



# ANSS CURRENTS

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

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## MESSAGE FROM THE CHAIR

Helen Clements

Again, Hello, everybody! I hope you're beginning to feel some spring in the air. This issue, I have just a few notes to share with you, and a couple of questions to ask.

Were you able to attend ALA Midwinter in Atlanta, and/or the ACRL 2017 Conference in Baltimore? Did you learn things that make you want to volunteer for an ANSS committee, or write an article for *Currents*? Please share with your fellow ANSSers!



Photo Credit by: Nina Thornton

Our membership numbers have increased very nicely! The January 2017 membership report shows us with 554 personal and 30 organizational ANSS members, for a total of 584. That's up about 8% since January 2016. Some of that "bump" may be due to 2017 being an ACRL year. But it also means that as a group we have a lot to offer, and people are noticing.

A special shout-out to the chairs of our committees, whose reports you'll see in the following pages. I was able to attend many of the virtual meetings for Midwinter. All of our committees are doing amazing work, from building our membership numbers, to offering useful information in articles, discussing developments in subject approaches to the social sciences, and aligning ANSS standards with the ACRL Framework.

We have finalized the schedule for the meetings at Annual (see schedule below). Our Executive Committee voted to hold all-committee meetings on Saturday morning this year in two sessions, from 8:30 to 10:30. Discussion Groups and Executive Committee are scheduled separately. This is an experiment that we hope will free up more time for all of us to pursue professional development ideas we gather from the meetings.

Speaking of amazing, we have another great program planned for Annual this year. The program, “Protest and Preservation,” will have two co-sponsors: the Politics, Policy, & International Relations Section (PPIRS) of ACRL, and the Gay, Lesbian, Bisexual, and Transgender Round Table (GLBTRT) of ALA. Our speakers will discuss the preservation of knowledge that springs from social activism—whether it’s a text or a tweet. They are Richard Gilman-Opalsky from the University of Illinois at Springfield, Robert L. Camina, a filmmaker from San Antonio, and Sonia Yaco, a librarian from the University of Illinois at Chicago. The program will take place from 1:00-2:30pm on Saturday, June 24, in the McCormick Place Convention Center.

And, of course, there will be the Social on Friday! Our social will include PPIRS to celebrate our Saturday program in advance. Finally, I’d like to say thank you with all my heart for electing me as your chair this year. It has been a wonderful experience to communicate with you and witness your energy and dedication. Even if times are trying, remember that our knowledge, our creativity, our honesty, and our fair-mindedness are needed by the people we serve.

-Helen

## ANSS PROGRAM AT ALA ANNUAL 2017

### PROTEST AND PRESERVATION

**Saturday, June 24th**  
1:00 p.m. – 2:30 p.m.



Panelists will explore the preservation of knowledge generated through social activism, including textual and non-textual knowledge, providing examples and explaining theoretical issues related to each. A variety of perspectives will be represented on the panel, including that of a political philosopher who has written about the preservation of non-textual knowledge, a librarian who has worked on a social activism collection, and a filmmaker who has documented the social activism of LGBT communities.

More information about the program and our panelists see: [Protest and Preservation LibGuide](#).

Sponsored by the Politics, Policy, & International Relations Section (PPIRS) with the Gay, Lesbian, Bisexual, and Transgender Round Table (GLBTRT) of the American Library Association.

## PRELIMINARY ANNUAL MEETING SCHEDULE

*2017 Chicago*

### Friday, June 23

Possible ANSS

Outing/Tour

ANSS Social

afternoon

7:00-9:00pm

All-Comm. (session 2)

Soc. Lib Discussion

ANSS Program

Cri. Just. Lib. Discussion

9:30-10:30am

10:30-11:30am

1:00-2:30pm

4:30-5:30pm

### Saturday, June 24

Conf. Prgm. Planning  
(Chicago, 2017)

Conf. Prgm. Planning  
(New Orleans, 2018)

All-Comm. (session 1)

8:30-9:30am

9:30-10:30am

8:30-9:30am

### Sunday, June 25

Nominating (2018)

Anthro. Lib. Discussion

### Monday, June 26

Executive

8:30-9:30am

4:30-5:30pm

8:30-10:00am



## COMMITTEE REPORTS

### CONFERENCE PROGRAM PLANNING COMMITTEE – 2017, CHICAGO

Heidi Johnson & Anthony Stamatoplos, Co-Chairs

The Conference Program Planning Committee for Chicago, 2017 met virtually several times over the past year to plan the 2017 conference program. The co-chairs confirmed that our proposal to receive funding for an official ALA program was accepted by ACRL. The conference program for this year is titled “Protest and Preservation” and will take place Saturday, June 24 from 1:00-2:30 PM. The program will explore the preservation of knowledge generated through social activism, including textual and non-textual knowledge, and will include examples and theoretical issues related to each. The committee also worked to create a pathfinder to accompany the conference program, which includes relevant resources and digital library collections. This program is also sponsored by the Politics, Policy, & International Relations Section (PPIRS) along with the Gay, Lesbian, Bisexual, and Transgender Round Table (GLBTRT). We hope you will join us for this timely program in Chicago!

### LIAISON COMMITTEE

Katie Elson Anderson, Chair

The Liaison Committee welcomed Melissa Chomintra as the liaison to the Academy of Criminal Justice Sciences (ACJS). Melissa is currently a librarian for the Las Vegas-Clark County Library District. She has a degree in criminal justice and experience in academic libraries working closely with the criminal justice departments. We look forward to supporting her efforts as the very first liaison to a criminal justice organization. Melissa joins Hailey Mooney (ASA) and Juliann Couture (AAA) as our wonderful ANSS

representatives to the discipline organizations. Please be sure to read their reports and updates on the [Liaison Blog](#). The committee welcomes suggestions and feedback for programs and activities for consideration.

### ACRL - AMERICAN ANTHROPOLOGICAL ASSOCIATION LIAISON REPORT

Juliann Couture, University of Colorado Boulder

The relationships I have built over the past few years positioned me to have a meaningful and productive AAA Annual Meeting experience centered around student learning and research and scholarly environment (ACRL strategic areas). In November, I attended the AAA Annual Meeting in Minneapolis with the goals of continuing the conversations around data management and open access and to participate in meetings related to my appointment on the Committee for the Future of Print and Electronic Publishing (CFPEP). I have focused my liaison activities around two points of the [ACRL Plan for Excellence](#); While I feel I have made great progress in the Research & Scholarly Environment part, the student learning aspect – forming strategic partnerships with higher education organizations – has been particularly challenging with AAA.

I attended the Teaching Anthropology Interest Group (TAIG) meeting where the main discussion topic was teaching during difficult times since this meeting took place only about one week after the presidential election. Much of the discussion centered around classroom activities and the role of anthropology during trying times; I was able to address some issues related to information literacy. After the meeting, I spoke with the outgoing chair of the interest group and talked some more about my goals for attending the meeting. She welcomed the idea of collaborating with librarians and encouraged me to write a post centered on information literacy situated within anthropology for the TAIG blog

which then could be highlighted on the TAIG listserv. She believed the post would begin a discussion among those who focus on the teaching of anthropology. Additionally, TAIG provided a list of teaching and pedagogy related sessions at the AAA meeting that assisted me in identifying sessions to attend; including one that focused on Participatory Action Research in educational contexts, and another session which focused on evolving teaching and research methods for anthropology education.

I have been working with the ANSS's Instruction and Information Literacy committee to recruit a few anthropology teaching faculty to determine next steps for Anthropology and Sociology Information Literacy Standards. While I was able to discuss this with a few faculty at the TAIG meeting and at other sessions on pedagogy and teaching I attended, people were not willing to commit without a defined plan but they did express interest in hearing more. After the meeting, I followed up with the co-chairs of the ANSS Instruction and Information Literacy committee regarding what I learned from my attendance at the AAA meeting and how to move forward to gain this valuable insight.

