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MESSAGE FROM THE CHAIR

Jennifer Nason Davis

Greetings to all new and continuing members of ANSS! The Membership Committee welcomed 97 new members this year. Special thanks to Past Chair, Liz Cooper, and outgoing Past Chair, Randy Hertzler, for their inspiring examples, guidance, and continued participation.

The ANSS Program at ALA Annual in Washington D.C. was a resounding success. The theme was “Standing Up and Sitting In: Libraries and Social Change,” on the role of libraries in promoting social movements such as the civil rights movement and the women’s movement. The speakers stimulated a lively response from audience members. The program was noted in *ALA Cognotes: 2010 Annual Conference Highlights* in an article called “Librarians Can Change Society.” Congratulations to Program Committee chair, Annie Paprocki, and the committee for putting together this excellent program.

In addition to the Executive Committee members mentioned above, I want to give thanks to all committee chairs and committee members for their hard work over this past year. Of special note is exceptional work done by Jenny Bowers, Helen Clements, Erin Gratz, and Venta Silins who served in multiple leadership roles.

Changes to ACRL that will affect our section include changes in the structure of ACRL Council of Liaisons; however, our current liaisons to the ASA, Sally Willson Weimer, and the AAA, Annie Paprocki, will continue their current terms under the previous system. A second change is the replacement of project funding via Action Plans with increased funds to the basic services budget, based on membership numbers.

Read below for details on all the activities of ANSS committees and discussion groups. Whether you are a new or continuing member, please consider volunteering to participate; these are the life of the Section. If not sure where to begin, contact a committee chair, attend a

committee meeting (all meetings are open, except the Nominating Committee), or come to a discussion group. For those who can’t attend ALA conferences, virtual participation is encouraged! To volunteer, fill out the online form at <http://www.acrl.org/volunteer> or contact Vice-Chair/Chair Elect Terry Epperson.

I look forward to another productive year with ANSS, and hope to see you in San Diego and New Orleans!

IN MEMORIAM: PATTI SCHIFTER CARAVELLO

Patti Schifter Caravello, former Librarian of Anthropology, Archaeology, and Sociology at UCLA, passed away on July 19, 2010 after a lengthy illness. Patti worked for the UCLA Library for 28 years, beginning in 1981 shortly after she received her MLS from UCLA through her retirement in 2009.

I didn’t have the privilege to really get to know Patti, as she was already on medical leave when I started here at UCLA in 2008, but I had the misfortune of having to step into her large shoes as the interim librarian for anthropology and archaeology. I felt very insecure about this, but she was very helpful and supportive. She kindly gave me much-needed guidance with collection development and instruction in these areas. She gave me some readings and introduced me to her meticulously kept instruction files. In my very few encounters with her, I could tell that she cared about her work and was excellent at it.

Patti had wonderful relationships with the faculty, many of whom became her friends. One such person is Peter B. Hammond, Professor Emeritus of Anthropology, who has this to say about her:

My dearly loved friend Patti’s most extraordinary quality was her capacity to quickly grasp...the research needs of my often clueless students...and guiding them accordingly—always with a combo of wisdom and

marvelous wit. And then, of course, there was the extraordinary beauty of her presence and her spirit...

Patti did have such a quiet presence and grace about her, which belied her passion for assisting students and helping them to become information literate. She worked closely with her faculty so that information literacy (IL) could go beyond the traditional one-shot and become more integrated into the curricula.

Information Literacy (IL)

When the UCLA Library launched its Information Literacy Initiative in 2002, Patti was an enthusiastic member of the steering committee. Among her activities, she co-chaired the “Sociology Project,” an effective endeavor to institute sequential IL instruction within a department curriculum. In 2005, when the Initiative became a Program, Patti was appointed as its first Director. According to a colleague, the Program, under her leadership, “made great strides in raising consciousness about what information literacy is and its significance.” In 2006/2007, Patti coordinated a successful half-day IL program for faculty that encouraged them to undertake new approaches and to collaborate with librarians. She also helped develop a workshop on avoiding plagiarism that was first offered in the Graduate Summer Mentorship Program in 2006, and now regularly presented in various venues.

ANSS IL Standards

Patti’s unwavering efforts to improve IL for both graduate and undergraduate students at UCLA moved to the national stage when she started working with the ANSS Instruction and Information Literacy Committee’s Task Force on Information Literacy Standards. JoAnn Jacoby, Associate Professor at the University of Illinois at Urbana-Champaign was the Chair of ANSS when Patti volunteered to serve on the Instruction and Information Literacy Committee – she remembers Patti as being:

A consummate professional -- insightful, dedicated and invariably gracious in her unwavering efforts to keep the projects she worked on the right track. Her work on the information literacy standards demonstrated her keen understanding of how and where librarians can most effectively contribute to teaching and learning in higher education. She really got it, and was therefore a highly effective and articulate liaison to faculty in the disciplines. All of us who had the good fortune to work with Patti were enriched by the experience. She will be

missed, but leaves behind a rich legacy of fond memories and enduring contributions to the profession.

Triveni Kuchi, Sociology and South Asia Librarian at Rutgers University Libraries who was on this team with her, recounts:

I met Patti in July 2005 after an ACRL Information Literacy Advisory Committee meeting at ALA Annual. She was walking ahead of me when she turned briefly and smiled; I smiled back and we talked. She said she was very keen on helping with the ANSS information literacy for anthropology and sociology students project that the ANSS IL Ad Hoc Committee had started work on, although she could not become a member officially for a year due to other commitments. How often do you get a volunteer for such a project who has firsthand experience as a Director of an Information Literacy Program at a large public research university? So even before Patti became an official member of the ANSS Ad Hoc IL Committee, she already started working with us and, undoubtedly, was the most productive, active, and enthusiastic member of our committee.

The task force was charged with developing IL competencies specifically geared towards students in anthropology and sociology and based on the methodologies and research tools that are used in these fields. The three members reviewed the literature, discussed the issues, and shared drafts with faculty and members of the American Anthropological Association (AAA) and the American Sociological Association (ASA).

Edward L. Kain, Professor of Sociology and University Scholar Chair at Southwestern University, was one of the professors who collaborated with the task force on this document. He relates:

In 2006, along with Carla Howery of the American Sociological Association, I was invited to work with the Information Literacy Committee of the ACRL Anthropology and Sociology Section, at the ALA Annual meeting in New Orleans. This was when I first met and began working with Patti Caravello. This invitation had been a result of a panel presentation I’d made at the Midwinter meeting that January in San Antonio. From the beginning, I was amazed at Patti’s impressive capabilities and boundless energy. She and the other librarians on the committee made me feel very welcomed.

