some librarians shared their experiences in using reference collections for reference services and instruction. Others pointed out a potential flaw of using LibGuides to collect data, which was that the reference works listed on research guides may not be evenly distributed because of the different purposes of them. Nevertheless, we appreciated Susan’s innovative and valuable research. Her research and presentation were well received by the group.

The group concluded with a short discussion about the Sociology Librarians Toolkit. Sally Wilson Weimer explained the situation, which is that there is too little response to move forward the project. Finally, Rui Wang asked librarians to contact the conveners for new topics and the agenda for the next discussion meeting.

**APPLY FOR ACRL IMMERSION ’14**

(TEACHER AND PROGRAM TRACKS)

ACRL is currently accepting applications for the Information Literacy Immersion ’14 Program (Teacher and Program tracks) to be held July 20-25, 2014 at Champlain College in Burlington, VT. Immersion ’14 provides four-and-a-half days of intensive information literacy training and education for academic librarians. Immersion allows you to embrace your educational role by embarking on a path of teacher development and pedagogical inquiry in a community of practice for academic librarians devoted to collaborative learning, individual renewal, and instructional effectiveness.

Acceptance to Immersion ’14 is competitive to ensure an environment that fosters group interaction and active participation. Complete program and track details, along with application materials, are available online. The application deadline is December 6, 2013 and notifications will be issued in February 2014. Questions concerning the program or application process should be directed to Margot Conahan at (312) 280-2522 or e-mail mconahan@ala.org.
ANSS AT ALA ANNUAL 2013

ANSS PROGRAM REPORT
Report by Beth Avery

Studying Ourselves: Libraries and the User Experience was sponsored by the Anthropology and Sociology Section in collaboration with the University Library Section. It gave an overview of ethnographic research and how it has been used in libraries. Speakers included: Andrew Abbott, sociologist; Andrew Asher, anthropologist and librarian; and Diane Wahl, librarian. Abbott discussed his research focusing on “real” use of a large academic collection, noting that “scholars don’t use the library the way librarians think they do or even as they think they should.” Asher gave an overview of how ethnographic studies can give a holistic view of how libraries are used. The ERIAL Project used interviews, observations, visualizations (photo journals), and mapping of time use and location to study how students find and use information for assignments. Wahl discussed the issues of doing studies at her institution, particularly with distance students. Issues included recruiting for the study, challenges in scheduling, and technology issues. She ended the presentation segment by challenging librarians to conduct further study of the issues facing non-traditional students and how we can help with student retention by better meeting their needs. The session welcomed over 100 attendees, and several expressed interest in finding out more about ANSS. Visit the website to continue the conversation about the program.

HIGHLIGHTS FROM THE ANSS SOCIAL
ADAM BEAUCHAMP from Tulane University has recently started a blog, Library Instruction Lagniappe, through which he will be sharing thoughts on instruction, pedagogy, and some of his own lesson plans and classroom experiences.


Abstract: Anthropology libraries are highly specialized scholarly repositories that provide breadth, depth, and coherence to an expansive, fragmentary literature. This article profiles three types of anthropology libraries—(1) governmental, (2) private or specialized, and (3) departmental or museum—and examines the needs and information seeking behavior of anthropology library users, most of whom are graduate students and credentialed researchers. Also described are particular versus general reference sources for anthropology, ethical issues, and the service requirements of this user population. The main conclusion of this article is that anthropologists rely heavily on printed books due to the comparative, foreign, rare, and sometimes antiquated nature of the resources they seek. For this reason, brick-and-mortar anthropology libraries continue to play a special role in ensuring the vitality of the profession.

DEBORAH MARGOLIS reports from Michigan State University. Recently they applied for and were awarded two “Bridging Cultures” grants from the National Endowment for the Humanities, administered by ALA. The first, Muslim Journeys Bookshelf, provided a small collection of books and DVDs, and access to the Oxford Islamic Studies Online database. They coordinated this application with two local public library systems. Together the libraries held three film screenings in 2013, including a discussion with a linguistic anthropologist, co-sponsored by the Department of Anthropology. The second grant, Let’s Talk About It: Muslim Journeys, will allow them to hold a series of five reading and discussion sessions, as well as an additional public lecture, based on a subset of the Bookshelf. Deborah will be presenting on this programming at the Middle East Librarians Association in New Orleans in October. The presentation is entitled: “Kuwaiti Comics Arrive on Time, but the Baklava is Late: Middle East-Related Public Programming at an Academic Library.” See more on our Muslim Journeys programming, or contact Deborah at deborahm@msu.edu.

KAREN EVANS of Indiana State University received a Carnegie-Whitney Grant from ALA in the spring. The grant will be used to create a guide for veterans and their families. It will provide information on a variety of issues facing veterans: TBI, PTSD, employment, education, substance abuse, and other pressing topics. When the guide is completed in 2014, it will be available electronically.
Jennifer Darragh, Data Services Librarian at Johns Hopkins University, and immediate Past-Chair of ANSS, has contributed an astonishing amount to ANSS in the relatively short time she’s been a member. In addition to leading the entire section as Chair in 2012, she’s served on multiple committees. And while your author considers the move of the ANSS socials to breweries to be one of Jen’s finest accomplishments, others might also note her introduction of the "Getting to Know ANSS" virtual sessions, her updates to the ANSS Officers Manual, and her work towards the ANSS best practices and ANSS Cyber Participation Policy.

In 2006, though she wasn’t even attending the ALA conference, she spotted the ANSS social event on the ANSS-L email listserv and drove in to DC to meet up with ANSS at the American Sociological Association. In similar form, when she later saw a post about committee nominations, she nominated herself for ANSS Member-at-Large, showed up at ANSS meetings at that same ALA conference, to meet people, and credits just plunging in to events and meetings with why she was elected into that position. Later she contributed to the ANSS Publications committee, and following that, not expecting to win at all, she ran for ANSS Vice-Chair/Chair Elect, and won. Now that she’s rotated out of the Chair Position, she’s serving as Past-Chair until July 2014, as well as serving on the ANSS Review & Planning Committee.

Jen has found ANSS to be an especially enjoyable section, due to its relatively small size which allows for great participation opportunities. With the newly created Cyber Participation Policy, she hopes even more people will get involved as committee members, without the need to attend conferences in-person. Further, she expects that committees will be able to be even more effective with virtual-work for all members between conferences. One of her hopes for ANSS is that we’ll find even more ways to reach less-active members, and not just wait for people to come to us.