This year also showcased numerous sessions on scholarly communications issues including open access, data management, and the use and reuse of data. The Council for the Preservation of Anthropological Records (CoPAR) hosted a session focusing on the reuse of anthropological archives in the digital age. The session raised questions around what should be archived, how data should be made available, and what security and privacy concerns need to be addressed. This session featured an anthropology librarian exploring issues around the archiving and reuse of qualitative anthropological data. Another presenter was a graduate student who examined how digital data management is incorporated into anthropology graduate education and found that only 51% of graduate programs had any sort of research design course, and most did not address data management. The session raised many questions about the future of anthropological data and how researchers will be equipped to handle federal mandates. Another session organized by ANSS member Richard Freeman focused

solely on data management and examined ethics, organization, and access of anthropology digital files. One presenter advocated for data management and reuse in archaeology for the sake of teaching and he demonstrated how he used archaeological archival data in teaching undergraduate students.

In the past few years, two AAA sections moved their publications to open access (OA) platforms and at the annual meeting these sections, Society for Cultural Anthropology and the Society for the Anthropology of Work, facilitated a discussion on open access and options for moving an entire scholarly society portfolio to a gold OA system. This discussion included the founder of [Libraria](#), an open access publishing collaborative that aims to challenge traditional publishers but is still in its infancy. While there are AAA members who are strong OA supporters, the push to shift the AAA portfolio to an OA model relies on moral and ethical arguments without fully considering the financial implications to the scholarly society and assuming a certain level of financial assistance from library partners.

Prior to the start of the annual meeting, the AAA held an editor's forum which included CFPEP committee members, AAA leadership, and editors from 11 AAA journals. Presentations included an overview of open access options, examples of journals using different OA options, and issues to consider when thinking how to move forward as individual journals and as a larger portfolio. The AAA offers funding for journals to pilot new features or test different platforms to improve journal publishing. In one project, the editors of *Cultural Anthropology* tested a platform in partnership with Indiana University to make multimedia content available as part of the journal while also archiving the content. Many other journals were interested in the ability to integrate multimedia content into their journal articles and the association is using the feedback from this project to determine how to incorporate it at the portfolio level. Other discussions focused on how to cooperate across journals such as sharing a managing editor and how to have peer-reviewers participate across journals.

I participated in the CFPEP committee meeting. First, we changed the name of the committee to the Publishing Futures Committee (PFC), then we discussed how to proceed after the editor's forum and what additional information is needed to make informed decisions. What I have learned from participating in a committee of this type in a scholarly society is that there's a disconnect between how the information is produced and disseminated in journals, a disconnect in conversations that occur between the scholarly societies and publishers, and also how libraries purchase these journals from the publishers. Being a valued member of this committee provides me the opportunity to discuss library acquisitions procedures and the challenges that libraries face when scholarly societies enter into partnerships with traditional publishers without a full understanding of how the journals are packaged, marketed, and made available to library partners. Most recently, AAA announced that it renewed the publishing partnership with Wiley. Details of the project are just beginning to be announced, but part of the agreement includes the development of a subject-heading taxonomy for anthropology within AnthroSource.

I welcome any questions or comments you have regarding the connections I have built between ACRL and AAA. Are there parts that you would like to learn about in greater detail? If so, send a message to [juliann.couture@colorado.edu](mailto:juliann.couture@colorado.edu) and we can keep the conversation going.

## ACRL - AMERICAN SOCIOLOGICAL ASSOCIATION LIAISON REPORT

Hailey Mooney, University of Michigan

The main flurry of American Sociological Association (ASA) activity will be around the upcoming ASA Annual Meeting in late August, and I am pleased to report that I am planning to attend. My poster proposal for the Meeting was accepted! The poster is titled "Fake News and Information Literacy," and I will be presenting along with Shevon Desai, my colleague at the University of Michigan, and Heather Mooney,

sociology graduate student at Wayne State University (and my sister). We will be using the context of teaching about "fake news" and source evaluation to showcase the similarities between the ACRL *Framework for Information Literacy for Higher Education* and the *Sociological Literacy Framework* published by the Social Science Research Council. I also wrote a short article on the same topic for [Teaching & Learning Matters](#), the newsletter of the ASA Section on Teaching and Learning in Sociology (ASA STL). The article is titled "Teaching in a world of 'Fake News': Synergies between Librarians and Sociologists."

The choice to connect "fake news" to the information literacy and sociological literacy frameworks was made in order to build on the program of our ANSS Instruction & Information Literacy Committee. The Committee is working towards the direction of creating disciplinary companion documents for the ACRL *Framework*. I have made some connections within the ASA STL group in order to assist with this endeavor. Since we have been in the planning stages thus far within ANSS, I sent a mid-year update to the small group of ASA collaborators that I identified at the 2016 ASA Annual Meeting in order to ensure that everyone will continue to participate.

The other area of potential engagement with ASA is around scholarly communication. I have been following the news about SocArXiv, an open access pre-print server. SocArXiv launched last year and is hosted by the Center for Open Science. It is not an ASA initiative. However, last year ASA did start *Socius*, a new open access journal. At this point, I am just following the news around these activities to see if there may be an entry for engagement in the future.

Please be in touch with me ([haileym@umich.edu](mailto:haileym@umich.edu)) if you are planning to travel to Montreal to attend the 2017 ASA Annual Meeting. I would love to connect with other ANSSers at ASA! I would also be happy to chat with anyone who is interested in learning more or collaborating around work with ASA.

## MEMBERSHIP COMMITTEE

Jill Conte and Rui Wang, Co-Chairs  
Submitted by Jill Conte

Six members of the ANSS Membership Committee met virtually on Monday, January 9, 2017. The meeting kicked off with a review of the latest membership statistics. As of November 2016, ANSS had 526 members, an increase of 19 (3.75%) over 507 members in November 2015. Membership has remained steady over the past year, which led the group to discuss ways we can continue to recruit new members while retaining existing ones. The group also pondered various reasons why people drop their membership. On this note, the group discussed conducting a survey of section members to better understand membership trends that are specific to ANSS; this would supplement existing data it receives from the ACRL lapsed member survey. The remainder of the meeting was spent exploring potential content and timing for an ANSS 101 webinar, brainstorming new membership promotion ideas, and discussing a joint social with Politics, Policy & International Relations Section (PPIRS)—formerly Law and Political Science Section (LPSS)—at Annual in Chicago this summer.

## PUBLICATIONS COMMITTEE

Erin Pappas, Chair

ANSS Publications convened virtually on January 20, 2017 to discuss leadership of the committee, upcoming content for *ANSS Currents* and ANSS-web, social media engagement, and resource reviews.

Statistics showed a growth in traffic to the website but a slower growth of social media engagement overall. Past issues of *Currents*, which were scanned from paper originals, have been OCR'd and had personal addresses redacted. These files have been uploaded to ANSS-web and the original scans are stored in Dropbox. The online archiving of *Currents* is now complete.

In other news, *ANSS Currents* has undergone a leadership change. Mimmo Bonanni is now Editor, with assistance and input from Hailey Mooney, Jaimie Beth

Colvin, and Louisa McMurray. Meanwhile, moderation of ANSS-1 has passed to Erin Pappas. Other discussions involved upcoming content for future issues of *Currents*, including coordination with Resource Review. Our reviews to date have been much stronger in general social science, anthropology, and sociology than in criminal justice. If any ANSS-ers would like to contribute such a review, please contact any member of the Publications Committee to learn how.

