

Preliminary LPSS event schedule, 2011 ALA Annual – New Orleans

Saturday, June 25, 2011

8:00 –10:00 am

Executive Committee meeting

10:00 am –12:00 pm

All Committee meetings

12:30 pm –2:00 pm

Marta Lange luncheon

honoring Dr. Stephen E. Atkins

1:30 pm –3:30 pm

Section program: “The Legal
Consequences of Environ-
mental Crises: What Librarians
need to know about the Gulf
Oil Spill”

Consult the official ALA/ACRL schedule
for locations. Times listed there may differ
slightly from actual meeting times listed
above.

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How I Spent My Summer Vacation: reflections of a study-abroad librarian

By Catherine Shreve, Duke University

In recent years, librarians have taken a cue from news reporters and discussed the value of “embedded librarians” to support academic departments. Last summer, I had the unique opportunity to put the concept into practice through immersion in a study abroad course.

During my unpaid summer leave, I was hired by Duke’s Global Education Office to assist Professor Ken Rogerson’s new Duke in Venice course, The Art of Politics and the Politics of the Arts. It was the first time a Duke librarian has been included in a study abroad program, but it seemed a natural outcome of my years of liaison work as the Public Policy & Political Science subject librarian. The 4-week program--cross-listed in Public Policy, Political Science, and Visual Studies--attracted students from across the disciplines.

My role as program assistant started months before we arrived in Venice. As Ken developed the syllabus, I helped him find reading materials and classroom presentation aids. The ARTSTOR database proved to be a wonderful foundation for our slides. I tweaked the results to identify Venetian artists, and to create useful groupings, such as all the Tintoretts we might see in the Uffizi Gallery. Ken downloaded the musical pieces he wanted to his iPod, so we could play them on

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Letter from the Chair: Chris Palazzolo

Greetings!

I hope that everyone is surviving the rush and push of the spring semester! I have a mountain of last minute student requests and proposals that remain incomplete, but I am slowly working my way through them. Such wonderful paper ideas and topics to assist with and explore with students and faculty! Despite the hectic pace of this time, it is one of the most enjoyable for me as I engage with students.

I am very much looking forward to this year’s program on the legal consequences of the Gulf oil spill. The list of speakers mixes folks from the library world, government (the CRS), and policy experts to provide an informative infrastructure for research in the area of environmental disasters, public policy, and information dissemination. The program is an excellent example of how we, as librarians, are essential to scholarly research agendas with broad systematic legal and political implications. The program also highlights how we serve as integral players in the access and dissemination of research.

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An LPSS Member to Know: Brian Coutts

By Mara Degan-Rojeski

Brian Coutts grew up in Alberta, Canada and expressed an interest in politics from an early age. As a high school student, he participated in the Model UN Assembly and received a summer scholarship to the Vance School of Fine Arts for a program in international relations. His continued his education at the University of Calgary, receiving a BA in Latin American History in 1969 and an MA specializing in Central American History in 1972. Brian then pursued a PhD in Latin American History at Louisiana State University (LSU) and completed that degree in 1981.

While still completing his PhD, Brian agreed to act as the Research Archivist at LSU for one year at the request of the library director, thus beginning his career in library science. After completing his PhD, Brian decided to continue for his library degree, also at LSU, to ensure job security in an uncertain market for history professors. He received his MLS in 1983 and has worked as a librarian ever since.

Brian is currently the Head of the Department of Library Public Services at Western Kentucky University (WKU). For this position, he coordinates a large department of 17-18 faculty, 35 staff members, and 80 students. He also serves as the liaison and selector for History, Canadian Studies, Latin American Studies, GLBT Studies, General Humanities and the General Reference Collection. In addition to his regular duties, Brian also organizes two well known lecture series for WKU and wider community of Bowling Green. The library at WKU believes in outreach to the surrounding community through these types of programs.

Brian also has a strong record of professional service across ACRL. He joined LPSS in 2000 after feeling a bit lost in the larger ACRL sections. He found that the small size and welcoming members of LPSS made it a place where he could get involved. He has served on several LPSS committees, including Program Planning, Marta Lange, Membership, Nominating, and two terms on the board. He is currently contributing to the Program Planning Committee for the 2011 Annual Conference in New Orleans. Brian has also been very active in all facets of ACRL publishing, including servicing on the Publications Committee and the Editorial Boards of: Choice; College and Research Libraries; Publications in Librarianship; Rare Books and Manuscript

Librarianship; and RCL: Resources for college Libraries. He was also recently appointed to the Advisory Board for American Libraries.