Like many librarians, Jen is socially and academically active, and her plunge into librarianship and ANSS mirrors her plunge into her earlier ventures. Majoring in Psychology at Westminster College, after receiving her BA, Jen was interested in a career in psychology and counseling. She worked with children in a hospital psychiatric setting, but found it heartbreaking at times. She moved on to a research position in a long, ongoing study of adolescent males, and found working with data to be highly enjoyable. From there, she moved into a position as a data archivist at the Pennsylvania State University Population Research Institute working under a librarian. During this job, she became active in IASSIST and discovered that all of the cool work with data seemed to be coming from librarians, so she determined to get her MLIS to advance in this direction. She pursued the online MLIS at the University of Pittsburgh while continuing in her job working with demographers from the full range of the social sciences. Altogether, Jen spent six years at Penn State before taking her first professional position as the Reference Librarian for Behavioral and Social Sciences at Virginia Commonwealth University.
For the past four years, Jen has been at Johns Hopkins University as the Data Services and Government Information Librarian. Johns Hopkins has a separate librarian who covers anthropology, and no full criminology degree program, but about two years ago, Jen inherited the liaison role for sociology, returning her to working more closely within the subject areas of ANSS. Meanwhile, as the Data Services and Government Information Librarian, she has always served the needs of social scientists across the board, as well as population scientists and researchers via the Hopkins Population Center, which has faculty associates from both the social and medical sciences.

Jen’s favorite professional project is teaching statistical literacy, especially to undergraduates. She enjoys demonstrating how people use numbers, and can lie with numbers to make their points. The challenge for her is that while there’s interest in statistical literacy, there is not a big push to have all of the undergraduates learn it. She’s working on tackling this though, and is currently working with a person in Geographical Information Systems (GIS) to create an intersession course on Data & GIS.

Educating people about data is one of her strongest causes, and extends to educating librarians as well. While “big data” and data management positions are a crucial growth area for universities, a pet peeve of hers is people jumping on the band wagon, trying to embrace big data and create data management work without fully understanding what it is nor how much effort (and resources) are required for these. So get out there, get active, and educate yourself!

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**ARTICLES**

**VISUAL ANTHROPOLOGY**

Richard Freeman  
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Many anthropology programs (and some sociology programs as well) are adding courses, and sometimes certificates, in visual anthropology. There are very few programs with specific degrees in visual anthropology. The three best established programs are at New York University, The University of Southern California, and Temple University. Recently master’s degree programs have been established at San Francisco State University and California State University, Long Beach. There very well may be others. Nearly every large department has a course in some aspect of visual anthropology. So, what is visual anthropology? As a member of that tribe myself, I will share my emic view and give a brief overview of the field and its history.* For a listing of resources please see the visual anthropology page on my anthropology LibGuide. Please feel free to contact me if you have any questions.

**Visual Anthropology – Photography**

Since the earliest days of anthropology, ethnographers took photographs in the field. “Papa” Franz Boas returned from his expeditions with both artifacts and photographs of artifacts. For Boas, who was concerned with laws governing the human mind, physical objects had meaning only through the significance their creators and users gave them. His

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* This necessarily short survey of the field has certainly oversimplified many issues, and has skipped over others.
photographs were generally of objects that were too big for him to bring back to the lab. They were mere illustrations or records (Jacknis, 1984). Malinowski later advocated what we have come to accept as the norm for ethnographic fieldwork: a full year in the field conducting participant-observation research. Malinowski was interested in understanding a culture from the native’s point of view (an emic view) and trying to understand the “hold which life has on him” (Malinowski, [1922]1952, p. 25). His photographs reflected this in that they presented information beyond being mere illustrations of the text. Unfortunately most photographs used in ethnographies continue to resemble Boas’ illustrations. As many critics in this field have commented, images are mostly used as “eye candy” (Becker as cited in Harper, 1982; Brandes, 1997, Collier & Collier, 1986; Jacknis, 1984; Harper, 1989).

In 1942, Margaret Mead and Gregory Bateson were among the first to use photographs in a more profound way. This was the premise of their photo-ethnography on Balinese character entitled, well, “Balinese Character: A Photographic Analysis” (Bateson & Mead, 1942). They desired to represent the ethos of Balinese character. This was something they claimed could not be expressed in words, particularly due to difficulties in language translation. Their experiment showed mixed results, but was very insightful and demonstrated new possibilities for the use of photographs in ethnographies. Sadly, it also became more or less an anomaly in ethnographies.

Leaping ahead to the 1960s, there were new and several successful attempts to produce photo-ethnographies where images were used as the primary “text” to deliver the ethnographers’ message (cf. Cancian, 1974; Gardner & Heider, 1968). In the 1980s Douglas Harper, a sociologist and a talented ethnographer and photographer, produced a beautiful visual ethnography entitled Good Company (1982) in which he described how he rode the rails with hobos throughout the US. The book is filled with his observations, snippets of conversations, and over 50 aesthetically beautiful photographs. The result is a very personal and moving glimpse into the lives of these men who truly live on the margins of society. One does get a sense of the hold life has on them.

Even, shall we say, aesthetically unpleasant images tell a story of some kind. Brandes (1997) notes that even the worst photographs (unwittingly) tell us a lot about the researchers’ relationship to her subjects. Many of us have seen images in ethnographies of people in the village where the ethnographer is conducting her research. Too often the subjects are stiffly posed, or perhaps no names are given. This is an important insight for the reader to understand the circumstances in which the data was collected. It gives a glimpse into the relationship an ethnographer has with the people she is studying. In comparison, imagine an image where the subjects are photographed in a relaxed manner, perhaps all laughing at a private joke, identified by name and perhaps their role in the village. Maybe the ethnographer is in the group, laughing with them. As a reader, I would trust the data given from the ethnographer in the second example more than I might in the first. The image shows that there was trust or rapport built between researcher and subject. What else does a reader have to evaluate this important aspect of the research, if it is not directly discussed by the ethnographer?

I use photographs in my work in several ways, with the intent of transcending mere illustrations or eye candy (Freeman, 2001). One example is to help readers understand the ethnographic location. In my research this is Buenos Aires, Argentina. The goal is to give the reader a deeper sense of the city-scape, the setting where all the political activities I discuss in my writing takes place. Early in the ethnography I have a photo gallery of 26 images of the city. No captions. The idea is to immerse the reader in the visual surroundings of the city, without calling upon her to worry about text (or context). Many of these images can be seen online.

Another manner of incorporating images into the ethnography is for the images themselves to be the data for analysis (cf. Freeman, 2001a). After a year of research and photographing Buenos Aires, I noticed how many images I had of the political messages everywhere in the city: graffiti, billboards, protests, strikes. My research looks into how we construct our political identities. I believed these visual messages must influence how citizens of this capital conceive of politics (not necessarily what they believe). Since the messages are visual, I present them visually. They are the data for my
theory. A third way I use images is in another photo gallery. This time there are captions identifying the people and the activities in the images. After having introduced the youths of my study, and many of their political activities, I placed another gallery of roughly 25 images showing them in meetings, at school, and on the streets in action. These images give the reader a more intimate understanding of who these youths are, taking advantage of one of the strengths of photographic images. Together the images and galleries can be seen as a kind of parallel ethnography woven into the text, working with and enhancing it, and sometimes using text to enhance the images.

In the introduction to her book, *The Future of Visual Anthropology* (2006), Sarah Pink gives a nice overview of some of these themes on photography, as well as on ethnographic film, the staple of “visual anthropology.” She also looks to new and future directions, specifically in the hyper-media age. I touch upon both photography and ethnographic film in the next section. The discussion on photography below is a condensed version of what I explore in a chapter which contains a more in-depth discussion of both the history of photography in anthropology and various ways I have used images in my anthropological work (with examples) (Freeman, 2009).