## RESOURCE REVIEW & BIBLIOGRAPHY COMMITTEE

Sue McFadden, Chair

Five members of the Resource Review & Bibliography Committee met virtually using ZOOM software on Wednesday, January 11. Ideas for contributions to both the Fall and Spring 2017 *Currents* were discussed, with several proposals for resource reviews. Some ideas include a review of Kanopy, a virtual-video collection, the eHRAF resource; Criminal Justice databases; Center for Research Libraries (CRL) database, and a possible article by Julianne Couture, our AAA liaison, regarding “AnthroSource hacks.”

Helen Clements encouraged a return to stronger peer review of resource reviews, using a shared Google doc, with emphasis on the review process used for articles. The committee will write a document of the peer review process with timelines. Review [guidelines](#) are available on the ANSS website.

The committee also discussed possibly playing a stronger role with the ANSS Bibliographies. The topic will be raised at the upcoming Publications meeting. Bibliographies can be found on the [ANSS website](#). The meeting adjourned with a short discussion about committee membership and volunteers, and committee attendance at ALA and ACRL.

## REVIEW & PLANNING COMMITTEE

Miriam Rigby, Chair  
Minutes compiled by Carolyn McCallum

The 2016 ALA Midwinter meeting for the ANSS ANSS Review and Planning met virtually on Thursday, February 2, covering a range of topics including Program Planning; ANSS 101; the Criminal

Justice/Criminology Discussion Group; LibGuides; Webhosting; the ACRL Information Literacy Framework; and meeting logistics. Following up on our previous meetings, the Program Planning committee's work towards a promising sounding program for ALA Annual 2017 in Chicago was briefly discussed. The program will be cosponsored by ACRL's Politics, Policy, and International Relations Section (PPIRS) and the GLBT Roundtable. The program's focus will be on preserving social activism on the street and in writing. Next, the need for an online orientation to ANSS ("ANSS 101") was proposed, with two potential dates, either prior to the ACRL 2017 conference, or prior to ALA Annual. 2014 was the last time one was hosted, and it was well received. Separately, the Criminal Justice/Criminology Discussion Group's and the Anthropology Discussion Group's programming were reviewed, with the former being recently reinvigorated with Diane Fulkerson and Herbert McGuin at the stern, and the latter taking a pause over Midwinter due to scheduling issues, but with interesting topics brewing for Annual 2017.

In new business, a new working group was proposed to investigate LibGuides for showcasing various ANSS work. ACRL has contracted with LibGuides and is offering their use to ACRL Sections. A proposal for a new committee or interest group to be created to oversee this work will be presented at the upcoming Midwinter Executive Committee meeting. It was also suggested that the newly formed entity work with the Publications Committee. In addition to this potential change in web content, Anne Larrivee suggested that our section investigate the purchasing of a custom domain name for the ANSS site and then streamline and shift our content. It was discovered during the virtual meeting that one can purchase a personal site that includes a custom domain name through WordPress.com, who currently hosts ANSS's web site, for \$2.99/month with annual billing. This option would enable our site to have a more memorable name by the removal of the word "wordpress" without having to move our content to a new site. Helen indicated that this seemed doable as the section's budget has not been heavily encumbered this year, and that she would present the idea to the Executive Committee. Susan

volunteered to investigate whether other ACRL sections have their own domain names.

Rui Wang reported on the topic of adapting the ACRL Information Literacy Framework for disciplines. The Instruction and Information Literacy Committee (IILC) had met virtually on January 25. The meeting focused on preparation for developing the disciplinary companion documents for the ACRL Framework. Nancy Fawley (ACRL ILFSC) attended the meeting and gave ACRL updates at the beginning. Juliann Couture, Hailey Mooney, and Elizabeth Fox have made significant progress in reaching out to the three disciplinary associations, AAA, ASA, and ACJS, for the IILC. Most likely, faculty members from the three associations will join us when we start drafting the companion documents. The IILC sent out a survey soliciting ANSS member responses for developing disciplinary documents for the Framework. Of the 21 members who responded to the survey, there was a split opinion on whether we should create separate Framework disciplinary companion documents or a single document. The survey results strongly supported the idea of recommended assessments and methods/tools in the companion documents. The committee members will review the results and revise the survey to send it again in the spring of 2017. Priscilla reported that three committee members, Diana Symons, Pamela Upsher, and Gina Schlesselman-Tarango, have compiled an essential reading list for each discipline. Helen suggested the reading lists can be posted as part of ANSS's LibGuides.

A number of matters regarding meeting logistics were discussed. First, it was noted that some members may not have individual offices in which they can view and/or verbally participate in virtual meetings. Committee chairs need to ensure their meetings are recorded and that the meetings' chat transcripts are transcribed and available for the record. Much activity is taking place in the chat box during the virtual meetings. This has started to be implemented within ANSS, and in fact the full recording of this Review and Planning meeting can be accessed [online](#). The transcript of the chat portion was saved separately, but contains nothing significant in this case. Finally, at Annual,

ANSS will hold its first All-Committee meeting in which multiple ANSS committees will hold their meetings simultaneously in one large room. Two sessions will be held and chairs will determine which session their committees will attend. Overlapping committee meetings is a concern in switching to this model. Discussion groups for the three disciplines will be held at different times; there is talk about possibly hosting hybrid meetings. Executive Committee will still meet on Monday from 8:30am - 10am. The ANSS Social at Annual is set for Friday evening and will be held jointly with PPIRS.



## RBMS 2017 CONFERENCE

**EARLY BIRD DEADLINE MAY 19!**

**THE STORIES WE TELL**

**IOWA CITY, IOWA**

**TUESDAY, JUNE 20, 2017-**

**FRIDAY, JUNE 23, 2017**

<http://conference.rbms.info/2017/>

Conference housing, tours and workshops are filling fast for what is sure to be an exciting program in Iowa City. If you have yet to register, join us for all of the engaging plenary speakers, fantastic seminars and panel sessions, as well as interactive participatory, poster and experience sessions.

We look forward to seeing you there!

Melissa A. Hubbard and Juli McLoone  
RBMS 2017 Conference Program Planning  
Co-Chairs

## SUBJECT AND BIBLIOGRAPHIC ACCESS COMMITTEE

**Shonn Michael Haren, Chair**

The Subject and Bibliographic Access Committee (SBAC) held its Midwinter meeting on Friday, February 3. In the meeting, we discussed assisting scholars in proposing new LC Subject Headings in the Social Sciences, assigned the Cataloging Q&A's for February-June of 2017 and discussed the recruitment of new members to the committee.

The committee has decided to assist any scholars seeking to create new Subject Headings in the Social Sciences. This initiative came out of a conversation committee member Isabel Quintana had over the PCC listserv. As the process for creation of a new Subject Heading can be difficult to navigate, and requires someone with SACO approval (in our case that would be Isabel), we felt that the committee could be of greater service to the scholarly community if we offered our assistance. This assistance would take the form of performing the background research for LCSH proposals, which would then be shepherded through the process by Isabel. If you wish to begin the process of proposing a new LCSH, or know someone who does, please contact Shonn Haren, SBAC committee chair at [smharen@cpp.edu](mailto:smharen@cpp.edu).

The committee also approved the following topics for Cataloging Q&A's for the period of February-June 2017:

- February 2017: What are the Subject Headings and Name Authorities dealing with Nazism?
- March 2017: What are the Subject Headings dealing with fallacies or misinformation?
- April 2017: What are the Subject Headings used for works about medical anthropology/indigenous and/or folk healing?
- May 2017: What are the Subject Headings dealing with the Electoral College?
- June 2017: Online Culture, Social Media, and LCSH: Where are the gaps?