Subsequently, in August 2006, the ASA endorsed a draft of the document. Kain continued to work with the task force afterwards. He elaborates:

At the 2007 annual meetings of the ASA in New York City, [we led] a workshop on "Information Literacy: The Partnership of Sociology Faculty and Social Science Librarians." Along with Greg Weiss, the five of us then co-authored "Information Literacy: The Partnership of Sociology Faculty and Social Science Librarians." This was published in the peer-reviewed journal Teaching Sociology in 2008. Writing that article was one of the most rewarding (and easiest) co-authorships of my career. Patti was an intelligent and insightful co-author who was easy to work with. She was a careful editor, with a keen eye for helping our diverse group write something in one voice.

In addition to this article, Patti published several other articles and chapters, both as a solo author and in collaboration with others.

The [Information Literacy Standards for Anthropology and Sociology Students](#) was endorsed by the ANSS Executive Committee in January 2007 and approved by the ACRL Board in January 2008. The other two members of the task force credit Patti for being the driving force behind their accomplishments. According to Kuchi,

Her knowledge, experience, positive attitude towards collaborative work, listening skills, adaptability to changes or edits requested, and thoughtful suggestions and contributions throughout the process of this committee's work pushed us on the path to presenting a very unique and useful report. She was the reason the committee's fortunes turned, enabling it to achieve its goals on time.

Susan Macicak, Social Sciences Librarian at the University of Texas Libraries and third member of the task force, concurs: "I have no doubt that the success of the ANSS IL Committee, and the collaborative relationships that grew between the triple A, ASA, and ANSS were largely possible because of her vision and dedication."

Librarian of the Year

Patti's exemplary work did not go unnoticed. In 2007, she received Distinguished Librarian status at UCLA. In 2008, the Librarians Association of the University of California, Los Angeles (LAUC-LA) bestowed its highest honor on her, naming her Librarian of the Year for "her leadership as Director of the UCLA Information Literacy Program and for her outstanding work and significant achievements in developing information literacy programs at both the undergraduate and graduate

levels and defining information literacy standards in the Social Sciences and Humanities."

Parting Words

Patti accomplished so much here at UCLA and outside. She serves as an inspiration for newer librarians like me, as well as for veteran ones. Her passing is certainly a loss for us all. As Kain expresses, "I will miss Patti personally, and the broader academic community will miss her professional contributions." Those who knew her can take comfort in their memories. As Kuchi conveys, "It is with deep sadness and a heavy heart that I mourn Patti's passing, but I will always cherish her friendship and remember the great times we had together all these years." Finally, as Macicak encapsulates:

How could one woman encompass everything about why we love our profession and our friends? She was a cogent writer, a brilliant editor, a consensus builder, and a striver to the highest standards. She also had a wicked sense of humor and the time I spent with her, whether virtually or lurching and laughing, left me smiling and ready to aim higher –and a better person for it.... We miss her and remember her fondly.

Jade Albuero

Librarian for Southeast Asia, the Pacific Islands, Australia, and New Zealand; Librarian for Religion; Interim Librarian for Anthropology and Archaeology Collections, Research, and Instructional Services University of California, Los Angeles

CANDIDATE STATEMENTS

Jen Darragh: Vice Chair/Chair Elect

We are at a time where "the digital age" is no longer an accurate definition of this time in our profession. We are now in "the age of instant gratification" where librarians and patrons alike can get answers instantaneously from any number of sources, and on multiple devices. As a result, it is important to me that ANSS adapt to and meet the changing needs of librarians in the social and demographic sciences so that their membership in our section is of value, and not just something to list on a resume. It is our obligation to play an active role in providing guidance, continuing education, practical tools, and opportunities to build relationships with others as professionals.

Wayne A. Sanders: Vice-Chair/Chair-Elect

From the first encounter, ANSS has proven a welcoming home comprised of industrious, energetic, intelligent, and friendly members. Based on my experiences as

Secretary and a member of the Executive Committee, our organization provides essential resources and services to librarians in the fields of anthropology, sociology, and criminology as well as the diverse communities we serve. In these challenging times, it is critical that ANSS evolve by meeting the expectations of all members. To this end, we must meet the needs of those who cannot regularly attend the conferences and meetings in person in addition to those who do. We should not only adapt current contributions, but also embrace other opportunities for ANSS to provide community, resources, and services to its members. We should leverage available technologies to incorporate new input, communication, and delivery methods. If elected, I pledge to support ANSS efforts and to strive to expand their impact.

Erin Gratz: Secretary

Membership in ANSS has provided me with a blend of my two passions as a librarian: the disciplines of sociology and anthropology, and the ability to work with technology on the Publications Committee. The network of professionals that is fostered through volunteering and participating in ANSS is priceless to new professionals, and provides a forum for experienced professionals to reconnect and share information. If elected as Secretary of ANSS, it is my intent to contribute to fostering the ANSS network and reach out to new librarians with an interest in sociology, anthropology, and criminology, as well as keep brilliant minutes of the Executive Committee meetings.

Jason Phillips: Secretary

I am gratified to be asked to run for Secretary of the Anthropology and Sociology Section (ANSS) of ACRL. I have both enjoyed my past service and membership and have found it to be of great benefit to me in my work and in our collective efforts to ensure that libraries remain the most prominent institutions of information control, knowledge retrieval, instruction, and learning in the academy and in society. If elected, I pledge to do my best in supporting the mission of ANSS and promoting the professional values we share as librarians and social scientists.

Helen Clements: Member-at-Large

Creating systems for managing social sciences information is a vital function for ANSS. We should continue to adopt new communications technologies, applauding those who work to improve our newsletter, listserv, Web site, and social media. Given our current economic constraints, it is vital for us to maintain contact with each other, whether virtually or face to face.

We need to retain long-term members and encourage new members to join. Now more than ever we need to exchange information, to share knowledge, and to encourage one another's professional growth and well-being, while welcoming and respecting others' viewpoints. As a Member-at-Large, I will collaborate with other ANSS officers and other ACRL divisions to identify potential ANSS members and to strengthen their recruitment and retention for the division.

Juliann Couture: Member-at-Large

ANSS has provided me with a network of professionals who work in my subject areas and with a great deal of support as I have embarked in my first professional position. I believe that professional service is beneficial to the organization and to the individual. If elected, I will use the accomplishments of ANSS to recruit new members while also determining how to reach out to get current members more involved. Our section has a lot to offer to those working in the areas of sociology, anthropology, and criminology through committee work and discussion groups. I would also like to use the position to find out from members how the section can grow to better serve our profession.