Additionally, Brian has made time to undertake several research projects. His research interests focus on reference publishing for print and web resources, history reference sources, the history of Spanish Louisiana, the history of Belize, and the life and times of the Baroness Burdett-Coutts, 19th century British philanthropist. He has traveled extensively to support his research, including trips to Mexico City, Spain, and Belize. He has published several monographs, including 2004 and 1991 editions of *Reference Sources in History* and Belize edition of *World Bibliographical Series*. He also published numerous articles and books reviews. Brian has been selecting Library Journal's Best Reference Books of the Year, published every April 15, since 1986.

The smaller, friendly nature of LPSS drew Brian to the section and thinks that is a great section to participate in. He looks forward to younger LPSSers to coming up with exciting programs for future LPSS events.

Brian enjoys seeing theater productions and musicals, especially because his daughter is a stage manager at Goodspeed Musicals in New York.



Brian Coutts Member to Know, Spring 2011

Is there an LPSS member whom you'd like to know better through a profile in the LPSSNews?

Is there a member you could profile in 500-600 words who would interest the rest of the section?

Email your suggestions to the editor at <jrshepherd@csuchico.edu>.

Dr. Stephen E. Atkins named 2011 Marta Lange/CQ Press award winner

Dr. Stephen E. Atkins will be posthumously awarded the 2011 Marta Lange/CQ Press Award which honors an academic or law librarian who has made a distinguished contribution to bibliography and information science in law or political science. Dr. Atkins was the former curator of the Dawson Collection and French Studies and most recently, 1989-2004, Dr. Atkins was Head of Collection Development, both positions were held at Texas A&M University, College Station. Dr. Atkins served in this position until poor health forced him to step down.

The award will be presented posthumously at a luncheon to be held 12:30 pm—2:00 pm. Location and registration information forthcoming.

Sovereignty, LibGuides, and Natural Disasters

By Lucy Lyons

"Up, Down, and Sideways: Sovereignty and Its Challengers," political unrest and natural disasters, and, yes, even LibGuides were featured at the Fifty-Second Annual Convention of the International Studies Association (ISA) in Montreal, Canada, from March 16th to the 19th. This year, the ISA offered over 1,000 panels and roundtables. Many addressed the theme "Global Governance: Political Authority in Transition." Supranational, regional, and private entities are increasingly taking over roles once filled by national governments to deal with growing worldwide issues such as climate change, migration, nuclear containment, and the privatization of security. Panels on topics such as these inform us about the most recent trends in international political studies scholarship and are the best reasons for attending the ISA.

That said, it is not the intellectually engaging panels that are the focus of this yearly ISA report. Instead, this report covers a LibGuide presentation. Although not all LPSS members use LibGuides, it was a surprise to find

mention of this software (and "Librarians") in the title of a presentation at a political science conference and the discussion may be of interest to all.

Active Learning in International Affairs, one of twenty-five ISA sections and caucuses, sponsored "Expanding the Pedagogical Toolkit: Evaluating New Tools." Panelist Jonathon S. Miner presented "LibGuides and the Information Literate Student of International Affairs: How Can Faculty and Librarians Best Coordinate Their On-Campus Use?"

For Miner, LibGuides are the complete communication tool. He uses them to instruct students on how to access, evaluate, and ethically use resources as well as to provide students with links to data and journals. In addition, he posts all of his syllabi and class assignments on his course guides. (See, for example, "[Global Issues](#).") LibGuides have also been developed as advisement communiqués by his department, whose guides include pages

on internships, course requirements, and more.

Without getting into specifics, Miner identified two weaknesses of LibGuides: (1) causation and (2) bias. In regard to the first, it remains unclear if the use of LibGuides improves student scholarship. Miner is considering surveying students in an attempt to measure this. In regard to the second, he wondered about bias in the selection of content for the creation of each guide. (Why we might expect more bias in LibGuides than in the selection of assigned readings in syllabi was not discussed.)

Unfortunately, Miner had to rely on screen shots shown on PowerPoint slides. For those who are unfamiliar with LibGuides, it was perhaps difficult to comprehend or conceptualize the functionality and features of the software. Some audience members seemed not to comprehend the live links to local resources, audio, video, reuse and other capabilities provided

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Thanks to the award committee for its work in selecting this year's CQ/Marta Lange recipient, Stephen Atkins. I hope to see many of you there! Remember to check out the LPSS page for more details about the date and time of the reception/luncheon: <http://www.ala.org/ala/mgrps/divs/acrl/about/sections/lpss/index.cfm>. The official ALA announcement can be found here: <http://www.ala.org/ala/newspresscenter/news/pr.cfm?id=6519>.