Finally, the committee noted that we have two members rolling off the committee this year, and we need to attract new members to the committee. So on that note,

if you are a cataloger, a recovering cataloger, or simply have an interest in how information is organized and would like to help other people understand it, please

contact Shonn Haren and join us! There are numerous opportunities for trade publication through our monthly Cataloging Q&A's!



## DISCUSSION GROUP REPORTS

### CRIMINAL JUSTICE & CRIMINOLOGY DISCUSSION GROUP

Diane Fulkerson & Herbert McGuin, Co-Conveners

The Criminal Justice & Criminology Discussion Group held a virtual discussion forum on February 7 focused on a variety of non-database resources available to students. Slides from the discussion were sent to the ANSS list.

For the discussion forum at ALA Annual in Chicago we will focus on one of the Frames from the ACRL *Framework for Information Literacy*, "Information Creation as a Process," and the ways we as librarians can help students identify information sources in different formats they can incorporate into their research.

### SOCIOLOGY LIBRARIANS DISCUSSION GROUP

Jill Conte and Susan Silver, Co-Conveners

The Sociology Librarians Discussion Group met virtually on Friday, January 27 to discuss the theme, "Are Your Databases Creeping?" The conversation centered around the fact that many databases, including *Sociological Abstracts*, are comprised of a wide range of resources and multidisciplinary materials, certainly more than ever before. In addition, there are now a larger number of social science databases available, with much more overlap between databases, discovery tools, and Google Scholar. While it is useful to have access to a large number of resources, it can be challenging and frustrating for students and faculty to identify relevant information. During the meeting, the group addressed the following questions: Is this "creep" phenomenon one that we as information professionals should be concerned about? How can we help students navigate databases to find relevant sources? Should information providers/vendors limit the amount and type of resources they make available through databases? How can we communicate these concerns to the American Sociological Association (ASA) and database providers? As a follow up to this meeting, it was suggested that the Discussion Group host a representative from ProQuest at our meeting at Annual in Chicago to talk about the concerns raised.

## ANSS MIDWINTER SOCIAL 2017

The ANSS Midwinter 2017 Social was held at Meehan's Public House in Atlanta on Friday, January 20.



*Photo credit: Jill Conte*

## WOMEN'S MARCH 2017 PHOTOS

ANSS member photos from the [Women's March](#) that took place throughout the country on Saturday January 21.





## NEWS & ANNOUNCEMENTS

### MEMBER NEWS

**Sarah Dahlen & Kathlene Hanson** have had their paper "Preference vs. Authority: A Comparison of Student Searching in a Subject-Specific Indexing and Abstracting Database and a Customized Discovery Layer" accepted by *College & Research Libraries*. Anticipated publication is September 2017. The [preprint](#) is now available on the C&RL site.

### ACRL Consulting Services

ACRL offers consulting and facilitation services delivered by a team of experienced consultant-practitioners and facilitators. Is your library:

- Embarking on an environmental scan or strategic planning to integrate with your institution?
- Engaging in organizational change or redesign of your library's structure or roles?
- Applying the ACRL Standards for Libraries in Higher Education?
- Planning and executing a library program review or preparing for accreditation self-study?
- Holding retreats for administrative teams, departments, or all staff?
- Growing the leadership abilities of your staff?

ACRL Consulting Services consultants can help you! We help plan, design, and facilitate academic library processes and events. To discuss your library's needs, contact Howard Prager at [hprager@ala.org](mailto:hprager@ala.org); tel. (312) 280-2511.

[www.acrl.org/acrl/consulting](http://www.acrl.org/acrl/consulting)



## MEMBER PROFILE



**DR. SUSAN L. SMITH**

**Head, Library Research Support Services  
University of North Texas**

*Interviewed by Rebekah Lee*

**RL** *How have you been involved in ANSS during your membership?*

**SS** I have been a member of ANSS for several years. I came about it kind of sideways. I attended a presentation at one ALA annual conference that was sponsored by ANSS that I thought was outstanding, so I joined up. Then they had an opening on that same conference program committee, so I volunteered. I have now served several terms and am the co-chair helping to plan for 2018 in New Orleans.

**RL** *What drew you towards a career in academic libraries?*

**SS** Per chance...I started my career in youth services in public libraries and then moved into adult reference, reader's advisory, and collection development. When my family needed to relocate to Florida, the real estate bubble had just burst and almost all public libraries had hiring freezes. So I applied for a job at a small university library and got it. I really enjoy helping others and seeing students succeed. I also love working with others who support students on campus to find ways we can partner to work better together.

**RL** *Besides your undergrad and graduate work, what drew you towards the social sciences in your academic research?*

**SS** I cannot discount my classes on research and statistics at the doctoral level; they shaped me as a researcher. That being said, I joke with fellow librarians about wanting to start the "Society for Better Research in Libraries Society." I try to apply social science research principles wherever I can to model good research and demonstrate the value of social sciences and evidence-based practice. I really believe that grounding research in theory and developing a model are key.

**RL** *What led you to pursue your Ph.D.?*

**SS** I connected with a professor from the School of Library and Information Science early in my undergraduate career. She sort of had her vision for my academic career and it included getting an Ed.D. and coming back to teach there. I remember participating in graduation when I received my bachelor's degree and seeing the doctoral students being hooded and thinking to myself, someday that could be me. Well, I didn't follow my professor's plan, but I did end up pursuing a Ph.D. for my own personal satisfaction. When I realized my GRE scores were going to expire, that motivated me to think hard about what I wanted. There were two library/information science Ph.D. programs in the area

but I wasn't that excited about them. I realized from working in public libraries that we are very library focused (as we should be) but I wanted to understand better the larger ecosystem that surrounded the library. My husband happened to see a blurb about a program in Public Administration and Policy that was located at a university even closer to our home, and the rest is history.

**RL** *With the knowledge you have now in your chosen career, what would you like to see more of in Library Science degree programs?*

**SS** I think this stems from my feelings about social science research, but many people I work with did not have a class in research or survey methods (even librarians outside of academia need to understand and conduct research and surveys). Perhaps more recently some focus also on data analysis, data visualization, and reporting.

**RL** *What do you love most about working at UNT?*

**SS** Hmm, that is a good question. I enjoy the unique opportunities my department and I get for looking at ways to provide service for faculty and graduate students. I love the people I work with and the opportunities you get when you are located on the campus of a very large university. More than anything though, just as I did as a student, I love the feeling of being in a place where there is such a singular focus on learning, research, and teaching. It is a different kind of energy than you get just about anywhere else.

**RL** *What is unique about Willis Library compared to the other libraries at UNT?*

**SS** It is the largest library on campus with 5 floors, and each floor has a distinct character or feel which is fun. Personally my favorite thing is The Study, the library-owned and -operated coffee shop that brews locally roasted coffee and stocks a large number of snacks and nibbles. One perk of being a library employee is free coffee from The Study!

**RL** *What projects are you working on right now?*

**SS** I have a couple of projects in the works right now. The one that is getting the lion's share of my attention is a study on undergraduate students, e-books, and technology acceptance. We have collected data from about 400 students but have yet to analyze it. I have motivation to get moving because our research team got a poster on this study accepted for ALA Annual in Chicago. I have the draft of an article about student retention and libraries I co-wrote with a colleague that needs to be revised and resubmitted for publication, a small pilot project on creating alternative readings for a class using freely available online resources, and the beginnings of a study on the value of public libraries to cities (and cities to public libraries).

**RL** *What trends do you see developing in academic libraries and how can librarians prepare for these changes?*

**SS** I don't know if it is a trend exactly in libraries, but the trends in higher education are important. Yes, student retention; yes, the shrinking population of high school students/potential college students; yes, college programs that lead to careers. The one I am most interested in right now that I don't think we have figured out yet is the jobless future, where automation and technology change the landscape of what it means to have a career and do work. What does that look like? So librarians can prepare by looking outside of our narrow scope/focus and seeing what others are doing and discussing. Who on your campus is talking about not just the near future, but also looking further out? What would libraries look like; what would librarians do in these situations? I find a lot can also be gleaned from public and school libraries in thinking about these things.