2010 ANNUAL PROGRAM SUMMARY

There was an excellent turnout for the annual program in Washington D.C., "Standing Up and Sitting In: Libraries and Social Change," with approximately 150 attendees. Invited speakers included Kathleen de la Peña McCook (School of Library and Information Science, University of South Florida), Cheryl Knott Malone (School of Information Resources and Library Science, University of Arizona), and John Feffer (Writing Fellow, Provisions Library in Washington, D.C.). The audience was especially inspired by the speakers to take action at their own libraries. When asked the evaluation question, "What did you learn today that you could apply at your library/job?," responses ranged from "Be brave" to "Keeping an eye out for pressures on libraries and intellectual freedom" to "fight small battles--work at grassroots level for change on national level" and to "enhance services to under-served populations at my library." Congratulations to committee chair, Annie Paprocki, and all members of the Conference Program Planning Committee.

COMMITTEE REPORTS

Conference Program Planning Committee 2011
Erin Gratz and Venta Silins, Co-Chairs

"Katrina and its Aftermath: The People and Neighborhoods of New Orleans," the title for the ANSS

2011 ALA Program in New Orleans, has been accepted by ALA ACRL and is well into the planning stages! The program will take place on Sunday, June 26 from 8:30am-noon.

The committee is taking advantage of the 2011 conference location in New Orleans to invite scholars, filmmakers, and librarians to discuss the consequences of Hurricane Katrina on the people and neighborhoods of New Orleans. The speakers, natives of the area, will explore how the city's residents responded not only to the estrangement but also the ways communities began to rebuild. The panelists will provide various perspectives and media to examine the dynamics of this vibrant city. One of the highlights of the program is our panel of speakers and screening of the documentary *A Village Called Versailles*.

Instruction and Information Literacy Committee

Jason Phillips, Chair

The committee welcomes both new and old members to its important work to promote information literacy in anthropology and sociology. To that end, we discussed ways in which to incorporate varied types of teaching and instructional materials that had not been considered before, including born-digital content. The committee will also be contributing to a forthcoming survey that will help us to optimize the content of the repository moving forward. The current home of the ANSS Repository of Teaching and Assessment Materials is the New York University Faculty Digital Archive at: <http://archive.nyu.edu/handle/2451/28103>. As always, we welcome submissions from members. Submissions can be made to the chair Jason Phillips at jason.phillips@nyu.edu <<mailto:jason.phillips@nyu.edu>>.

Membership Committee

Jenny Bowers and Annie Paprocki, Co-Chairs

The Annual Social in Washington, D.C. was a lively event, providing not only a great forum for catching up with colleagues, but also an opportunity to meet new members. A group of us gathered first at the Convention Center and then walked to the Capital City Brewing Company together. This proved to be a popular option and we plan to meet up again before the Social in San Diego.

Approximately 27 people attended the Social—a great turnout! Since many of us belong to multiple sections, the Membership Committee is considering collaborating with other social sciences sections to host a joint social, possibly with the Education and Behavioral Sciences Section (EBSS), Women's Studies Section (WSS), and

Law and Political Science Section (LPSS). Please let us know what you think of the idea.

During our committee meeting, we worked on drafting a membership survey, which will contain approximately 15 to 20 Likert-style and open-ended questions, some adapted from the ACRL Oregon Chapter's membership survey. The committee will continue to develop this survey over the next few months and plans to incorporate questions from the Instruction and Information Literacy and Subject and Bibliographic Access Committees. If any other committee would like to propose questions for the survey, please contact the current Membership co-chairs, Jenny Bowers and Annie Paprocki.

Publications Committee

Erin Gratz and Jenny Bowers, Co-Chairs

The Publications Committee has been very busy this fall. Carol Bell has retired, and has also stepped down from her role as chair of the committee. Thank you, Carol, for all your work on the committee! Jenny Bowers and Erin Gratz now serve as the co-chairs of the committee.

The committee has updated the Guide to Editing *Currents* and created a Style Sheet. The committee has undertaken the major project of re-designing the ANSS Web site this fall, which was approved by the Executive Committee at Annual. The new Web site will be hosted at Wordpress, which is a dynamic free blog and Web site software. This will give us a bit more flexibility with the Web site, easier maintenance, and will allow committees to have their own Web pages! If you chair a committee or discussion group, consider if you would like a Web page for your committee and what content you are interested in adding to the Web site.

Finally, find us on [Facebook and become a fan of ANSS](#).

Review and Planning Committee

Randy Hertzler, Chair

The Review and Planning Committee met on Monday, June 28. Discussion included clarifying issues around virtual membership and virtual meetings, with updates to the Manual identified. Posting of committee meeting minutes was also covered; since there is a likelihood that the ALA content management platform will change in the not-too-distant future, it was decided that no action was necessary on this front until the Section knows what the new platform will be. With the discharging of the Ad Hoc Committee on the Assessment of Collections & Services in Sociology, custodianship of its Rapid Assessment Tool for Sociology (RATS) was also discussed. Since no immediate maintenance needs are

likely for RATS, ownership and maintenance has been tabled, to be re-visited by the 2012 Executive Committee, who will identify a custodian. Discussion of the role of Section Liaisons was tabled for the Midwinter 2011 R&P meeting, since the ACRL Council of Liaisons is currently restructuring the Liaison program. There was some discussion and comparison to the committee structure of other Sections, with an eye toward considering new ANSS committees that might be needed to cover current or future initiatives. Remaining business focused on changes and updates to the Manual for Officers, Committee Chairs, and Committee Members, including changes to the charges of the Membership and Subject & Bibliographic Access Committees, as well as revision of language to allow more flexibility in the size of committees.

Subject and Bibliographic Access Committee

Isabel del Carmen Quintana and Wayne Sanders, Co-Chairs

The committee met on Saturday to review our progress in disseminating information on cataloging and plan some future goals. In the next few months we will tackle questions based on timely issues such as the oil spill and environmental issues, as well as Islam and Islamic Studies. We were also pleased to announce that our monthly postings of new subject headings are now up to date. Finally, we have worked diligently on the ANSS Wiki and on the index to our postings.

The committee also explored new avenues of reaching out to ANSS members. We came up with a brief list of questions to send out to the members in a survey. We also thought about working with the Membership Committee to include our questions in their survey. We are currently pursuing this option.