**Visual Anthropology – Ethnographic Film**

In the 1960s, new technology that aided documentary filmmakers also aided visual anthropologists: the invention of lightweight 16mm motion picture cameras with synchronized sound capabilities. Ethnographic filmmakers took this equipment and explored cultures across the globe. The explosion of film production led to a key moment for visual anthropologists when, in the early 1970s, the Society for Visual Anthropology (SVA) was accepted as a subsection of the American Anthropological Association (AAA). Back then, when someone referred to “visual anthropology” they were most likely referring to ethnographic film. With new field-ready equipment and new experiences came discussions on how to make films. There was no shortage of ideas and opinions on what and how to create an “ethnographic” film. Karl Heider (1976) advocated setting up the camera with a wide angle lens and shooting long, full takes of an event. Others questioned the “objectivity” of the camera, and advocated a more reflexive approach to filmmaking (Ruby, 1971). “Reflexivity” refers to allowing the audience to know the presence of the film crew. This can be a pan of the camera, revealing the presence of the crew. It might be hearing the interviewer’s voice, or including footage of the subjects discussing the presence of the filmmakers. This helps viewers to understand the relationship the filmmakers have with their subject(s) and to remind them that there are several outsiders in the room. This is similar to the discussion above on the presence, or lack of, the ethnographer in photographic images of the subjects.

Mainstream anthropologists began to discuss these same issues in earnest with the “postmodern” turn of the 1980s and the writing of anthropologists such as Clifford and Marcus (1986), Marcus and Fischer (1986), and Paul Rabinow (1977), to name but four. There were also discussions on how the presence of a camera (and crew) impacted the action the filmmakers were seeking to unobtrusively record. I came to visual anthropology—and to anthropology—after receiving a B.A. in film and photography. While I agreed with the importance of these debates, which were ongoing into the 1990s when I began my studies in anthropology, I was frustrated that no one in my new discipline was reading the rich literature already published by documentary filmmakers and film theorists. They had been writing about these same issues a decade or two earlier. Nothing like re-inventing the wheel! But, I digress.

This leaves open the question of what exactly is an “ethnographic” or “anthropological” film. A commonly used definition is that an ethnographic film, as opposed to a documentary film, is one that takes an “anthropological approach.” Ethnographic film explores the same issues one would find in written ethnography, framing the topic with an anthropological lens. This may mean returning to one’s field site with an ethnographic filmmaker to make a film based on one’s research, or getting training in filmmaking. In practice, this standard is not stringently applied, as can be seen by the films screened each year by the Society for Visual Anthropology at the AAA conference. If it was, there
might be too few films to show. Many of the films are documentaries about people and cultures, but were not necessarily made with an “anthropological lens.”

A story a friend of mine told me when we both returned from conducting our respective fieldwork can be seen as an example of these different “lenses.” She was in the Philippines. There was an all-night annual celebration she wished to attend and she wanted to have video footage of the activities. She hired a very talented TV news cameraman. When they returned from the festival, after nearly 12 hours, all this man had was about 40 minutes of footage. Because he was not trained in anthropology, he just did not understand what it was my friend wanted him to record. For him, much of what she wanted was just “dead space.” But this is where anthropologists find the action, in the mundane activities: conversations among the spectators, the preparations, the discussions afterward, and so on. She was very disappointed. The purpose of the dedicated programs in visual anthropology is precisely to prevent such omissions from happening. Ideally, they are places of cross-training. Whether one comes in with a film background (as in my case), or with an anthropology background, one will get exposure to issues/theories and hands-on experience in both fieldwork and image production, preferably in both photography and film.

Another difference I have observed is more in the gestalt, or the approach taken to the project, involving the relationship between the filmmaker and subjects. This came to me when I attended the screening of a documentary film about a factory strike, with the director present to answer questions afterward. The strike was supposed to last two to three weeks, but was still going on a year later. At that point the filmmaker had to pack up her equipment and go home to edit the material. Someone asked her, “What happened?” She said she did not know, and that she was now working on another project. This to me defines a major difference between documentary and ethnographic films: it is not always in the content per se, but an anthropologist has more invested in the subjects of the film. An anthropologist often has a lifelong commitment to the community and would not only have known what was happening with the strike, but probably would have continued to visit and support the workers. This relationship is deeper than that of a documentary filmmaker with her subjects, generally speaking. It might not always be tangible, but it is there and creates a deeper experience. As Clifford Geertz may have put it, it creates a “thick” or “deep” film. The film comes a little closer to showing the hold life has on the people portrayed. Several key contributions to the large body of literature on ethnographic film are listed on my LibGuide. Many of the writings considered “classics” in visual anthropology are about ethnographic filmmaking.

**Visual Anthropology – Extending the Frontiers**

Visual anthropology today is much wider than just photography and film (cf. Banks & Ruby, 2011; Strong & Wilder, 2009). This can be seen in some of the newer literature, both about visual anthropology and visual anthropology in practice, that is to say, ethnographies about visual culture. It is also apparent by the diversity of presentations at the annual visual anthropology conference, held the day and a half before the AAA conference in the conference hotel. I have seen presentations on: dance, family snapshots, advertising, murals, the film industry of a nation (such as Bollywood), analysis of historical images, film used to analyze movements, gestures, as well as by biological anthropologists studying primates, to name a few areas which fall under the visual anthropology umbrella. All approaches are different ways to frame an issue, to better understand the culture or society where images are produced, or to use images as data for further analysis; sometimes all three. Visual anthropologists are increasingly practicing an applied visual anthropology (again, see Pink, 2006). This often means working with communities to help them get their message out, often about specific issues, such as: land rights, working conditions, discrimination, environmental damage to the land, among others. With the ease of digital media, many communities have found a vehicle for their voices on their own. Visual anthropologists such as Terence Turner work with the Kayapo in Brazil by helping them develop their own media; Faye Ginsburg has published studies on various indigenous media projects.
Many visual anthropologists are experimenting how to take advantage of new digital media to portray anthropological information in fresh and exciting ways. A study in 1992 (Martinez, 1992) demonstrated how many ethnographic films leave undergraduate students with the same, or even stronger, negative stereotypes about “primitive” people. Interactive presentations with extra material not in the film, such as interviews, texts, photographs, all immediately accessible through hyperlinks, help break down these stereotypes rather than reinforcing them. They engage viewers with the materials in a critical active/questioning manner as opposed to passively watching the film in a dark room or on a TV screen, without the extra materials for further, and instantaneous, investigations.

After eighteen months as a librarian, I am convinced that librarians have a lot to offer in interactive media, digital information, and digital data in general. With our knowledge and experience with digital repositories and libraries, we have a great platform from which to step in and offer our help to support and partner with anthropology faculty on various projects. If we do not personally have experience with this technology, we can act as the point person for putting the faculty in touch with specialists in the libraries. This newsletter may be a good forum for all of us to share with each other and get feedback on our own successes, failures, and plans.