There are a number of topics and areas of discussion in which I would like to see LPSS involved (albeit I will leave it to my successor, Chad, to establish priorities for the section), including ebooks in the social sciences (access and collection implications), issues of data management and curation (primarily through collaboration with other sections), emerging roles for subject specialists, and graduate research competencies. I hope that we can continue the tradition of roundtables to discuss said professional issues. And of course, the programs continue to serve as an excellent means to increase our subject knowledge and participate in scholarly discussion.

As always, I am very appreciative of all the hard work that the committee chairs and members do all year round. Thanks for your dedication and time. I look forward to hearing about your work! If you have not already noticed, our publications committee has changed its name to the Communication and Publications Committee so as to better reflect its major undertakings which not only include the newsletter, but other communications such as through the website and ALA Connect. Thanks, Chad for spearheading this change.

I look forward to seeing everyone at Annual in steamy New Orleans this June!

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my portable speaker in the Venice classroom. As Ken built the Blackboard course site, I created a [library guide](#), and adapted the syllabus links to Duke library resources so we could draw on them seamlessly from overseas. Ken also created a [Duke in Venice 2010 Facebook page](#) that we all used to share pictures and information, and organize travel. In the Venice classroom each morning, Ken used technology and interactive learning methods to engage the students. With iPod, PowerPoint, YouTube, web sites, and small-group exercises enhancing the lectures, we built bridges from the familiar to the historical material. Current American examples led to comparisons to the Venetian history we were learning. Each afternoon, I went on a treasure hunt to find and format for classroom use dozens of items—video clips, audio clips, pictures, lists, web sites—showing everything from La Fenice opera house in the 1800s to the Bunny of Seville cartoon, and from the Hunchback of Notre Dame's 'Topsy Turvy' song to historic pictures of carnevale. From these attention-getting examples the class was easily led to discussions of the pressure on nationalist composers and artists, the role of public and hidden transcripts, forms of protest, government censorship, and more.

As my role evolved into an all-in-one librarian/research assistant/teaching assistant, I became a consultant for the students, too. I troubleshoot Internet connections and electronic access; clarified points on citing sources; and accompanied them on Venice art-seeking explorations. After grading and giving feedback on their first papers, I was gratified to see improvement on the next. By the end of the program, it was clear that they were using the library guide and Duke Libraries databases for their research.

I relished creating my unique role in the program, using my professional skills, life experience, and sometimes, I admit, maternal instincts. My involvement enhanced my departments' perception of me as their liaison—I have since been consulted by others about their teaching and research abroad. The library also benefited from a public relations piece for [Duke Libraries Magazine](#). I hope my experience will inspire others to find creative means of assimilating librarians into courses and programs.



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by LibGuides. This was apparent when one person suggested that it would be simpler to create a Word document of assignments and instructions, "save as" an html file, and—voilà—one would have an instant webpage that accomplished the same.

The discussion was notable for several reasons. The Discussant argued that LibGuides make assignments too easy for students and, as a consequence, they do not learn how to conduct research on their own. This is not an uncommon perspective. It was odd, however, that she glowingly referenced other research guides that differ only in type of software. I suspect that she equates LibGuides per se with dumbing-down, yet continues to appreciate the value of research guides generally. Unlikely as it seemed, in the

end she advocated a kind of compromise by suggesting gradations of LibGuides—more instruction on guides aimed at lower undergraduates, less detail for upper classes.

My own position is that we need to acknowledge that research is more complicated now than it was when the only sources available to consult were the catalog, for book and journal titles, and a few indexes. This is not an endorsement of LibGuides; personally, I preferred my web-based guides that required fewer clicks to access resources than do LibGuides. I suggest that the necessity and utility of guides to research has increased—if not for our constituents, than for us. It is a bit embarrassing to confess, but due to the huge range of choices in resources, I rely heavily on my own guides when conducting consultations.

A final criticism of LibGuides was that their development takes too much of faculty time. This brings up a disappointment in the presentation. The subtitle ("How Can Faculty and Librarians...") was not addressed. When I questioned him about it, Miner mentioned that he collaborated closely with librarians in the creation of his guides. But he did not elaborate on that or note that while LibGuides take some time to design, they are quite easy to make and take little time to edit. It would have been interesting, and gone some way in addressing the concern about faculty time, to hear more about the role librarians can take in this endeavor... be they LibGuides or some other type of research guides.