The remainder of the meeting was spent discussing various issues raised by librarians regarding bibliographic and/or subject access. We received a request from a librarian to update a bibliographic record of a book written by a professor at her institution. We corresponded with the professor and updated the subject headings where we could, as requested. We explained why the subject might seem misleading where it was inappropriate to change. Both the professor and the librarian were very pleased. We also initiated conversations with other scholars who are frustrated with some of the Library of Congress subject terms.

Lastly, we welcomed a new member, Stephanie Miles, to the committee and were pleased to announce that the changes to our committee description in the ANSS Manual had been approved by the Executive Committee via email.

DISCUSSION GROUP REPORTS

Anthropology Librarians Discussion Group

Bonnie Ryan and Christina Smith, Co-Conveners

The Anthropology Librarians Discussion Group met on Sunday, June 27, 2010. After introductions, Janet Steins (Tozzer Library) announced that *Anthropological Literature (AL)* <http://hcl.harvard.edu/libraries/tozzer/anthrolit/anthrolit.cfm> would be moving from Tozzer Library back to the Peabody Museum. The server will reside at OCLC. *AL* will be updated monthly rather than quarterly, as it is now.

The main topic of discussion was print and online resources for African Studies. David Woolwine (Hofstra University) assisted convener Christina Smith with that portion of the discussion. David Woolwine opened the discussion by asking whether *eHRAF* would be a good replacement for lost and deaccessioned older print ethnographies. The database is highly selective and not current, thoroughly indexed but not comprehensive. Could retiring faculty have print copies to donate?

Used copies of some books might be for sale on the Internet. *Google Books* <http://books.google.com/>, the *Internet Archive* <http://www.archive.org/>, and *HathiTrust*, “a digital repository for the nation’s great research libraries,” <http://www.hathitrust.org/>, would be sources for out-of-copyright digitized books.

Several of the 17 attending brought copies of African Studies-related library research guides and other information to share:

African Studies subject guide, Syracuse University, <http://researchguides.library.syr.edu/afristudies>
African Studies Resources, Hofstra University <http://libguides.hofstra.edu/africanstudies>
Kenya National Archives subject guide, Syracuse University <http://researchguides.library.syr.edu/kenyanarch>

Bonnie Ryan noted that Syracuse is a repository for the *Kenya National Archives*, a collection of thousands of reels of microfilm (including government documents and newspapers) documenting Kenya’s colonial period. They have finding aids (the collection is not well indexed and they would like to digitize the collection, but Kenya is the owner). There are copies at the Center for Research Libraries (CRL) and some other libraries have them as well.

“Resources on the Anthropology of Africa Indexed in *Anthropological Literature*.” *Anthropological Literature* <http://hcl.harvard.edu/libraries/tozzer/anthrolit/anthrolit.cfm> was the one resource discussed which will provide information to researchers specifically in African anthropology rather than in the more interdisciplinary field of African Studies. Handouts prepared by Janet Steins and Greg Finnegan of Tozzer Library were offered showing the results of keyword search for “Africa?” in *Anthropological Literature* and in *Anthropological Index* (and when combined, in *Anthropology Plus*, the result of which provides the researcher with over 80,000 references) along with a list of journals and monographic series currently indexed in *Anthropological Literature* (as of March 15, 2010) in African anthropology. As some *Anthropological Literature* records go back 200 years, many journals have ceased publication, or indexing for some publications has ceased, so the list is only a current snapshot.

Janet also provided search results for 13 African anthropology journals in *Anthropological Literature* and compared them to search results of the same journals in *IBSS (International Bibliography of the Social Sciences)*. Both *IBSS* and *AL* index much foreign-language material, but Janet cautioned that *AL* has some inconsistencies in the language search. Many older citations were not coded for language (and indeed, a search of the language index pulls up some 207,000 records of “undetermined” language).

“A Short List of Sources on African Peoples and Cultures,” contributed by Christina Smith, Boston University (BU), also included the following links to the BU African Studies Library’s research guides:

Africa: Getting Started With Research
<http://www.bu.edu/library/asl/africaresearch.html>
African Art and Archaeology
<http://www.bu.edu/library/guides/africanart.html>
Peoples and Cultures of Africa
<http://www.bu.edu/library/instruction/africanpeoples.html>
Web Resources for the Peoples and Cultures of Africa
<http://www.bu.edu/library/instruction/africanpeoplesWeb.html>

David Woolwine provided several results lists of comparative searches for the term “Dogon” in *Anthrosource* and *JSTOR* and for “Igbo” in *ASA Online (African Studies Abstracts Online)* and *AJOL (African Journals Online)*.

We discussed open-access journals, indexes, databases, unique resources, and more. Not all pertained

specifically to anthropology. Some of the resources mentioned include:

Africa-Wide Information

Formerly *Africa-Wide NIPAD*, and produced by NISC-South Africa, this database is now offered through EBSCO. *Africa-Wide Information* aggregates 50 bibliographic databases from around the world, and contains 3.5 million citations and abstracts for journal articles, conference proceedings, reports, and more.

allAfrica.com

This Web site posts more than 1,000 stories daily in English and French and offers “a diversity of multi-lingual streaming programming as well as over 900,000 articles in our searchable archive.”

<http://allafrica.com/>

CAMP

“The *Cooperative Africana Microform Project (CAMP)*, founded in 1963, is a joint effort by research libraries throughout the world and the CRL to promote the preservation of publications and archives concerning the nearly fifty nations of Sub-Saharan Africa. *CAMP* also aims to make these materials in microform available to researchers.” It was suggested that the *Kenya National Archives* (now on microfilm) might be a project that could be digitized with help from CRL’s *CAMP*.

<http://www.crl.edu/area-studies/camp>

Ethnographic Video Online

A new Alexander Street product, *Ethnographic Video Online (EVO)* will eventually include 1,000 ethnographic films totaling 750 viewing hours. Currently there are over 400 films, some 70 of which feature Africa. See the review of *EVO* in this issue of *Currents*.

<http://anth.alexanderstreet.com/>

International African Bibliography

Available in print and online, “The *International African Bibliography (IAB)* is an essential resource for all those working in the field of African studies, providing a current awareness service of the latest books, articles and papers published internationally on Africa. *IAB* lists details of more than 4,000 publications each year, with articles from some 1,150 periodicals.”

<http://www.degruyter.com/journals/iab/detailEn.cfm>

Quarterly Index of African Periodical Literature

Maintained by the Library of Congress, this is an index of over 300 selected periodicals (mostly scholarly) from 29 African countries.