Acknowledgements

I would like to thank Dan Reboussin, my colleague at the University of Florida Smathers Libraries, for his help with editing this essay.

References


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Latin American Resources: Overview of Databases Used in Latin American Research

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This review departs from normal ANSS review format to attempt a broad introduction to Latin American journal databases that provide extensive coverage of anthropology, sociology, and criminal justice topics. I describe ten databases. The four produced in the U.S. are probably already familiar to ANSS readers. The remainder are created and managed in Latin America or Spain. Astute, dogged, and polyglot researchers will not limit themselves to the U.S. databases. They will correctly sense that much information is to be found nowhere but in foreign databases or on the websites of foreign journals. Some of these foreign sites can be searched in English, and nearly all provide access to free full-text articles without having to pass through a labyrinth of screens. That said, each database has strengths and weaknesses that librarians and users ought to be familiar with.

The databases described here exhibit a basic bifurcation: thesaurus indexed vs. non-thesaurus indexed. The tradeoff is one of precision vs. abundance or plenitude (Mann, 2005, p. 103). Databases that provide expertly designed access points enable users to locate relevant articles on a topic across all languages and despite changes in terminology over time (e.g., physical to biological anthropology or human osteology to bioarchaeology). Databases that provide keyword searches by author, title, etc., provide exposure to a larger number of items, but with far less precision, because keywords search only what is available in the title and rarely what can be distilled from an abstract or article body. Even if keyword searches did access the article’s abstract or full text, they would not be able to simultaneously retrieve documents written in multiple languages that employ different terms to describe the same things. Thesauri descriptors serve as “standardized collocation mechanisms” in a database (Mann, 2005, p. 65). They bring together items that keyword searches are unable to unify.

The Latin American Periodicals Universe

It is impossible to know how many humanities and social science periodicals exist in Latin America. Mexico alone publishes around 4,000 titles, only half of which have ISSN registration numbers (Lau, 2010, p. 3636). According to Latindex, there are quite likely some 12,000 periodicals published in or about Latin America and the Caribbean, many of which contain information of interest to anthropologists and sociologists.

Open access has spread like wildfire in Latin America. Nationalism and federal subsidization of academic publishing, two things with a long history in Latin America, are driving this movement. The Latin American world is greatly interested in promoting and providing direct access to its societies’ products. While this is mainly positive, a negative effect has been the broad exclusion of Anglo titles and Chicano, Hispanic, and Latino literature from their databases. Most databases produced south of the U.S. border are collaborative ventures. Mexico and Brazil, the largest and wealthiest Latin American countries with the most prolific academic publishing traditions, are leading the way. They
have partnered with each other and with smaller neighbors to establish the largest journal directories known in Latin America, if not the world.

We in the U.S. and Canada can hardly afford to ignore this renaissance of information assembly, access, measurement, and dispersal that is occurring to the south. The exploding Latino college population in the U.S. is reason alone to familiarize ourselves with the Latin American databases. The major PBS series “Latino Americans” airing this fall highlights how the largest minority group in the U.S., now at 50 million people, continues to reshape our society. These people have a heritage that transcends the borders of our nations, and we as information professionals will need to serve them better.

**Portals to Portals**

The databases described in this section are, in a certain sense, incongruent with the emerging semantic web environment. As directories they introduce an additional degree of distance between searcher and item. The cost of this additional distance is time. The potential benefit is discovery. In essence, these portals are indirect pathways to journal home pages where free full-text articles can be accessed and downloaded.

**LANIC - Latin American Network Information Center, [http://lanic.utexas.edu](http://lanic.utexas.edu)**

LANIC has been around since 1992, the early days of the Internet. It is part of the Lozano Long Institute of Latin American Studies (LLILAS) and the Benson Latin American Collection at the University of Texas at Austin. LANIC groups together website URLs by country or subject, and is viewable in three languages (English, Spanish, Portuguese). It is a directory very much cut from the Web 1.0 mold, being similar to Yahoo with pre-determined or coordinated categories in which URLs are grouped. Rather than provide direct access to articles, LANIC offers links to additional virtual spaces that may or may not contain links to articles. LANIC promotes sites such as the Bibliografía Mesoamericana, which are gold mines of research for regional specialists. Another one of LANIC’s redeeming qualities is that it provides links to gray literature, museum and project web sites, and digitized archival resources. On the minus side of the ledger is the fact that LANIC has become a “link farm,” as a colleague of mine recently described it. It contains links to more than 10,000 unique URLs, most of which provide additional links and so on. This is not an efficient way to retrieve primary sources because it adds additional layers of search time and countless red herring distractions.

**LAPTOC - The Latin American Periodicals Tables of Contents database, [http://laptoc.library.vanderbilt.edu/query/basic_search.jsp](http://laptoc.library.vanderbilt.edu/query/basic_search.jsp)**

LAPTOC was created in 1994 by the Latin American Resource Research Project (LARRP), a collaboration of more than fifty ARL libraries. It was launched as a pilot project to provide greater bibliographic control and access to the extensive body of literature generated in Latin America. Today, LAPTOC is hosted by Vanderbilt University. LAPTOC allows one to search by journal, author, title, or country of publication the tables of contents of 975 journals published in 29 countries. It also includes bibliographic references to more than 340,000 articles. Most of the articles included in LAPTOC were published between 1994 and 2009. Nothing has been added since 2009. Its interface can be viewed in three languages (English, Spanish, and Portuguese). LAPTOC provides no subject indexing, no direct access to full-text articles, and is of course no longer current.


LATINDEX began in 1995 as a project spearheaded by the Universidad Nacional Autónoma de México (UNAM) and has been online since 1997. It has three purposes: (1) to be a directory of Latin American journals, (2) to provide an objective, non-citation based system for ranking the quality of each journal, and (3) to be a portal to journal websites
where full-text articles can be downloaded. LATINDEX’s strengths are its ease of use and the journal rankings, which provide valuable benchmarks of journal quality for librarians, editors, and publishers. Its weaknesses are: (1) it has no thesaurus-based indexing (it provides rough groupings by discipline only); (2) it has no subject, author, or title search capabilities across all journals in its directory, and (3) it is available in Spanish only.

**Thesaurus Indexed Databases**

The main attribute that distinguishes the databases in this section is their use of pre-coordinated subject and author terms. Both databases are produced in the United States. Items contained in them derive from scholarly publications of widely varying, but respectable quality. Nevertheless, a vast sea of Latin American publication is excluded from these databases due to their limited staff resources: subject indexing and expert annotation limit their capacities for expansion. Thus, these databases have become unofficial rating systems of what is and is not worthy of the attention of Western readers.