APSA: Change, Flexibility and Global Issues

By Mara Degan-Rojeski

This February 11-13, teachers of political science gathered in Albuquerque, NM for the eighth annual Teaching and Learning Conference (TLC) of the American Political Science Association (APSA). This year's theme was "Making Sense of Politics and Political Science." The sessions of the conference highlighted the changes that Political Science Teaching is facing and demonstrated flexibility, as impromptu discussions on current issues made for an engaging conference. This conference is generally much smaller than APSA's Annual conference held in September and consisted of approximately 360 attendees and presenters.

While the conference mostly consists of track breakout sessions, it also included several plenary sessions for all attendees. The opening session featured remarks from APSA President Carole Pateman that spoke to the general state of teaching and learning in political science, focusing particularly on changes. Changes mentioned by Pateman included demographic changes in the individuals making up the field and technological advancements. The conference also hosted a lunchtime plenary roundtable entitled "Strategies for Responding to Challenging Issues in the Political Science Classroom," which included extensive audience participation. The Pi Sigma Alpha Keynote Address and final plenary session was "Helping Students Makes Sense of a Changing Political World" from Professor Jane Y. Junn. Professor Junn's address focused on diversity in the profession and the profession's handling of diversity thematically. Recorded sessions are available at http://apsanet.org/content_69203.cfm.

The conference also demonstrated its flexible and adaptive nature by arranging a relatively impromptu discussion called "Revolution 2.0," which focused on recent events in Egypt and the Middle East. This dynamic session had several special participants who were visiting scholars from the Middle East, allowing them to add their unique perspectives to the discussion. Many points in the discussion also covered the role that information technology played in the events in Egypt, pointing to another area that may offer areas for collaboration between information professionals and those in the Political Science field.

The TLC uses a tracked conference structure, where each participant/presenter selects a themed track. Each participant is required to attend all the track sessions, creating a cohort feel among track members. As the ACRL liaison to APSA, I participated in the Integrating Technology into the Classroom Track, moderated by Derrick Cogburn of American University and Syracuse University. Presentations for the track included topics such as an Internet focused education in Political Science, using blogs and other online discussion techniques to enhance student participation, simulations using tools like DrupalGarden, and global collaborative learning initiatives. Central themes that followed many discussions were strengths and limitations of available tools, institutional structures dealing with technology, student privacy, assessing the effectiveness of teaching with technology, and accessibility of learning technologies for students with disabilities.

The participants of the 2011 TLC demonstrated an in-depth understanding and awareness of the current issues in teaching Political Science. The break-out sessions focused on a variety of issues in teaching political science to students. However, sessions such as the "Revolution 2.0" show that teachers of politics science are still working to make sense of politics themselves.

Guidelines for contributors

The deadline for the next edition of the *LPSS News*, subject to decisions by ACRL, will be around Oct. Expect to receive that *News* by mail about mid-November. For next spring's edition, figure April and mid-May, respectively.

Email articles, illustrations (*at least* 300 dpi resolution), and correspondence to the editor at jrshepherd@csuchico.edu.

Length: most articles should run fewer than 400-600 words.

Write in short paragraphs. Use the most direct, energetic style you can muster. Have a point, and don't be reluctant to have a point of view, too. Write as an analyst or critic, or at least as a journalist, not a booster.

Write to be useful to the membership. The format and publication frequency make features, not old news, the strength of the newsletter. The LPSS listserv is the best place to post, discover, and comment on breaking events. Our website is the natural location of our official reports and meeting minutes. The LPSS wiki will become what you make it.



Law and Political Science Section Annual Program

The Legal Consequences of Environmental Crises:

What Librarians Need to Know
about the Gulf Oil Spill

Speakers:

Jenna Ryan

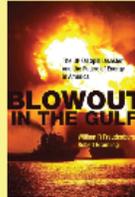
Louisiana State University Librarian

Robert Gramling

Author of *Blowout in the Gulf*

Jonathan Ramseur

Coordinator Congressional Research Service,
Specialist in Environmental Policy



New Orleans
Saturday, 25 June
1:30-3:30 PM



LPSS at ACRL in Philadelphia, 2011

Photos by John Hernandez

Happy Hour



Poster Session



Round Table Discussion



Join the LPSS listserv

The listserv is the place for section announcements,
news, and discussion.

To subscribe see the LPSS homepage:
<http://www.ala.org/acrl/lpss>

Select: About Us

The LPSS website is the official repository of the minutes of
the meetings of the LPSS executive committee and of the gen-
eral membership. Get the gritty details of LPSS in action at
<<http://www.ala.org/acrl/lpss>>.

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Contacts:

Editor: Jodi Shepherd <jrshepherd@csuchico.edu>

Meriam Library

California State University, Chico

Chico, CA 95929-0295