<http://lcweb2.loc.gov/misc/qshtml/qs-intro.html>

Sabinet Open Access Journal Collection

“The collection currently comprises 41 South African journals, which may be searched individually, and provides immediate access to the PDF versions of 6000+ full-text articles.”

<http://www.sabinet.co.za/?page=open-access-journals>

Readex African Newspapers

“This groundbreaking online collection provides more than 40 fully searchable African newspapers published in the 19th and 20th centuries. Featuring English- and foreign-language titles from Ghana, Guinea-Bissau, Kenya, Lesotho, Liberia, Madagascar, Malawi, Mozambique, Namibia, Nigeria, Sierra Leone, South Africa, Uganda and Zimbabwe, *African Newspapers* offers unparalleled coverage of the issues and events that shaped the continent and its peoples between 1800 and 1922.”

<http://www.readex.com/readex/product.cfm?product=305>

There was a question about where one goes in order to locate digitized collections. One such resource is *OAIster*. Now owned by OCLC, “*OAIster* is a union catalog of millions of records representing open archive digital resources that was built by harvesting from open archive collections worldwide using the Open Archives Initiative Protocol for Metadata Harvesting (OAI-PMH). Today, *OAIster* boasts more than 23 million records representing digital resources from more than 1,100 contributors.”

Bonnie Ryan shared her copy of the following article: Eve Gray, Access to Africa’s knowledge: Publishing development research and measuring value. *The African Journal of Information and Communication* (10), (2010), <http://idl-bnc.idrc.ca/dspace/bitstream/10625/42112/1/129661.pdf>

Annie Paprocki, ACRL Liaison to the American Anthropological Association (AAA), reported that she is on the AAA Scholarly Communications Interest Group. She also noted that she is also working with a new group in the AAA, the Commission on World Anthropologies (<http://www.aaanet.org/cmtes/commissions/CWA.cfm>), which is concerned with global scholarly communication.

There was also a brief discussion about the possibility of creating an ad hoc committee to develop a list of academic library core journals in the four subfields of anthropology. The Women’s Studies Section has such a list of core journals (and books) for women’s studies: <http://www.libr.org/wss/projects/serial.html> and <http://digioll.library.wisc.edu/ACRLWSS/> ALDG participant Bonnie Ryan maintains the Women’s Studies Section core list on Women of Color, one of the

many core book lists for women’s studies. Instead of moving ahead with putting together a committee, it was decided that we should instead begin by looking at the resources Joyce Ogburn created on anthropology for the ANSS Web site and use that as a starting place for a journal list. For more information see:

http://www.ala.org/ala/mgrps/divs/acrl/about/sections/anthro_resources2.cfm

There are other extant resources, including a cultural anthropology journals list in: Jacoby, JoAnn, and Josephine Z. Kibbee. *Cultural Anthropology: A Guide to Reference and Information Sources*. Westport, Conn: Libraries Unlimited, 2007. As for a core list of books, Janet Steins noted that *Resources for College Libraries (RCL)* (for which she is subject editor for anthropology), already serves that function. *RCL* is only available by subscription, however.

Our topic for Midwinter 2011 in San Diego will be biological anthropology. We plan to ask Kathy Creeley (Bibliographer: Anthropology, Archaeology, Melanesian Studies, Religion, UCSD) to invite Biological Anthropology faculty from UCSD to speak to us on this topic.

Sociology Librarians Discussion Group

Triveni Kuchi and Afeworki Paulos, Co-Conveners

Afeworki Paulos (Carnegie Mellon Univ) introduced the topic, Sociology Librarian 2.0, by recognizing the sociological change that has occurred with how students use the library, as well as technology.

LibGuides

The discussion quickly moved to libraries’ use of LibGuides. Sally Willson Weimer (UC Santa Barbara) uses LibGuides and has a guide for sociology. Besides the value of providing research guides and outreach, LibGuides is an essential resource because you don’t have to wait for a Web master to make changes. She has created guides for classes and subject areas.

Bonnie Ryan (Syracuse Univ) commented that she has one for faculty and one for basic research in sociology. Instead of passing out handouts, she tells the class the URL. Randy Hertzler (Montgomery College) mentioned that the statistics package within LibGuides is very useful. It allows the guide owner/administrator to see how often guides are used. Hailey Mooney (Michigan State Univ) stated that her faculty is very impressed with the guides. She asked how people use the guides as liaison tools to assist faculty. Responses included: research, reserves, evaluating information, tenure, assessing journals for tenure, and signing up for instruction sessions.

At this point in the discussion it was realized that all but one use LibGuides. Terry Epperson (College of NJ) mentioned the community aspect of LibGuides and being able to use what other librarians have created. He suggested ANSS create a list of who is using LibGuides and is willing to share content. This received quite a bit of positive feedback from attendees.

A couple of other ways LibGuides are being used include:

- Bonnie Ryan – From the catalog, she is able to send the new books to Delicious.com, and then back to LibGuides to create a new books list.
- Erin Gratz (Univ of La Verne) – has set up RSS Feeds with *SocIndex*. The feeds are based on very broad searches.

Pauline Manaka (UC Irvine) suggested it would be good to have a discussion about how to use these tools.

Liz Cooper (Emory Univ) asked how the guides are being highlighted on Web sites. Jennifer Nason Davis (U Michigan) stated that Michigan has created a general search in which the results are presented in categories, such as databases, subject guides, journals, etc. Sally Willson Weimer noted that UCSB is using Facebook to advertise LibGuides, as well as to announce events. Pauline Manaka stated they have “Databases To Get You Started” and LibGuides is a part of that. Items are labeled specifically for undergrad and graduate students to target their different needs.

Twitter

Liz Cooper then inquired how librarians/libraries are using Twitter. Erin Gratz said that both LibGuides and LibAnswers (a new product that builds a knowledge base of FAQs, as well as has SMS capabilities) both link to Twitter to announce new guides and questions. Ellen Keith (Johns Hopkins Univ) has a class that tweets their library questions and the librarians can answer through Twitter by including a link into databases. They started with LibGuides connection to Twitter, and then promoted Twitter more aggressively. Her library has an account. Depending on which librarian is tweeting, their individual interests come out in the postings. The tweets aren't necessarily discipline specific, but include other library issues such as copyright, open access, etc. depending on which librarian is tweeting.

The issue of privacy reared its head (as it is apt to do when librarians gather!). Twitter is open; Ellen Keith pointed out that some students have used the direct message feature to privately send a question. Erin Gratz

added that most people who are using Twitter or Facebook to ask a question or as a mode of communication realize that the public can see what they are posting, and aren't expecting the level of privacy we, as librarians, try to uphold.

