Biblio-Notes

Notes from the Chair

(Photograph provided by Melissa Van Vuuren)

Dear LES Members,

I hope each of you is taking time to breathe in the fall air and take moments of rest now that we've made it through the rush of September and the start of yet another fall semester. Over the years I've found a certain amount of comfort in the ever-changing yet predictable rhythms of the academic year. Right now I'm shifting my focus towards collections and am already looking forward to upcoming Midwinter meetings. This ALA Midwinter marks the second virtual conference for LES. As with last year, we are holding the LES meetings virtually this year. I hope this will allow many of you to participate in the section without the financial burden of physically attending the conference.

To support our virtual meetings, the LES Executive Committee voted to renew its subscription to WebEx. The committee chairs and discussion group leaders are working right now to schedule the virtual meetings. Once the meeting times are settled, we will be sure to post them on both LES-L and on ALA Connect. Much gratitude goes to the LES Virtual Participation Committee (David Oberhelman, Chair) for helping us to stay current with virtual meeting tool options and for doing much of the legwork that enables us to meet virtually yet again. The Virtual Participation Committee will also be developing a survey after Midwinter to poll the LES membership to determine whether we want to continue with all-virtual meetings.

I'd like to thank you all for a very successful annual conference, including a preconference and conference program. At the 2012 ALA Annual Conference in Anaheim, the preconference on "Digital Humanities in Theory and Practice: Tools and Methods for Librarians" (Angela Courtney and Harriett Green, Co-Chairs) and the conference program on "Fair Use, Intellectual Property, and New Media" (Shawn Martin, Chair) were both rousing successes. The preconference reached capacity with 60 participants, and the conference program was heavily attended, with attendees spilling out into the hallway. Thanks to the planning committees of both events for identifying such relevant and timely topics!

LES will be co-sponsoring an Emerging Leader with the ARTS Section this year. Vice-Chair/Chair Elect Arianne Hartsell-Gundy and former ALA Emerging Leader Amanda Dinscore have worked with representatives from the ARTS Section to select the Emerging Leader the two sections will co-sponsor. Be looking for that announcement on LES-L once the selection process has been finalized.

In other LES committee news:

Continuing the trend of collaboration, the LES Conference Program Planning Committee (David Oberhelman, Chair) has been working jointly with the WESS and SEES Conference Program Planning Committees on a co-sponsored program for the 2013 ALA Annual Conference in Chicago. ACRL has accepted the proposed program: "New Collaborations in the Digital Environment: Librarianship in European and American Studies." Currently the committees are working on selecting speakers and moderators for the program.

The Publications Committee (Laura Braunstein, Chair) has completed transferring the *LES Bibliography* to the Zotero database. Thanks to the committee for all of the time and effort that went into the conversion project. The bibliography is now available at https://www.zotero.org/groups/les_bibliography. The committee plans to update the bibliography to include recent publications and will establish a procedure for moving forward as members become aware of new material that should be included. In other publications news, I'd also like to welcome Aaron McCollough as the new LES webmaster and to thank former webmaster Chris Ruotolo for her service in that area.

LES Membership (Dan Coffey, Chair) and the New Members Discussion Group (Amanda Dinscore and Alex Watson, Co-Chairs) will be holding a combined meeting for virtual Midwinter. Watch for further information about this meeting on LES-L. Also, many thanks to Liorah Golomb for continuing to shepherd the LES Job Shadowing program. Any LES members interested in hosting someone should contact Liorah for additional information.

Be looking for information about virtual Midwinter discussion groups for collections (Robin Imhof and Aline Soules, Co-Chairs) and reference (Sara Seten Berghausen and Tammy Eschedor-Voelker, Co-Chairs). If you have any ideas for future discussion topics, please contact the appropriate co-chairs with your suggestions.

As of ALA Annual, LES Planning (Kristina DeVoe, Chair) has been working on updating the LES Research Competency Guidelines. The governance procedures are also slated for review once again.

The 2013 Nominating Committee (Liorah Golomb, Chair) has cultivated an excellent slate of candidates for the upcoming LES elections. I encourage each of you to vote for the next LES Vice-Chair/Chair Elect, Secretary, and Member-at-Large in the election this spring.

If you would like to become more involved in the section, be looking for the call to volunteer for LES committees. There's always room for willing volunteers. In the coming months, Vice-Chair/Chair Elect Arianne Hartsell-Gundy will be working on the 2013-2015 committee appointments. Program planning and nominating will need volunteers sooner than the other committees, so if you have any interest in these committees or questions about

getting more involved with LES in the future, please contact Arianne for additional information.

Finally, I would like to thank each of you who have contributed to the workings of the section. Your time and contributions are much appreciated.

Wishing you the very best of semesters!