**HLAS – The Handbook of Latin American Studies, [http://lcweb2.loc.gov/hlas/](http://lcweb2.loc.gov/hlas/)**

Launched by the Library of Congress in 1936, the Handbook of Latin American Studies (HLAS) claims to be “the oldest and most prestigious area studies bibliography in the world” (Mundell, North, & Moyano Martin, 1996, p. 1). Unlike other databases described in this review, HLAS boasts a controlled vocabulary for indexing books, journal articles, book chapters, conference papers, maps, CD-ROMs, and web sites—uniting disparate formats, languages, and related terms in one search. Updated weekly, HLAS Online has been available since 1996. Volume 1 (1936) onward is searchable on the web. HLAS can also be searched from the bound volumes or on a CD published in Spain by the Instituto Tavera. Each HLAS entry is annotated by one of 130 academics from around the world. About 5,000 entries are added each year, with the print volume alternating annually between the humanities and social sciences. The online version can be searched by keyword, author, title, subject, and/or annotation. A glossary of subject terms is accessed via an associated link to provide researchers with searchable terms—these are the codes that combine items from vastly different time periods and languages. HLAS can be searched in English, Spanish, or Portuguese. One limitation of HLAS is that direct links to free full-text articles for the general public are not as common as one would like because many items remain shielded by copyright. For those with a password protected OPAC account, OpenURL links within HLAS allow one to access these proprietary articles directly with a “link resolver.” Open access Latin American titles are usually accessed by a link to one of the Latin American databases, such as SciELO.

**HAPI – The Hispanic American Periodicals Index, [http://hapi.ucla.edu](http://hapi.ucla.edu)**

The Hispanic American Periodicals Index, affectionately known as HAPI, is a paid subscription database that was established in 1974 at Arizona State University. For the last 37 years it has been the cornerstone of the publication arm of UCLA’s Latin American Institute. HAPI has been online since 1998 and contains some 300,000 records dating from 1970 to the present with full-text links to an estimated 100,000 articles. The database is updated weekly, and approximately 7,000 records are added annually. Like HLAS, HAPI’s principal emphasis is the humanities and social sciences, and fields such as anthropology and sociology are strongly represented. HAPI utilizes the volunteer services of some 35 dedicated Latin American librarians and scholars who provide subject indexing for around 400 titles (200 more are searchable but no longer indexed). An impressive, in-house regularly updated thesaurus enables search results to be collocated by pre-coordinated subject terms. Users have access to the thesaurus’ search terms by a link on the landing page (read “Help Using the Thesaurus” to see an example of how many items are missed by keyword searches or by searching with your own search terms). HAPI indexes a modest, yet important chunk, of the Latin American periodical literature for anthropology and sociology. Its greatest asset is its subject and author authority work (because author names change constantly in a region where people have two surnames or apellidos!). Its biggest weakness is its limited
coverage of the Latin American literature. Notwithstanding this, HAPI—along with EBSCO’s Chicano Database (UC-Berkeley)—are outstanding resources for researching Hispanic, Chicano, or Latino culture in the U.S. HAPI is searchable in English, Spanish, and Portuguese and is probably the only database that makes a resolute effort to index: (1) journals published in Europe, Asia, the Middle East, and Australia that are devoted to Latin America, and (2) journals published in small or poor Latin American countries with little academic production.

Non-Thesaurus Indexed Databases

The databases in this section are gaining a justifiable reputation for their broadly cast bibliographic nets. They attempt to capture the extraordinarily large, infinitely diverse varieties of scholarly literature published in Latin America. To call them “clearinghouses” would be a misnomer. Their structures are analogous to solar systems—although the work is centralized in large “home base” institutions, these institutions partner with smaller ones in neighboring countries so the region as a whole can benefit from promotion of its scholarly products. The breadth these databases achieve is tantamount to the precision they lose. Both rely on keyword searching. None have yet harnessed the intellectual and financial resources to provide the fine-grained topical indexing needed to draw together resources published in different languages (including French, German, Italian, Japanese, and the hundreds of aboriginal languages) and deal with synonyms or more complex content-related issues of aboutness, although BIBLAT has taken a step in this direction. Without question, their signature feature is open access. The volume of full-text items they offer trumps anything available in the U.S.

**BIBLAT** – [http://biblat.unam.mx/](http://biblat.unam.mx/)

BIBLAT is a federated search engine created and hosted by the Universidad Autónoma de México (UNAM) with federal government support. It searches two outstanding databases simultaneously: PERIÓDICA and CLASE. These two databases comprise UNESCO’s Global Open Access Portal for Latin America. Together they record more than 3,000 journals from 20 Latin American countries, offering 646,707 articles at the time of this writing, a third of which are available online for free. CLASE (Citas Latinoamericanas en Ciencias Sociales y Humanidades) was created in 1975 and is the database of greatest interest to ANSS librarians. It contains article citations and links from approximately 1700 Latin American journals in the humanities and social sciences—anthropological and sociological themes permeate much of this material. PERIÓDICA (Índice Revistas Latinoamericanas en Ciencias) evolved in 1978. Some of its content, particularly articles hailing from fields such as geology, biology, and medicine, are of potential relevance to archaeologists and biological or medical anthropologists. For this reason, the two databases can be profitably searched in BIBLAT. BIBLAT has a basic search screen for initiating keyword searches of journal, article title, institution, author, or topic. It also boasts an advanced search that limits the search to one of the two databases, journal name, country of publication, year, author, author’s institutional affiliation, country of the author’s institution, and discipline (e.g., anthropology). It provides links to full-text articles when available. Its search screen is in Spanish only. It has topical indexing but no indication of a thesaurus. Hence, the nature, quality, and consistency of this indexing are not explained to users. BIBLAT also has anemic coverage of journals published in non-Spanish languages. In fact, its content remains heavily weighted toward Mexico. Hence, the journal output of other Latin American countries is underrepresented.


Redalyc (pronounced “Red a LEEK”) is the brainchild of the Universidad Autónoma del Estado de México. Online since 2002, this database provides access to nearly 900 scientific journals and 300,000 full-text articles, more than half of which pertain to the social sciences (509 journals and 160,000 articles). Coverage spans from 2002 to the present. Redalyc differs from BIBLAT in that it includes Iberian titles from Spain and Portugal and achieves a decent balance
with Brazilian and South American periodical production. It also has an AND/OR Boolean search option on its advanced search screen. Redalyc collects a broad set of metrics that are useful for editors, publishers, and information scientists. Its main deficiency is the lack of subject indexing. The “subject” search option in Redalyc is actually a discipline search (anthropology, sociology, biology, art, law, geology, history, etc.), not an article content search by topic. You can see how useless this would be if you were searching for articles on street gangs in Rio de Janeiro, 18th century Argentinian land tenure, or marriage customs among Amazonian tribes. It does, however, guide users to many full-text articles, though it has fewer than BIBLAT in the social science category. The website can be viewed in English, Spanish, or Portuguese and Redalyc includes articles written in Danish, German, and Polish.