It was asked, “What is the substance of reference service when you only have 140 characters?” Ellen Keith pointed out that the people who chat, chat with us. The people who tweet, tweet. It is a matter of being where the students are.

Chat Services

Jennifer Nason Davis asked about Meebo. Susan Macicak (UT Austin) stated that she had been using Meebo in conjunction with ScreenJelly.com videos. Screenjelly.com <http://www.screenjelly.com/> allows you to make quick screencasts of searches that you can send out to students. Erin Gratz chimed in saying that she had been using Jing <http://www.techsmith.com> to add videos to chats and emails. Both Jing and ScreenJelly are free software versus Camtasia, which you purchase and allows editing. For the persnickety and perfectionist among us, the inability to edit in ScreenJelly and Jing might help to get the screencast out to the student more quickly!

Jason Phillips (NY Univ) still uses QuestionPoint (<http://questionpoint.org/>) for email, but uses LibraryH3lp <http://journal.code4lib.org/tags/libraryhelp> for chat. Miriam Rigby (U of Oregon) is using Pidgin <http://www.pidgin.im/> which allows the librarians to create different queues. Terry Epperson stated his library began with Meebo then moved to LibraryH3lp. The Web version of LibraryH3lp is useful since when no one is on duty the widget does not appear on the Web site.

Second Life

Pauline Manaka asked if anyone is using Second Life. UC Irvine has an island, and Second Life is heavily used within the UC system. Jennifer Nason Davis said that the U Michigan medical librarians are using it. Of the sociology discussion group attendees, only a few have Second Life accounts. Liz Cooper inquired if there are any statistics on student usage of Second Life. She mentioned the new Sociology/Anthropology librarian at Stanford recently set up an Africana Studies exhibit in Second Life. Sally Willson Weimer added that AAA had a Second Life pre-conference recently, although she doesn't know how much the organization is using it now.

Connecting to the different types of 2.0 is difficult. How are people balancing these? When do you use what? How many students are using them? Miriam Rigby stated she recently wrote a blog on “Is blogging going

out of style?" Easier and faster ways of contacting people are more readily accessible and used by students, although the Honors College at her university continues to give WordPress blogs to the students for writing about their summer reading and other classes.

Jennifer Nason Davis suggested that it would be helpful to have a list of possible tools that librarians could use, especially if there would be one or two people who could show them to others.

Liz Cooper asked what do you do when your students are at a distance and your items aren't digital? There was discussion about general interlibrary loan issues, as well as Miriam stating that she has been considering duplicating heavily-used core books as ebooks. EBL was mentioned as a good way to provide ebooks to distance students, since the books are only purchased when a student selects the item from the catalog.

Facebook

Sally Willson Weimer is curious how Facebook is connected to students reaching their academic objectives. The group discussed students not considering Facebook as a part of their work, but as personal. A clever librarian asked if anyone had departments that are using Facebook and if the faculty let the librarians be embedded into the page. This type of embedding could either be formal through the department or informal by posting discipline-related comments (new books, articles, etc) on the department's Wall. Terry Epperson stated his library has been setting up the library pages with a bogus email, so when there is turnover in the library the account can be transferred to another librarian easily.

Statistics

How are statistics being tracked for Web 2.0 services? Triveni Kuchi (Rutgers University) suggested that statistics need to focus on capturing the experiences of students versus sheer numbers. Liz Cooper added that ARL is changing the policies on how/what statistics are collected.

Sally Willson Weimer suggested that the Bibliography Committee could work on compiling a list of who is on LibGuides. She also took a minute to announce that *TRAILS*, a sociology teaching resource, is newly published from ASA. It costs \$25/year, if you are an ASA member. The Instruction and Information Literacy Committee is compiling teaching tools and outlines, if you would like to contribute contact Jason Phillips (NY Univ).

Afeworki Paulos ended the meeting with thanking the group for a lively and informative discussion, as well as

reminding members if you have an interest in being a co-convenor for sociology (or anthropology) discussion groups, contact Jennifer Nason Davis.

LIAISON REPORT

ACRL ASA Liaison

Sally Willson Weimer, University of California, Santa Barbara

The purpose of this report and for the liaison responsibility is to begin to build communication and partnerships between the American Sociological Association (ASA) and ALA's Association of College and Research Libraries (ACRL) Division. This is an evolving process and many team members are involved in building this coalition of academic interests and collegial relationships.

At the ASA Annual meeting in Atlanta, Georgia, August, 2010, Sally Willson Weimer conducted, along with Tom Van Valey, Western Michigan University, and Pauline Manaka, University of California Irvine, a workshop titled, "The Library and Sociology: A New Rapid Assessment Tool for Library Collections and Services Related to Sociology." Sally also reported on the process of constructing an assessment tool. The ACRL ANSS Assessment of Library Collections and Services Ad Hoc Committee collaborated on creating the tool, excellently coordinated by David Woolwine of Hofstra University. The Ad Hoc Committee solicited and received valuable input from both ANSS members and from members of the ASA.

Professor Tom Van Valey described structure and organization of the tool. Sally Willson Weimer and Pauline Manaka presented a case study of examples at University of California, Santa Barbara, and University of California, Irvine Libraries, respectively. Professor Van Valey discussed use of the tool in program reviews by the Department Resources Group of ASA. Sally and Pauline gave examples of the tool's use as a mechanism for collaboration across library systems and among faculty and graduate students. They also participated in questions and answers discussion. ACRL ANSS Assessment tool for Sociology Collections and Services in Academic Libraries, revised July 2010, is located at <http://www.ala.org/ala/mgrps/divs/acrl/about/sections/an-ss/index.cfm> and was adopted by the ACRL ANSS Executive Board.

In addition, a tiered version is located at the American Sociological Association working Departmental Resources Group Web page.

The New ASA *TRAILS*, *Teaching Resources and Innovations Library for Sociology*, is now available at trails.asanet.org/Pages/TDLContent.aspx. For more information, please visit www.asanet.org/press/TRAILS_NewsRelease.cfm. These are peer-reviewed teaching resources in sociology.

Sally serves as a member of the ASA Section on Teaching and Learning in Sociology (STLS) Cooperative Initiatives Committee to share opportunities and developments of the ANSS Instruction and Information Literacy Committee (IIL), on which she serves as a member. She informed the STLS members that the Information Literacy Standards for Anthropology and Sociology, which was created by the ANSS IIL Committee, can be found at http://www.ala.org/ala/mgrps/divs/acrl/standards/anthro_soc_standards.cfm.