Until Midwinter,
Melissa Van Vuuren

Why the ALA Election Is Important to LES -- and to You

by Laura Braunstein,
on behalf of the LES Nominating Committee

Every year you probably receive emails from ALA about the organization's election, held annually over the course of several weeks in March and April. But did you know that the ALA election is how we in LES choose our Vice Chair/Chair-Elect, Secretary, and Member-at-Large? Last year only 89 ballots were cast for the three LES positions. With over 500 members in LES, that amounts to less than a fifth of the section having a voice in determining our leadership. While the LES election may be not be as contentious as that other race we're hearing so much about this fall, it is still an important opportunity for you to help decide the future leadership of our section and of our professional organization more broadly. You'll hear more about the candidates for LES Chair-

Elect, Secretary, and Member-at-Large through LES-L and other venues in the coming months. This year, take the time to vote in the ALA election and make your voice heard.

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ECCO and the Undergraduate Information Literacy One-Shot

by Aaron McCollough

I'm always delighted when an instructor or professor comes to me with ideas about focusing an assignment on a specific library resource, and the phenomenon seems to be on the increase. During the Winter and Spring terms of 2012, I taught a sequence I think particularly worth reporting out on in this venue. A professor who specializes in the eighteenth century novel contacted me about her plan to use ECCO as the centerpiece of an upper-level undergraduate course in the subject.

Although it would be a stretch to identify the class squarely as a form of Digital Humanities, it came close and was certainly a good example of "multi-modal" writing instruction (i.e., it required students to produce academic work in digital forms outside the typical written essay genre). The theme of the first course was "Love, Marriage, and the Rise of the Novel." Based on the class's success, we collaborated on a

second, similar class on the theme of "Women, Fiction, and Everyday Life in the 18th Century." The students read several canonical novels from the period, but the research component of each class was focused on a collaboratively generated class wiki, hosted in PBworks.

In each case, the professor scheduled an instruction session during which time I introduced students to the ECCO database. These classes were especially fun, because the assignment was so well tailored to the resource, and because of the possibilities it opened up for undergraduates to do work with historical primary source material. Small groups of students (3-4 each) chose terms from a list (including, Adultery, Breast-Feeding, Catholicism, Coaches, Criminality, Divorce, Fashion, Masturbation, Piracy, etc.). Their task from there was to produce new encyclopedia entries for their terms, using only primary source material from the period. Later, they were tasked with linking their entries to those generated by their peers, and finally they wrote essays informed by their wiki-work.

A portion of our instruction session, of course, involved my helping students to understand what ECCO is, how it was produced, what it contains, and how its various search tools and filters can be most effectively used. A second tier of instruction was necessary, however, as the students immediately had to confront the difficulties that come with word usage shifts across the centuries. A significant amount of class time was dedicated to brainstorming about various ways a concept like "Adultery" or "Divorce" might have been referred to in various types of 18th Century writing. Students were attentive and engaged, especially so because the relevance of the work to their assignment was clear. I took the opportunity to

point out that any keyword search in a contemporary database obliges a similar brainstorming process. During each term, students contacted me occasionally for further tips and input as they worked out their parts of the class wiki, and it was gratifying to be able to help them work through process-oriented research in a way that clearly had meaning and interest for them.

For reasons I can understand, the English Department often encourages direct exegetical work with literary texts over the traditional "research paper," but this wiki-based approach offers the best of both worlds by giving students an opportunity to research material culture in a focused, collaborative manner, and then encouraging them to use that research to inform their literary exegesis in a manageable way. The method seems to be catching on, as I'm currently working with another Professor on an upcoming session on the history of reading, using databases like the "Reading Experience Database" (www.open.ac.uk/Arts/reading/) and "What Middletown Read" (www.bsu.edu/libraries/wmr/).

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ACRL 2013:
Imagine, Innovate, Inspire

Access cutting-edge information, discover new ideas, and engage in conversations with academic and research librarians from around the world at the ACRL 2013 conference to be held April 10-13, 2013, in Indianapolis.

- More than 300 carefully curated, thought-provoking sessions.
- Exchange ideas and discuss hot topics.
- Network with colleagues at receptions, breaks, and social events.
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Ways to save!
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Connect with ACRL 2013
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Official Conference Tag: acrl2013 or #acrl2013 on Twitter

ACRL e-Learning

ACRL is offering a wide variety of online learning opportunities in fall 2012 to meet the demands of your schedule and budget. Topics include embedded librarianship, mobile apps, copyright and fair use, and the Standards for Libraries in Higher Education. Full details and registration information are available on the ACRL website. Registration for all online courses and webcasts qualifies for the ACRL Frequent Learner Program. Register for three ACRL e-Learning events and receive one free registration. Complete details and registration information for all fall 2012 e-Learning opportunities are available online. Contact Margot Conahan at mconahan@ala.org or (312) 280-2522 for more information.

The 54th Annual RBMS Preconference

O Rare! Performance in Special Collections
Sunday – Wednesday, June 23 – 26, 2013
Minneapolis, MN

Registration opens February, 2013. More information available soon!

Editorial information

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