**Databases-cum-Repositories**

Three databases not yet mentioned are SciELO, Dialnet and CLACSO. Unlike the above, these databases double as repositories. Dialnet and CLACSO provide access to full-text theses as well as journals, books, book articles, and gray matter such as conference talks. Theses, dissertations, and raw data are now appearing in open access institutional repositories throughout Latin America—a veritable empirical boon to global social scientific research. Again, the principal traits distinguishing these databases are open access and the lack of authority control indexing (although, in all fairness, SciELO has made some strides in this direction). Without such devices one can swim in a vast ocean of information in perpetuity without finding exactly what one needs. These portals are mainly useful when one has developed a research topic or idea and already has a good sense of what one is looking for and who produced it.


Online since 1998, SciELO (pronounced “SEE eh low”) began as a cooperative undertaking between Brazil and other international Latin American organizations involved with scientific communication. SciELO is a web portal, database, and digital repository. It provides users with access to full-text electronic journals while producing usage and impact statistics for each journal title. Its interface is viewable in English, Spanish or Portuguese. By recent count, it contains 1,066 journals (approximately 443,168 articles) from all fields. SciELO offers keyword searching of title, author, and subject. But unlike other databases produced in Latin America it offers a full Boolean AND/OR/NOT search in fields such as subject, title words and abstract. It also provides users with extensive lists of approved subject and author terms. Unclear, however, is how the terms are generated. Like BIBLAT, the caliber of this authority control remains a mystery (there is certainly no mention of a thesaurus), but its mere existence is a plus. At any rate, if you are looking for items published in South America, especially in Portuguese, SciELO is a great place to look. SciELO supposedly covers all of Latin America, but numbers alone indicate that its Mexican and Central American content lags behind its South American offerings.


Dialnet is hosted in Spain by the Universidad de la Rioja. This free database is sponsored by the Fundación Dialnet, a cooperative of 58 universities, 15 library institutions, and 4 public libraries in Spain, Portugal, and South America, most of which are in Spain. At this writing Dialnet contains 8,832 journals and almost 4 million documents. Dialnet is a journal directory similar to Latindex, but it is not a “portal to a portal.” Rather, it is a repository that provides direct access to journal issues with links to each article, when available. Dialnet’s search screen is elegant and simple, and its main options can be viewed in ten languages. Unlike the databases described above, Dialnet provides access to recently digitized dissertations and theses produced in its partner countries. Its search capabilities are primitive, however. One should come to this website with a particular author, journal or article title in mind. Anthropology, sociology and criminal justice topics can only be searched under the broad headings “social sciences” or “humanities.” Additional
search optimizations are available with DialnetPlus registration, but authority-controlled subject and author indexing are nonexistent.


CLACSO is a non-governmental organization created in 1967 by UNESCO. It unites 320 research centers and 600 post-graduate programs in the Social Sciences and Humanities in 25 countries throughout Latin America, the Caribbean, the United States and Europe. Once a bibliographic database, CLACSO is now a digital repository. The repository is headquartered in Buenos Aires, Argentina. Its social science focus is of obvious relevance to ANSS librarians. CLACSO’s busy bibliographic website can only be searched in Spanish. But CLACSO need only be searched if one is looking for non-peer reviewed journal articles, books, unpublished documents, conference talks, theses, and multimedia. For peer-reviewed articles, simply search Redalyc, which has assumed stewardship over this portion of CLACSO. Finally, CLACSO has a tema or topic search, but provides no access to the list of terms and no assurance that they are precisely defined and consistently applied.

**Conclusion**

The electronic world is motile and often unreliable. This is especially true in Latin America, where web pages are particularly prone to temporary shutdowns, 404 page errors, and sudden, permanent disappearance. Bibliographic databases and repositories tend to be more stable. But some, such as LAPTOC, now experience desuetude (Mazurkiewicz & Potts, 2007). Others, such as HLAS and HAPI, have justifiably retained their reputations as stable gateways to high end Latin American academic sources. Yet these data sources only index the tip of the periodicals iceberg, and searching them effectively requires familiarity with their controlled vocabulary terms.

Information overload, dispersal, and chaff are intrinsic qualities of the Latin American bibliographic universe. Database directories and open access bring the magnitude of that problem into sharp relief. I cannot overstress the importance of knowing what you are and are not getting with each of these online resources. Thesaurus-based subject indexing, though slow and expensive, provides collocation of items that are written in different languages and describe the same phenomena in different semantic terms. Databases such as HLAS and HAPI, not only provide this indexing, but vet the scholarly quality of the resources indexed. Other search sites—BIBLAT (CLASE), Redalyc, and to some extent SciELO—provide exposure to a broader spectrum of items, but fail to offer powerful subject search collocation of synonymous topics in all languages. Interestingly, the databases described in this review can be bypassed if one knows the exact journal from which one wants an article—most journals published in Latin America have websites where their articles can be downloaded freely.

Curiously, as I have written this review, I have gained a greater appreciation for the irreplaceable value of traditional scholarly research methods: the careful scanning of bibliographies, communicating directly with subject experts, and deep reading of authoritative works. Of course, the needs of undergraduates who are writing term papers in the eleventh hour and of graduate students or scholars who are devoted to a topic for the long haul are fundamentally different. On this point, the words of Thomas Mann (2005, p. 108) ring ever true: an amateur researcher asks “What can I get immediately online?” and a professional researcher asks “What path(s) will lead me most efficiently to the best information, whether online or not?” The dizzying array of databases described in this review can be both tool and time suck depending on how well the research topic is defined, what the subject knowledge, technical search skills, and foreign language abilities of the seeker are, and what the researcher understands about the strengths and weaknesses of each database. The databases, important as they are, only provide one piece of any scholarly investigation.
In parting, two trends have surfaced here: (1) the movement toward open access (continued commercial barriers in North America and Europe notwithstanding) coupled with the universal shift to fewer search screens needed to obtain items, and (2) limited regard for, or in some cases complete abandonment of, authority control mechanisms for unifying related items in different formats and languages, and from different scholarly eras (where different terms describe the same thing). As an information specialist and scholar, I can scarcely think of a more disturbing convergence. What lies before us is an explosion of information with greatly inferior means to organize, sort, and retrieve it. In a way, online research has become analogous to digging a crater with a spoon in search of many widely scattered pebbles. A ground penetrating magnetometer would be of some help, but only if the pebbles were magnetized.

Acknowledgements

Gratitude is expressed to HLAS Social Sciences Editor Tracy North (Library of Congress), and HAPI Director Orchid Mazurkiewicz (UCLA) for clarifying details related to their respective databases. This review also benefitted immensely from the suggestions and constructive criticism of Jesús Alonso-Regalado, Bibliographer and Outreach Librarian for Latin American Studies at SUNY-Albany. Although this assessment represents my own viewpoint, I very much value the input of these dedicated colleagues.

References


## Appendix: Comparison Chart of Latin American Research Databases

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SCIENCE DIRECT FOR SOCIOLOGY AND ANTHROPOLOGY RESEARCH

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Introduction

When I talk to students and faculty about databases for sociology and anthropology research, I find that very few of them know about ScienceDirect. ScienceDirect is a great database to add to one’s toolbox, especially for studies in sociology and social topics.