**RL** *What are some changes you hope to see in the academic library field?*

SS I don't know that this is a change exactly, but I hope that we don't get caught up so much in what's new and interesting or shiny, or in thinking we need to follow the crowd. I hope we remember our core professional values and keep looking for ways to capitalize on our strengths and sharing our stories. How are we empowering students and others to achieve their dreams?

## ACRL INSTRUCTION SECTION PRECONFERENCE @ 2017 ALA ANNUAL CONFERENCE

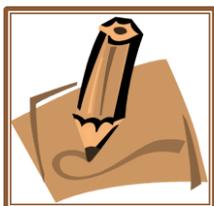
The ACRL Instruction Section is offering a full-day preconference in conjunction with the 2017 ALA Annual Conference in Orlando on Friday, June 23, 2017. Complete details, including descriptions, learning outcomes, and registration materials, are [online](#).

### **Going with (and Growing with) the Framework: Teaching Information Literacy with a Social Justice Lens**

Through panel presentations and hands-on workshops, develop strategies and approaches for teaching the *Framework for Information Literacy for Higher Education* that also incorporate a social justice lens. The transition from the Standards to the Framework has been challenging for many librarians, especially because the Framework calls for a conceptual approach to information literacy instruction, instead of relying on measurable, skills-based outcomes. Yet the Framework may provide opportunities for deeper, more transformative learning and challenge students to think more critically about their own power and privilege, as well as the lack of certain voices, within the information ecosystem.

The preconference will focus on those ways in which the Framework overlaps, or is compatible with, critical information literacy – information literacy that focuses more on social justice, specifically on challenging systems and structures of power associated with the information ecosystem and helping students reflect upon their identities and positions within those systems and structures. Presentations will focus on specific frames, such as Information Has Value and Research as Inquiry, using contexts that range from one-shots to credit-bearing courses to curriculum design at a variety of university and college settings.

Contact Margot Conahan at [mconahan@ala.org](mailto:mconahan@ala.org) or call 312-280-2522 with questions.



## ARTICLES

### TECH CORNER

#### TRUE OR FALSE? LCSH AND “FALSE INFORMATION”

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*Excerpted from an article that originally appeared in [anssacrl.wordpress.com](http://anssacrl.wordpress.com). Copyright 2017 American Library Association. Reprinted with permission.*

The Library of Congress is committed to maintaining objectivity in their subject headings. According to the Subject Headings Manual, instruction sheet H180.14: *Avoid assigning headings that label topics or express personal value judgments regarding topics or materials. Individual cataloger knowledge and judgment inevitably play a role in assessing what is significant in a work's contents, but headings should not be assigned that reflect a cataloger's opinion about the contents. Consider the intent of the author or publisher and, if possible, assign headings for this orientation without being judgmental. Follow stated intentions of the author or publisher in such matters as readership, audience level, treatment as fact or fiction, etc.*

This last sentence is important, because it instructs the cataloger to treat the work as the author intended in terms of whether the statements are fact or fiction. For example, for the text *Chariots of the Gods*, where Erich von Däniken discusses how extraterrestrials might have visited the earth thousands of years ago, the subject headings assigned are:

- 650 0 Civilization, Ancient †x Extraterrestrial influences.
- 650 0 Life on other planets.

The first subject heading correctly describes the subject of the book, without any guidance from the librarian as to the fallacy or veracity of this argument.

There are, of course, other books that deal specifically with fallacies. In other words the topic of the book, according to the author, is fallacies that are perpetrated in some way or form. For this, LCSH has the term:

**Common fallacies** (This subject heading may be subdivided geographically.)

This term is used instead of the following terms:

- Blunders
- Errors, Popular (This was the former heading for this concept.)
- Fallacies, Common
- Information, Misattributed
- Misattributed information
- Misconceptions, Popular
- Misinformation
- Mistakes, Popular
- Popular errors
- Popular misconceptions

There are two narrower terms as well:

- **History – Errors, inventions. Etc.**
- **Medical misconceptions**

This term is the subject heading on such books as:

*Fads and fallacies in the name of science* /by Martin Gardner.

*Popular legal delusions* /by Mark Rollinson.

*Heavenly errors : misconceptions about the real nature of the universe* /by Neil F. Comins.

However, as one can discern from the above examples, some books do not discuss fallacies in general, but rather fallacies in a particular field. Although there are two narrower terms above that cover fallacies about history and medicine, there are many other fields that are not covered. For example, our second and third examples above are on law and astronomy, respectively.

LCSH usually conveys the inaccurate or imprecise nature of the information related to a particular topic by using the subject subdivision *Miscellanea*. LCSH instructs us to use this subdivision as follows: *Use as a form subdivision under subjects for compilations of unusual or miscellaneous facts about the subject without continuous text as well as for works in a question and answer format.*

(The former term was *Curiosa* and *miscellanea*.)

So for the above titles, we could add:

- **Law—Miscellanea**
- **Astronomy—Miscellanea**

Although this is not actually equivalent to describing the information as erroneous, it is a convention used in LCSH.

There is also a broader term **Errors**, which has the following narrower terms:

- **Cataloging errors**
- **Common fallacies**
- **Error messages (Computer science)**
- **Errors, Scientific**
- **False alarms**
- **Journalistic errors**
- **Language and languages—Study and teaching—Error analysis**
- **Motion picture errors**
- **Photographic errors**
- **Postage stamps—Errors**
- **Sort errors (Computer science)**
- **Speech errors**
- **Spelling errors**

As can be seen, a number of these narrower terms also have a subject slant, and could be used for materials on fallacies in a particular field, such as journalism.

In the end the Library of Congress will provide subject access according to the author's presentation regarding the veracity of the statements. So, if a book has the title "The flat earth" and the author believes in a flat earth, the subject heading will be

- **Earth (Planet)—Figure.**

However, if a book has the title "The false notion of a flat earth" and the author seeks to prove the fallacy of the flat earth theory, the book will still have the subject heading

- **Earth (Planet)—Figure**, but it will also have the subject heading **Errors, Scientific**.

Using these guidelines, the Library of Congress manages to correctly identify materials that report on fallacies, as presented by the author, without making judgements as to the nature of the work.

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## ON “FAKE NEWS”

Hailey Mooney

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In this short article, I will share some of my interactions with and reflections on the “fake news” phenomenon. The quotation marks are initially included around the phrase “fake news” (and later removed for stylistic ease) to denote the multiple definitions of and uses for the term, including misinformation, disinformation, propaganda, and strategic insult. Fake news, as horrifying and ridiculous as it sometimes seems, is something of a panacea for librarians because it refocuses attention on the importance of source evaluation and information literacy. Our professional interests are directly linked to one of the hottest issues in current events. We can make our instruction even more relevant and make an even stronger case for the necessity of our expertise.

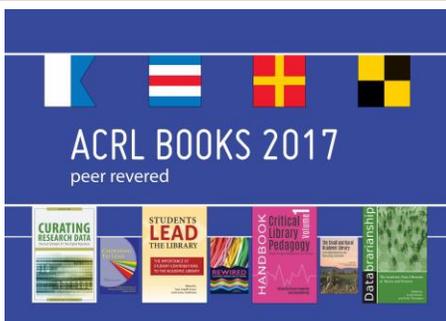
I personally became interested in the issue of fake news before the buzzword reached full saturation, in mid-2016 as the election season was gearing up for its full swing. I still have the sticky note where I wrote down a nagging question: *Where do Trump supporters get their information from? Why do they believe what they do?* I’m betraying my partisan leanings here, but the question works just as well posed from the other side of the camp. Since then, I’ve followed the news on fake news to the point where, at times, it felt like keeping up with fake news was taking over my life. As a related aside, information overload is another professionally and personally pertinent issue, especially in the current political climate.