Also, the ANSS IIL Committee is collaborating to build a Repository of Teaching Materials to support the information literacy needs of sociology librarians and sociology faculty, located at <http://archive.nyu.edu/handle/2451/28103>. Jason Phillips, New York University, and Chair of the IIL Committee, is overseeing the development and use of this teaching repository.

The next American Sociological Association Annual meeting will be in Chicago, Illinois, on August 13-16, 2011. We are exploring tentative topics for workshops and sessions about information literacy, collections development, outreach to faculty and graduate students, and assessment of services and collections, and we welcome your suggestions.

My special thanks to Margaret Weigers Vitullo of ASA Academic and Professional Affairs for her collaboration; David Woolwine for his excellent leadership and communication between ASA and ANSS; Tom Van Valey for helping to coordinate the ASA Departmental workshop in Atlanta, Georgia; Susan Kroll, ACRL Council of Liaisons Chair (outgoing) and Bede Mitchell, ACRL Liaisons Chair, for each of their excellent suggestions; Pauline Manaka, for helping to plan and implement the successful ASA departmental workshop; and Liz Cooper and Jennifer Nason Davis for their helpful suggestions.



Jameatris Y. Johnson, as interviewed by Helen Clements

Jameatris is a member of the ANSS Bibliography Committee, and is currently Librarian Assistant Professor at the Otto G. Richter Library, University of Miami Libraries, in Coral Gables, Florida. Jameatris authored the review of *Ethnographic Video Online* in this issue of *Currents*.

She's also an Illinois native who was born in East St. Louis and spent her childhood in Champaign-Urbana. She continued her schooling there, receiving her BA in Cultural Anthropology and a minor in Classical Archaeology. She earned her Master of Library and Information Science from the University of Illinois at Urbana-Champaign. Since 2006, Jameatris has been a reference, instruction, and liaison librarian at the University of Miami. She works with several departments, currently including Africana Studies, Anthropology, Sociology, Psychology, and Women's and Gender Studies. She is a member of ALA, ACRL/ANSS, and the American Anthropological Association, and she belongs to the Africana Librarians Council, a part of the African Studies Association.

Jameatris became a librarian in the time-honored way; she worked in the U of I bookstore as an undergraduate, followed by several jobs in the university libraries. During library school she became interested in rare books, special collections, and archives. Paula T. Kaufman, University Librarian and Dean of the University of Illinois at Urbana-Champaign Libraries, has influenced her in this interest.

But these facts don't really tell Jameatris' story, which is a combination of serendipity, combining skills, and being a good observer. During our interview, she commented, "I'm a sponge! I like to soak everything up and think of how to adapt it and understand it." She reads voraciously, especially on topics related to the African Diaspora. She has talked with the Africana Studies Department about the possibility of designing a course in research methods.

As an undergraduate anthropology student, Jameatris focused on cultural anthropology. Her minor in classical archaeology happened when a required archaeology course was not taught in her last semester. Looking at her other coursework, she learned that she only needed one class for the minor. This combination nourished an interest in women and their religious expression.

Majoring in anthropology gave Jameatris a chance to do fieldwork. Since she was already interested in religions, she chose to work with a local Wiccan coven in Champaign-Urbana, and this interest in alternative religions has continued to grow. She has been fascinated by generational differences among those who follow this modern movement. While she found that Neopagan women from previous generations had the tendency to look back to historical religious expressions, she discovered that some younger Neopagans are more motivated by the shock factor to their families and others. A novel dimension, for Jameatris, is that her grandparents were Evangelists from Louisiana and Mississippi. So Jameatris' interests are a bit of a break with family tradition. A link between Jameatris' study of Classics and of Neopaganism is that Neopagans tend to adopt the old pantheons, especially those of Greece and Rome, into their belief systems. Examples are that Wiccans often honor goddess Diana and recall sacred places such as Delphi in their practices.

Her interest in the African Diaspora has fostered Jameatris' fascination with Afro-Caribbean and Latin American religions, distinct from those of Neopagans. One of her early readings was *Mama Lola: A Vodou Priestess in Brooklyn*, written by Karen McCarthy Brown (University of California Press, 1991). She has looked at Vodou in Haiti and New York. Vodou in New Orleans is of special interest. Somewhat cut off from the religions of other places, New Orleans Vodou has developed flavors different from those found in Miami and Haiti, though all three places have large communities of believers. Many people of Jamaican origin practice Obeah. Santería, another syncretic religion with African, European, and New World roots, is common in Cuba (not surprisingly, there are a large number of Santería believers in Miami). All of these religious expressions fascinate Jameatris, though she

finds that many in the United States have numerous stereotypes concerning them.

All this means that Jameatris Johnson brings to librarianship an ability to look beyond the usual ways of understanding how people behave, and an ability to combine multiple interests. She finds archival work rewarding, too. Her work in the University of Miami Libraries has given her the chance to co-curate two Special Collections exhibits. One features the life and work of Black activist Robert H. (Bob) Simms, an activist in Miami and Coconut Grove <http://scholar.library.miami.edu/bobsimms/>. The other is "Civil Rights and Black History in South Florida" <http://scholar.library.miami.edu/miamiCivilRights/index.html>. Jameatris authored the bibliographies that accompanied the exhibits.

She is currently processing the Brown Family papers, a special collection that documents the life of the first African American ophthalmologist in Florida, and the first African American president of the American Medical Association. It is entitled the Dr. John O. and Marie Faulkner Brown Papers <http://proust.library.miami.edu/findingaids/?p=collections/controlcard&id=574>.

During our interview, Jameatris commented that she is drawn to archival and museum work because seeing items used by people involved in history—a flyer for the March on Washington, a Purple Heart, patches from the uniforms of Buffalo Soldiers—brings history alive for young people, even though they didn't live through the same period as their parents or grandparents. She has seen students stop and stare, moved by an exhibit that included registries from slave ships coming to the Americas. Seeing the names of slaves, where they were born, what their occupation was, how they died, and whether they were under spirit possession, brings home the process of slavery very directly.