ScienceDirect is a product of Elsevier. In total, ScienceDirect’s content provides electronic, full-text content coverage of over 2,500 scholarly journals and contains more than 11,000 e-books. As with many databases, Elsevier offers a variety of Science Direct packages, collections, and backfiles at different price points to meet the institutional needs of libraries and library users. The actual availability of full text will vary depending on the option(s) to which a library subscribes.

The database is divided into 24 subject categories, two of which are central to social and cultural research. As of August 2013, the “Social Sciences” category contains 751 journal and e-book titles, while “Psychology” contains 530. Here, I will be discussing only the category of “Social Sciences” but users should be aware that the “Psychology” category is equally important for sociological and anthropological topics dealing explicitly with human behaviors and the psychological mechanisms behind them. Figure 1 is a snapshot of the left column on the ScienceDirect main search page. At the bottom of the column, users can go directly to the “Social Sciences” section to browse journal titles and e-books in that category.

Review of Journals

As of this writing, ScienceDirect has 313 journal titles classified under “Social Sciences.” Largely an umbrella term, the social sciences category encompasses many different fields; journal subject matter varies. The majority of the journals

Figure 1: All 24 subject categories in ScienceDirect with emphasis on social sciences
are in English though some are in other languages such as German and French.

A positive attribute of ScienceDirect is that it contains several key journal titles that are fundamental to sociology as a discipline and many social topics that overlap with other fields of study. For example, the journals *Social Science & Medicine* and *Health & Place* are two central outlets for medical sociology and medical anthropology research. *Computers in Human Behavior* and *International Journal of Human-Computer Studies* are two significant journals for the social study of technology.

An additional strength is that the ScienceDirect platform itself is simple to use. Through the “Advanced Search” feature shown in Figure 2, users can limit their search results to the “Social Sciences” category only, or any combination of desired categories. Thus, an ideal way for users to start their search is to begin by selecting “Social Sciences” as a baseline, then adding other categories as appropriate to one’s topic. With this method, a lot of irrelevant results in the other categories will be filtered out automatically.

A weakness of ScienceDirect is that anthropology journals are sparse and those that are included are not crucial to the discipline. This is not to say that the articles in these journals are unimportant, but only that the journals themselves are not as seminal and highly regarded as those available in other databases such as AnthroSource or several of the JSTOR modules.

Another weakness is that not all social sciences journals in ScienceDirect are available up to the most current issue. Mostly, this is due to acquisition of a journal by another publisher. For instance, Bulletin of Latin American Research was acquired by Wiley-Blackwell from Elsevier in 2001; thus, ScienceDirect only covers access to the journal up to that time. In these instances when the publisher has changed, the new publisher and year of transition are noted on the journal page within ScienceDirect as shown in Figure 3. Similarly, the page will note if a journal title has changed names or been discontinued. For example, *Women’s Studies International Forum* was once known as *Women’s Studies International Quarterly* as shown in Figure 4.

Finally, neither the basic nor advanced search options allow users to apply a language limiter to their results. Usually, this isn’t much of a problem because if users were looking for articles on “gender” and “health” in, say, French, they would use the language appropriate search terms “genre” and “santé”—if they knew to do so. Some search terms, like “culture” for instance, are spelled identically in English and French, so users might get articles in both languages with no way to eliminate the undesired language results. So, the lack of a language limiter can be problematic.

![Figure 2: ScienceDirect advanced search screen](image-url)
Table 1 in the Appendix provides a selected list of 65 journal titles pertinent to the study of sociological and anthropological topics. Titles were selected based on two criteria: 1) journals must be published in English, and 2) journals must have a score on at least one of three journal metrics. The journal metrics reported are the Eigenfactor (EF) score, Article Influence (AI) score, and SciMago Journal Rank (SJR) score. EF and AI are each available on the Eigenfactor website, while SJR has its own site. These journal bibliometric tools are not part of ScienceDirect but are freely available online and easily can be used as a supplement to or alternative for the more popular—but proprietary and expensive—Journal Citation Reports (JCR) by Thomson Reuters. In addition, descriptive information provided by UrichsWeb and WorldCat (via FirstSearch) have been used to determine each journals’ specialized area(s) of sociology and anthropology. Journal titles in table 1 are clickable and open the journal’s page within ScienceDirect.

Review of E-books

Currently, ScienceDirect has 438 e-books classified under “Social Sciences.” As with the journals, e-book subject matter varies widely. Most are English-language titles but other languages are present, especially Spanish and Portuguese.

Concerning e-books, ScienceDirect covers criminal justice, criminology, and closely related fields well. The database also contains a selection of scholarly reference works that are sure to be helpful for library users at all levels. ScienceDirect e-books are in .PDF format and are easily compatible with tablets and e-readers supporting this format.

A major drawback is that e-books cannot be downloaded in their entirety at once. If a user wants an entire book they must download each chapter as an individual .PDF file. This makes it impossible to easily jump between chapters. Moreover, it is impossible to search within the whole book at once; if looking for specific terms, a user must conduct separate searches within each .PDF document. Figure 5 shows an example ScienceDirect e-book Table of Contents page and points out where to locate both the abstract and full-text of each section.
or chapter.

Another downside is that the number of reference works applicable to sociology and anthropology is small. As such, ScienceDirect is not an ideal reference resource, though the titles they do have are good ones. Users may find equivalent information in other reference titles by popular publishers such as Sage or Wiley. Also, librarians who use patron-driven acquisition (PDA) platforms would be wise to check if ScienceDirect e-books are available through them at a lower cost. E-book Library (EBL) from ProQuest, for example, is a great PDA platform having publisher agreements with Elsevier and offers a number of ScienceDirect titles through their service.

Also, there is large volume of non-English language e-books in ScienceDirect. This itself is not a drawback, but as already mentioned there is no language search or limiter option available. So, if a user is browsing for e-books within a category, they must sift through all titles, including those in languages they do not want.

Table 2 in the Appendix provides a selected list of seven e-book reference works related to sociology and anthropology. All titles are in English and the areas of importance were determined by the descriptive information provided by each e-book’s bibliographic record in ScienceDirect. E-book reference titles in table 2 are clickable and open to the title page within ScienceDirect.

Conclusion

Overall, ScienceDirect is a great resource to use when conducting research in sociology and anthropology. More specifically, users will find that the database caters more to sociological topics than anthropological ones, making ScienceDirect more appropriate for studies in sociology and social topics than anthropology. Notwithstanding, there are articles and e-books relevant for each discipline within the database.

I recommend ScienceDirect to all users interested in sociology and social topics, not as the first place to visit but, instead, as a high-quality supplement to other standard sociology databases. ScienceDirect is less reliable for anthropology and uniquely anthropological topics, I recommend it less to users needing information in these areas but do not completely discount it as a useful anthropology resource, either. In the end, ScienceDirect contains a great deal of peer-reviewed information on many social and cultural topics and cannot be ignored as a scholarly supplement to be used in conjunction with other sociology and anthropology resources.