My goal is to integrate my personal and professional passions into my daily work. So, late in the Fall 2016 semester, I was scheduled to teach a session for an undergraduate course in sociological research methods. When I had sat down to discuss the course with the professor months earlier, information evaluation arose as a learning goal. Nearing the date of the session, I consulted with the professor about integrating fake news into the discussion. This was my first opportunity to directly engage with a group of students about fake news. I had 80 minutes, so I set aside a portion of the class to use the lens of fake news in order to discuss information evaluation. I presented some information about fake news and then provided time for discussion. I asked the students some really big questions (What is the truth? What is a fact? How is knowledge created?), and then asked them to create a list of criteria you could use to determine if a source is trustworthy. In retrospect, the big questions were a little too big (understandably, students were at a bit of a loss as to where to even begin) and I may not use them again. But, I did learn a lot about student perspectives from the discussion around trustworthiness.

There were two main takeaways from the conversations I heard in that undergraduate sociology classroom. First, students are far more skeptical than I had realized. I was initially concerned about the need to make students question trustworthiness and authority. Now my main concern is around helping students to establish trust in the first place. Second, the seeming ubiquity of bias is a real stumbling block in ascertaining trustworthiness. That is, if everyone is biased then how can any author be impartial and present the truth of the matter? I was struck by one student’s claim that a female writer would probably not be trustworthy writing about feminism because she would be too biased.

In considering how to incorporate these observations into future iterations of instruction, I find it helpful to link back to the *Framework for Information Literacy for Higher Education*. The above takeaways both relate to the frame Authority is Constructed and Contextual. A deeper understanding of multiple indicators of authority, particularly outside of social identity, could help to ameliorate issues of bias and trustworthiness. The Authority frame also specifically mentions the need “to acknowledge biases that privilege some sources of authority over others, especially in terms of others’ worldviews, gender, sexual orientation, and cultural orientations” (which turns the females writing about feminism bias issue on its head, for starters). Likewise, emphasizing the frame Information Creation as a Process could be helpful. Understanding that certain types of information follow a creation process guided by review, editing, and striving for ethical integrity may help students develop some trust and confidence in their ability to sort the real from the fake.

I’m still deep in the process of developing my own understanding of the issues and controversies surrounding fake news and considering the best way to engage with students. As the ACRL-American Sociological Association (ASA) liaison, I will be presenting a poster at the upcoming ASA conference detailing the links between the ACRL *Framework* and the *Sociology Literacy Framework*. At my home institution, the University of Michigan, I am working with a team that developed a fake news mini-course proposal, stand-alone workshops, and is currently authoring a [LibGuide](#). The fake news issue has reinvigorated my teaching, specifically around information evaluation. I am looking forward to discussing fake news and hearing about your own engagement stories the next time ANSSers gather at ALA Annual!



## ACRL BOOKS

ACRL publishes a range of books to assist academic librarians in developing their professional careers, managing their institutions, and increasing their awareness of developments in librarianship, providing timely, thought-provoking, and practical content and research to academic and research librarians worldwide. Some recent titles:

- [The First-Year Experience Cookbook](#)
- [Students Lead the Library: The Importance of Student Contributions to the Academic Library](#)
- [Choosing to Lead: The Motivational Factors of Underrepresented Minority Librarians in Higher Education](#)
- [Curating Research Data, Volumes One and Two](#)

Interested in writing for ACRL? Contact Erin Nevius, ACRL’s Content Strategist, at [enevius@ala.org](mailto:enevius@ala.org) or (312) 280-2529 for more information, or visit [www.ala.org/acrl/publications/publishing](http://www.ala.org/acrl/publications/publishing) to learn more about our book publishing program and submit a proposal.



## RESOURCE REVIEW

### EVALUATING KANOPY'S STREAMING VIDEO SERVICE FOR ANTHROPOLOGY, SOCIOLOGY, AND CRIMINAL JUSTICE

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*Reviewed:* March 2017

*Publisher:* Kanopy, 781 Beach Street, Suite 410, San Francisco, CA, 94109, Phone: 415-513-1026

*URL:* <https://www.kanopystreaming.com>

*Per Program Cost:* \$150/title/year; \$350/3 years; \$450/5 years; Cost of individual collections varies

*Full Database Cost:* N/A

*Coverage Dates:* 1896-Present

### Introduction and Content

Kanopy began in 2008 as a vendor of DVDs serving academic libraries in Australia. Since then, having developed and introduced their streaming video service and relocated the company's headquarters to San Francisco, Kanopy has rapidly enlarged its customer base to over 3,000 academic libraries worldwide, including many in the United States.

With over 26,000 titles available for streaming, Kanopy's greatest strength lies in its wealth of documentaries such as *Killing Us Softly* and *Nanook of the North*. Also present are foreign films like *Rashomon* and *Wings of Desire*; early films such as *Birth of a Nation* and *Nosferatu*; and television series like PBS's *American Experience* and BBC's *Call the Midwife*. Content from well-known distributors like The Criterion Collection, First Run Features, New Day Films, Kino Lorber, The Great Courses, and Media Education Foundation (MEF) comprise a genuinely impressive range and depth of offerings. Films may be licensed individually ("à la carte"), by collection (e.g. the MEF Collection), or via a Patron-Driven Access program.

Kanopy's streaming video service includes ten basic subject collections:

- Film & Popular (7,976 videos)
- The Arts (3,318 videos)
- Business (898 videos)
- Education (398 videos)
- Global Studies & Languages (6,185 videos)
- Health (1,259 videos)

- Media & Communications (480 videos)
- Sciences (2,665 videos)
- Social Sciences (7,144 videos)
- Instructional Films and Lessons (1,579 videos)

Within each of these subject-based collections there are multiple sub-collections, or “genres,” of discipline-specific films. For example, 14 genres make up the Social Sciences collection, including Anthropology, Law & Criminal Justice, and Sociology, among others. Drilling down further, each genre is further subdivided into topical areas. Table 1 lists the topical areas covered under Anthropology, Sociology, and Law & Criminal Justice.

<b>Anthropology</b> (1,118 videos)	<b>Sociology</b> (801 videos)	<b>Law &amp; Criminal Justice</b> (295 videos)
<ul style="list-style-type: none"> <li>• Social/Cultural Anthropology</li> </ul>	<ul style="list-style-type: none"> <li>• MEF (Media Education Foundation) Collection</li> </ul>	<ul style="list-style-type: none"> <li>• Law Enforcement</li> </ul>
<ul style="list-style-type: none"> <li>• Indigenous Peoples of North America</li> </ul>	<ul style="list-style-type: none"> <li>• The Way We Live Series</li> </ul>	<ul style="list-style-type: none"> <li>• True Crime</li> </ul>
<ul style="list-style-type: none"> <li>• Indigenous Peoples of Australia</li> </ul>	<ul style="list-style-type: none"> <li>• California Newsreel Collection</li> </ul>	<ul style="list-style-type: none"> <li>• Prison</li> </ul>
<ul style="list-style-type: none"> <li>• Indigenous Peoples of Asia</li> </ul>	<ul style="list-style-type: none"> <li>• The African Americans</li> </ul>	<ul style="list-style-type: none"> <li>• Inside the Courtroom</li> </ul>
<ul style="list-style-type: none"> <li>• Indigenous Peoples of Central and South America</li> </ul>	<ul style="list-style-type: none"> <li>• The Latino Americans</li> </ul>	<ul style="list-style-type: none"> <li>• Drugs and the Law</li> </ul>
<ul style="list-style-type: none"> <li>• Indigenous Peoples of New Zealand and the Pacific Islands</li> </ul>	<ul style="list-style-type: none"> <li>• Our Families, Ourselves Series</li> </ul>	<ul style="list-style-type: none"> <li>• Prostitution and Sex Trafficking</li> </ul>
<ul style="list-style-type: none"> <li>• The CAAMA (Central Australian Aboriginal Media Association) Anthropology Collection</li> </ul>		<ul style="list-style-type: none"> <li>• Criminal Rehabilitation</li> </ul>
<ul style="list-style-type: none"> <li>• The Australian Institute of Aboriginal and Torres Strait Islander Studies Ethnographic Collection</li> </ul>		<ul style="list-style-type: none"> <li>• Serial Killers</li> </ul>
		<ul style="list-style-type: none"> <li>• America’s 60 Greatest Unsolved Mysteries &amp; Crimes</li> </ul>
		<ul style="list-style-type: none"> <li>• Thinking about Cybersecurity: From Cyber Crime to Cyber Warfare</li> </ul>
		<ul style="list-style-type: none"> <li>• Silk Series 1 (BBC TV series)</li> </ul>
		<ul style="list-style-type: none"> <li>• Silk Series 2 (BBC TV series)</li> </ul>

Table 1: Topical areas covered in the genre sub-collections of Anthropology, Sociology, and Law & Criminal Justice.

It should be noted that many films are cross-listed under multiple disciplines and thus appear in more than one subject collection. For example, the documentary film *Out in the Night: Criminalization of Race, Gender Identity and Sexuality* appears in three separate video collections: Film & Popular, Media & Communications, and Social Sciences. And within the latter Social Sciences collection, five genre sub-collections include that title among their films. This cross-listing can lead to some confusion as to the overall organization, structure, and breadth of Kanopy’s collections.

## Browsing, Searching, and Navigating

Searching and navigating Kanopy's streaming video database is easy and straightforward. The main webpage features a single search box in which to conduct a keyword search (Figure 1). Hovering over or clicking on the word "Subjects" to the left of the main search box initiates a browse of the ten basic subject collections and their respective genre sub-collections.

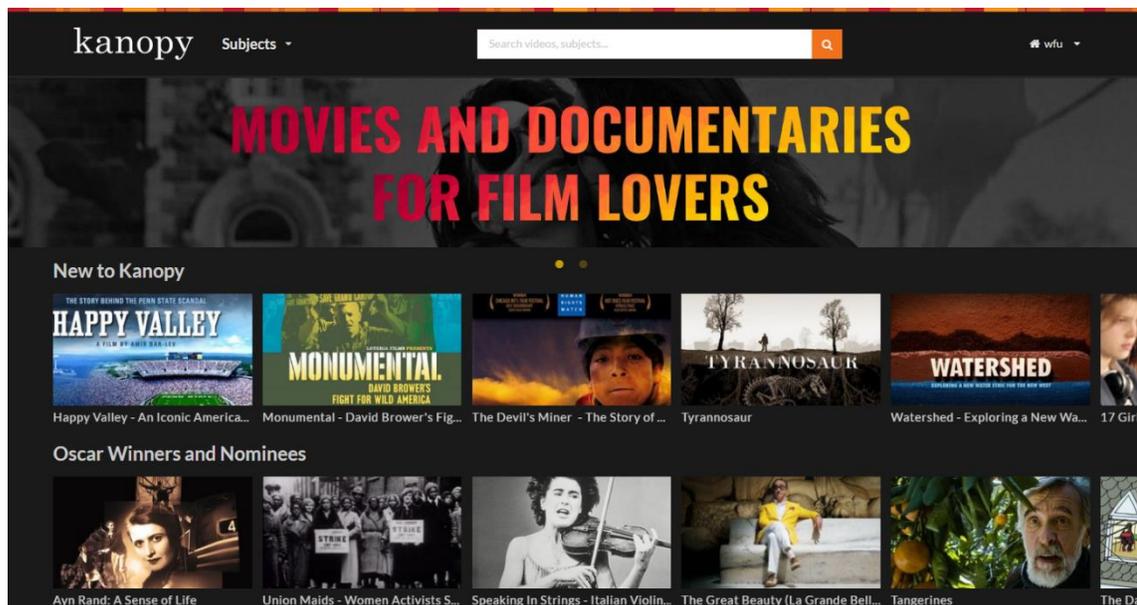


Figure 1: Screenshot of Kanopy's home page and single search box.

Lacking an advanced search option that utilizes multiple boxes, Kanopy users may still conduct keyword searches using Boolean operators as well as truncate keywords using the asterisk symbol (\*). They may then narrow search results by using the facets (e.g. Subjects, Suppliers, Filmmakers, etc.) displayed on the left-hand side of the screen (Figure 2). Some of the facet terminology in this area is arguably strange: to narrow results by distributor, one chooses "Supplier," while the "Features" facet narrows results by films' participants (e.g. actors, directors, etc.) featured in the films. Not every film in Kanopy's collection has closed-captioning, and thus the "Captions" facet provides an easy way to determine which films do and do not have this option available to viewers.

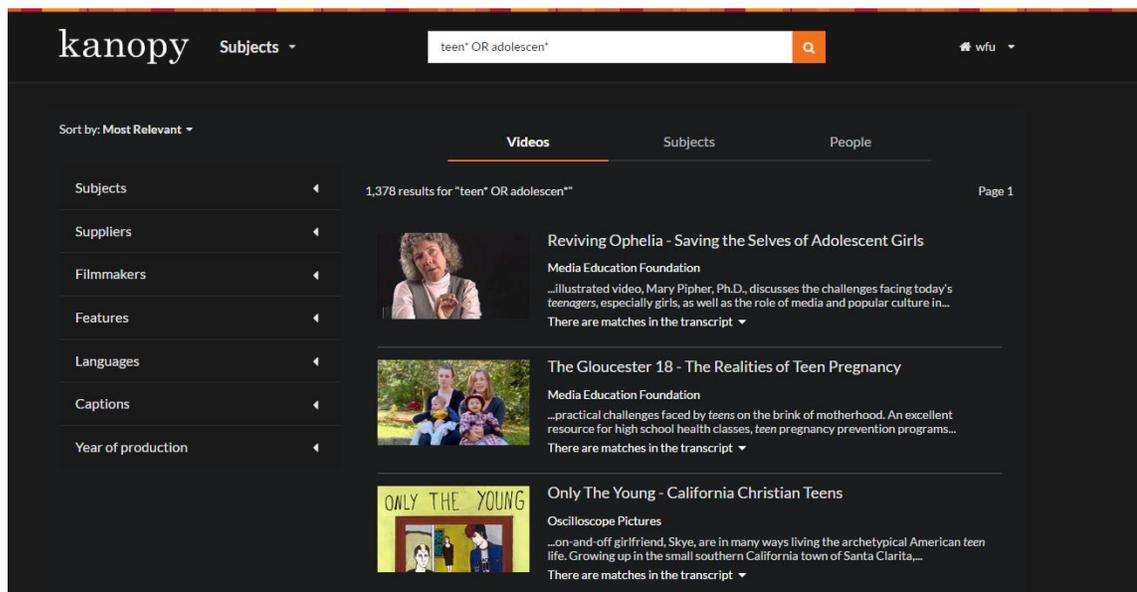


Figure 2: Screenshot of results retrieved from the search "teen\* OR adolescent\*". Facets for narrowing the 1,378 results appear to the left of the results.