Appendix

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

<table>
<thead>
<tr>
<th>Journal Title</th>
<th>ISSN</th>
<th>EF</th>
<th>AI</th>
<th>SJR</th>
<th>Area(s) of Sociology and/or Anthropology</th>
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</thead>
<tbody>
<tr>
<td>American Journal of Evaluation</td>
<td>1098-2140</td>
<td>0.00109</td>
<td>0.4944</td>
<td>0.68</td>
<td>General Social Science, Research Methods</td>
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<tr>
<td>Applied Geography</td>
<td>0143-6228</td>
<td>0.00187</td>
<td>0.6292</td>
<td>0.89</td>
<td>Geography</td>
</tr>
<tr>
<td>Archaeology, Ethnology, &amp; Anthropology of Eurasia</td>
<td>1563-0110</td>
<td>n/a</td>
<td>n/a</td>
<td>0.27</td>
<td>Anthropology, Archaeology, Ethnology, Asian/European Continental Studies</td>
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<tr>
<td>Bulletin of Latin American Research</td>
<td>1470-9856</td>
<td>n/a</td>
<td>n/a</td>
<td>0.18</td>
<td>General Social Science, Latin American Area Studies</td>
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<tr>
<td>Child Abuse &amp; Neglect</td>
<td>0145-2134</td>
<td>0.00764</td>
<td>0.9528</td>
<td>1.04</td>
<td>Adolescent/Family Studies, Psychology, Social Services/Welfare</td>
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<td>Journal Name</td>
<td>ISSN Code</td>
<td>Impact Factor</td>
<td>5-Year Impact Factor</td>
<td>Subject Areas</td>
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<td>---------------</td>
<td>----------------------</td>
<td>-------------------------------------------------------------------------------</td>
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<tr>
<td>Children &amp; Youth Services Review</td>
<td>0190-7409</td>
<td>0.00426</td>
<td>0.3448</td>
<td>Adolescent/Family Studies, Psychology, Social Services/Welfare</td>
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<tr>
<td>Cities</td>
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<td>0967-067X</td>
<td>0.00087</td>
<td>0.3317</td>
<td>Government/Communism Studies, Political Science</td>
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<tr>
<td>Computers in Human Behavior</td>
<td>0747-5632</td>
<td>0.00998</td>
<td>0.6800</td>
<td>Behavioral/Social Studies of Human-Computer Interaction, Psychology/Sociology of Technology</td>
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<tr>
<td>Current Opinion in Environmental Sustainability</td>
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<td>Developmental Review</td>
<td>0273-2297</td>
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<td>2.8165</td>
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<td>0.02994</td>
<td>1.3718</td>
<td>Social Aspects of Substance Abuse, Psychology</td>
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<td>Early Childhood Research Quarterly</td>
<td>0885-2006</td>
<td>0.00400</td>
<td>1.2682</td>
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<td>Evaluation &amp; Program Planning</td>
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<td>0.00160</td>
<td>0.3691</td>
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<td>0306-9192</td>
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<td>0.8670</td>
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<td>Futures</td>
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<td>Habitat International</td>
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<td>0.00202</td>
<td>0.4425</td>
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<td>0.9635</td>
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<td>Health Outcomes Research in Medicine</td>
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<td>n/a</td>
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<td>International Journal of Law, Crime, &amp; Justice</td>
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<td>0.60</td>
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<td>n/a</td>
<td>0.26</td>
<td>Underwater Anthropology, Archaeology, and Geography</td>
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<td>Journal of Income Distribution</td>
<td>0926-6437</td>
<td>n/a</td>
<td>n/a</td>
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<td>0.8010</td>
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<td>0.00961</td>
<td>1.7814</td>
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<td>1.23</td>
<td>Economic/Urban Sociology, Geography, Public Administration</td>
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<td>n/a</td>
<td>0.31</td>
<td>Anthropology/Sociology of Religion</td>
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Reproductive Health Matters 0968-8080 0.00289 0.7307 0.78 Medical Anthropology/Sociology, Public Health, Women’s Health
Research in Social Stratification & Mobility 0276-5624 n/a n/a 0.72 General Social Science, Inequality/ Stratification, Sociodemographics
Science & Justice 1355-0306 0.00094 0.4302 0.78 Criminal Justice, Legal Sociology
Social Networks 0378-8733 0.00478 1.7853 2.35 Anthropology, General Social Science, Networks, Social Psychology
Social Science Journal 0362-3319 0.00087 0.1796 0.26 General Social Science, Research Methodology
Social Science & Medicine 0277-9536 0.05559 1.2724 1.51 Health Psychology, Medical Anthropology/ Sociology, Public Health, Sociodemographics
Social Science Research 0049-089X 0.00651 1.0503 1.24 General Social Science, Research Methodology
Technology in Society 0160-791X n/a n/a 0.35 Social Studies of Human-Computer Interaction, Sociology of Technology
Value in Health 1098-3015 0.01110 1.0122 1.14 Medical Anthropology/ Sociology, Public Administration, Public Health
Women’s Health Issues 1049-3867 n/a n/a 0.71 Medical Anthropology/Sociology, Public Health, Women’s Health
Women’s Studies International Forum 0277-5395 n/a n/a 0.41 Feminism, Gender/Women’s Studies
World Development 0305-750X 0.01351 1.0689 1.49 General Social Science, International Development, Political Science, Socioeconomics

Note: EF and AI scores were obtained freely from http://www.eigenfactor.org/. SJR scores were obtained freely from http://www.scimagojr.com/. The scores have been provided here for bibliometric purposes. Consult both websites for details on how to interpret the scores. Also, see Acadia (2012), for further bibliometric discussion.

Table 2: List of ScienceDirect reference titles relevant to sociology and anthropology

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<th>Reference Title</th>
<th>ISBN</th>
<th>Area(s) of Sociology and/or Anthropology</th>
</tr>
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<tbody>
<tr>
<td>Encyclopedia of Archaeology</td>
<td>9780123739629</td>
<td>Anthropology, Archaeology</td>
</tr>
<tr>
<td>Encyclopedia of Infant &amp; Early Childhood Development</td>
<td>9780123708779</td>
<td>Adolescent/Family Studies, Child Development, Medical Anthropology/ Sociology, Social Services/Welfare</td>
</tr>
<tr>
<td>Encyclopedia of Social Measurement</td>
<td>9780123693983</td>
<td>Research Methods</td>
</tr>
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<td>Encyclopedia of Violence, Peace, &amp; Conflict</td>
<td>9780123739858</td>
<td>Criminal Justice, Economic/Legal Sociology, International Development, Political Science</td>
</tr>
<tr>
<td>International Encyclopedia of Public Health</td>
<td>9780123739605</td>
<td>Medical Anthropology/Sociology, Public Health</td>
</tr>
<tr>
<td>International Encyclopedia of the Social &amp; Behavioral Sciences</td>
<td>9780080430768</td>
<td>Anthropology, General Social Sciences, Psychology</td>
</tr>
</tbody>
</table>
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$3,000 and a plaque
Sponsored by YBP Library Services

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DEADLINE: December 6, 2013

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