An individual film's landing page (Figure 3) features a still image and brief summary of the film, its running time, its year of production, and the subject collection/genres to which Kanopy has assigned the film. An additional display of "Related videos" appears, as does a "People who watched this also watched" section. Users who choose to register for individual accounts may rate videos, post their thoughts in a comments section, and add videos to their personal watchlists. More importantly in an academic context, logged-in users may create custom video clips or playlists for use in instruction or class projects, and retrieve direct links and embed codes for those videos/clips. The tools for doing so are not particularly intuitive, and faculty are likely to require librarian assistance the first time they attempt to take advantage of these important features.



Figure 3: Screenshot of Kanopy's web page for the documentary film *Becoming Johanna: the Journey of a Transgender Teen*.

## Licensing and Access

Kanopy videos allow for unlimited simultaneous use with IP authentication, and, crucially, all videos feature Public Performance Rights. Unlike some streaming video platforms available to libraries, Kanopy offers no option for perpetual-access purchasing. Rather, videos and/or collections are licensed for one, three, or five-year periods. Some library customers might view this model skeptically if their collection development policies strongly favor the stability of permanent video collections. However, a major advantage of Kanopy's model is the potential for a lightweight up-front financial commitment, without over-investment in any particular titles or collections.

In addition to the option to license films and collections individually, Kanopy offers its popular Patron-Driven Access (PDA) model. Under this arrangement the library selects the subject areas it wishes to include, and Kanopy provides MARC records for the catalog. Four patron views of 30 seconds or more trigger a license for that video for the library. Invoicing for these licenses occurs on a quarterly basis, and the library may set a spending cap if it sees fit. At Wake Forest University, after 2.5 years of participation in Kanopy's PDA program, we seem to have reached something of a spending plateau: patrons trigger around 25-30 video licenses per quarter, with a very gradual uptick occurring over time. As such we have been able to budget with some confidence. Because many films are cross-listed under multiple subjects, exclusion of films in a given subject area from a PDA program is not as easy as it appears, and this is a minor irritation.

## Hosting, Dashboard, and Analytics

An important (and perhaps underrated) feature of Kanopy's platform is the option to upload non-Kanopy video files for hosting, so that they appear alongside a library's other Kanopy offerings. This is a good option to have, both in the cases of videos where the university is the rights-holder, as well as when the library buys a DVD accompanied by a digital site license. This relatively inexpensive service is likely to prove a more appealing option than in-house video hosting for libraries who lack a strong video-hosting infrastructure of their own.

The well-designed administrative area of Kanopy's website, known as the "Dashboard" (Figure 4), features lists of licensed titles and collections, information about hosted content, invoices, and usage statistics. The Analytics section of the dashboard offers an impressive array of usage statistics and data visualizations that serve as useful snapshots of patron engagement with a library's Kanopy offerings. This information is especially helpful in assessing an ongoing PDA program. The dashboard also features MARC record downloads, details of recently-triggered PDA titles, and expiration dates for currently-licensed titles and collections. Kanopy proactively sought library input in building this area over time, and it shows.

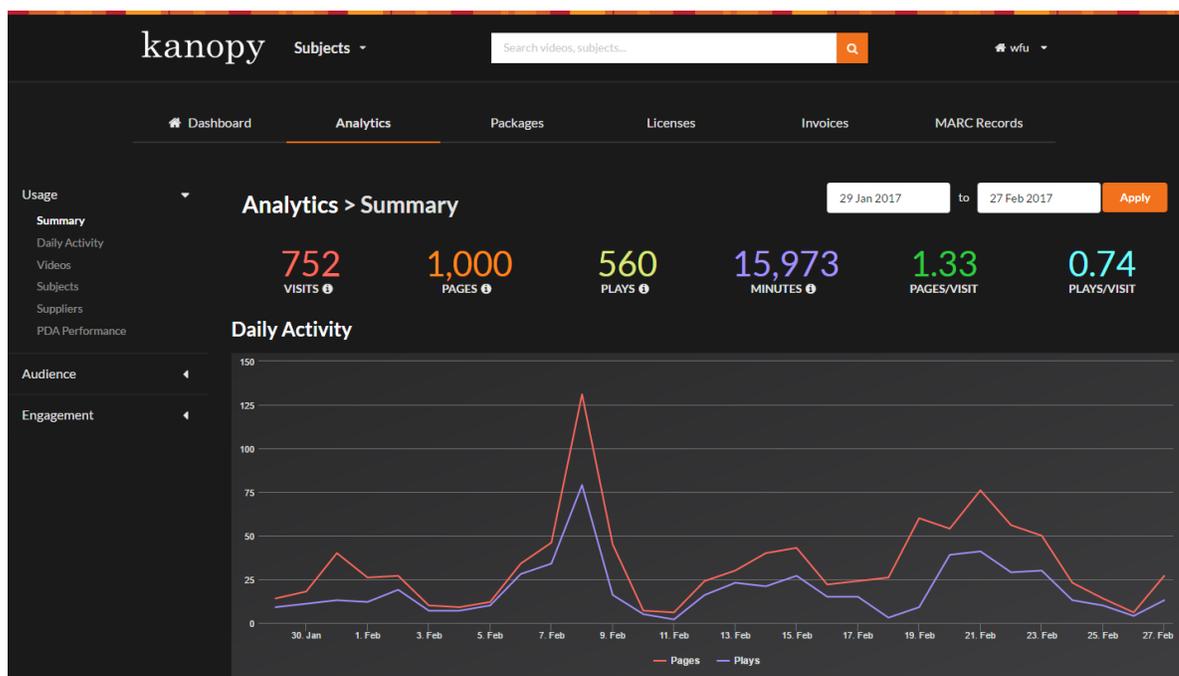


Figure 4: Analytics section of Kanopy's well-designed administrative Dashboard.

## Conclusion

In a fairly short number of years, Kanopy has become an essential feature of the educational streaming video landscape, and this has happened for a reason. Their collections are impressive and ever-expanding with the regular addition of major suppliers; the patron interface is slick and sufficiently Amazon-like; and back-end administration is easy. A few issues persist: some librarians will yearn for an advanced search option, and the site's organization and facet terminology are sometimes a bit opaque. Neither transcripts nor MARC records are available for every single title, though they are available for most. Video quality can be inconsistent, and this needs to be addressed. But in the big picture, all of these are relatively minor complaints. Kanopy's content is excellent, and its customer service has not suffered for the company's rapid expansion. Finally, it bears keeping in mind that this is still a fairly new product and company with room to grow.



## BRING AN ACRL ROADSHOW TO YOUR CAMPUS!

Looking to strengthen your library's professional skills? ACRL offers a variety of licensed workshops that can be brought upon request to your campus, chapter, or consortia. Led by expert presenters, these full-day immersive workshops are designed to engage participants and help academic librarians strengthen competencies in multiple areas of concentration. Contact Chase Ollis at [collis@ala.org](mailto:collis@ala.org) for details on pricing and how to bring a workshop to your institution. Current workshops include:

- Assessment in Action: Demonstrating and Communicating Library Contributions to Student Learning and Success
- Building Your Research Data Management Toolkit: Integrating RDM into Your Liaison Work
- Planning, Assessing, and Communicating Library Impact: Putting the *Standards for Libraries in Higher Education* into Action
- Scholarly Communication: From Understanding to Engagement
- Two Paths Converge: Designing Educational Opportunities on the Intersections of Scholarly Communication and Information Literacy
- Using the Framework for Information Literacy for Higher Education (Coming Summer 2017)

For more information about each of these workshops, including program descriptions, learning outcomes, and a sample schedule for the day, visit [www.ala.org/acrl/licensedworkshops](http://www.ala.org/acrl/licensedworkshops).

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