Jameatris is particularly interested in how people think about their jobs, whether that job is doing the research for a paper or acting as a reference/instruction librarian. When she works with patrons she picks up clues about how a person chooses search terms, whether from *Google* or a library database. She applies these insights in her peer instruction. In presenting a recent peer workshop for her colleagues, she used approaches she had learned in the Faculty Research Behavior Workshop led by Dr. Nancy Foster (University of Rochester). This workshop was given by the Council on Library and Information Resources (CLIR). She encouraged her colleagues to think about reference in new ways, including asking reference interview questions without leading for specific answers, ones that might not be the

best solution for a student's research problem. Jameatris always looks for ways for students to improve their success with research databases. And she laughs about a liaison interview with a linguistic anthropologist at the University of Miami—she went to talk to him about the way he used library resources, but he slipped into the researcher mode and began to interview her!

With her master's accomplished, Jameatris is considering whether to pursue a Ph.D. in Anthropology or Library and Information Science. Because she also loves being a librarian and finds that libraries, archives, and museums are expressions of the cultures that surround them—she hasn't completely decided which path to take, or how to combine them. But whatever path she takes, it's safe to say that Jameatris Johnson will make it a creative one.

Based on a telephone interview with Jameatris Y. Johnson, October 11, 2010.



Photos from the Social, Washington, D.C. 2010



Preliminary Meeting Schedule, 2011 San Diego, CA

Friday, January 7

ANSS Social 7:00 – 9:00 p.m.

Saturday, January 8

Executive I (1st of 2) 8:00 – 10:00 a.m.
 Membership 8:00 – 10:00 a.m.
 Sociology Lib's Disc. Group 10:30 – 12:00 p.m.
 Subject & Bib. Access 10:30 – 12:00 p.m.
 Assessment of Lib. Collec. 1:30 – 3:30 p.m.
 Publications 1:30 – 3:30 p.m.
 Bibliography 4:00 – 5:30 p.m.
 Criminal Justice/Crim Disc Grp 4:00 – 5:30 p.m.

Sunday, January 9

Conference Prgm Planning 2012 8:00 – 10:00 a.m.
 Nominating 2011 8:00 – 10:00 a.m.
 Conference Prgm Planning 2011 10:30 – 12:00 p.m.
 Instruction & Info Lit 10:30 – 12:00 p.m.
 Anthropology Lib's Disc Grp 4:00 – 5:30 p.m.

Monday, January 10

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

REVIEW

Alexander Street Press: *Ethnographic Video Online*

<http://anth.alexanderstreet.com/>

Jameatris Y. Johnson, Librarian Assistant Professor

Education and Outreach

Otto G. Richter Library

University of Miami

jjohnso@miami.edu

Reviewed May – October 2010

Introduction

Alexander Street Press (ASP) was founded in May 2000 and began publishing large-scale digital collections of exceptional quality in the humanities and the social sciences.¹ It has built products that contain quality in copyright and previously unpublished materials, and developed a unique indexing system for all ASP databases, called *Semantic Indexing*.² ASP's first products began as letter and diary collections in American and women's history, and later expanded into drama, performing arts, black history, Latin American literature, streaming music, and video.

In 2006, Alexander Street Press began developing *Critical Video Editions Series*³ with its first streaming video collection, *Theatre in Video*. They have now expanded their repertoire with *Ethnographic Video Online (EVO)*. *EVO* is a “visual encyclopedia of human behavior and culture, online in streaming video.”⁴ It is unique in that the films have often been developed for teaching from the very beginning. The database is the most comprehensive resource for the study of human culture and behavior with more than 750 hours and 1,000 films expected at its completion.⁵ As of June 2010 the database has a total of 404 videos, totaling 270 hours.⁶ The collection is designed to cover every region of the world. ASP has always provided access to previously unpublished material and *EVO* continues this by featuring access to “hidden archive” collections and privately held footage made by working anthropologists and ethnographers in the field. This includes documentaries, edited field recordings, and interviews, all of which are accompanied by a synchronized transcript which can be turned on or off. The layout is clear and easy to navigate, and materials have been made cross-searchable along with the rest of the database content. *EVO* should be considered a core collection for use across the curriculum. It should prove to be invaluable for both scholars and students in the social sciences and other disciplines—anthropology, history, sociology, cultural studies, and film studies, just to name a few.

EVO provides a way to analyze how visual anthropology has changed over time. It makes some of the earliest examples of ethnographic videos, such as Robert Gardner's *Dances of the Kwakiutl* and *Dead Birds*⁷ available. The collection features interviews, raw footage, field notes, study guides, and transcripts of many of the most influential documentary filmmakers of the twentieth century.

ASP updates *EVO* frequently and the user can access a list of newly added films through the “**What's New**” link on the homepage tool bar. This database offers searchable transcripts (synchronized to video) powered by ASP's *Semantic Indexing*, and it includes exclusive collaboration with *Documentary Educational Resources*.⁸ The films often will be accompanied by contemporary footage, photographs, and interviews with filmmakers, as well as retrospective considerations of the filmmakers' work.

¹ Alexander Street Press Web site about page: <http://alexanderstreet.com/about/index.htm>

² *Semantic Indexing* is a way of coding digital texts & images to represent their associated abstract meaning in database form. This allows the user to answer complex questions, and is done with controlled vocabularies and combinable search fields. (Jenni Wilson, ASP, email to reviewer, June 22, 2010)

³ About *Critical Video Editions Series*: <http://alexanderstreet.com/products/cves.htm>

⁴ Alexander Street Press Web site about page: <http://alexanderstreet.com/about/index.htm>

⁵ *Ethnographic Video Online* about page: http://anth.alexanderstreet.com/help/view/about_ethnographic_video_online

⁶ *Ethnographic Video Online* “What's New” page: <http://anth.alexanderstreet.com/WhatsNew>

⁷ ASP provides a bibliography for *EVO*. It contains if the title has been added or if it is expected: <http://alexanderstreet.com/products/anth.htm>

⁸ Documentary Educational Resources Web site about page: <http://www.der.org/about/>

Format, Organization and Navigation

The homepage is clean and clear with only two frames (see Figure 1). The large frame is a place for featured videos, and a brief welcome message that offers a quick explanation of what *EVO* can do. The second frame provides links to different areas of the resource. Those links are: **All Videos**, **Ethnographer**, **Geographic Location**, **Cultural Group**, **Subjects**, **Date**, **People**, **Content Type**, and **Clips**.



Figure 1. *EVO* Homepage

The **Browse Videos** page is similar in appearance to the **Clips**, **Browse Content Types**, **Browse Ethnographer**, and **Browse People** pages. The “play” icon is the first button and the “add to playlist” icon is the second button. The A-Z list at the top of the table allows for the sorting of search results by a particular letter and the **All Video** link shows all available options. Once the user clicks on the title for a video or the play icon they will be presented with a new screen (see Figure 2).

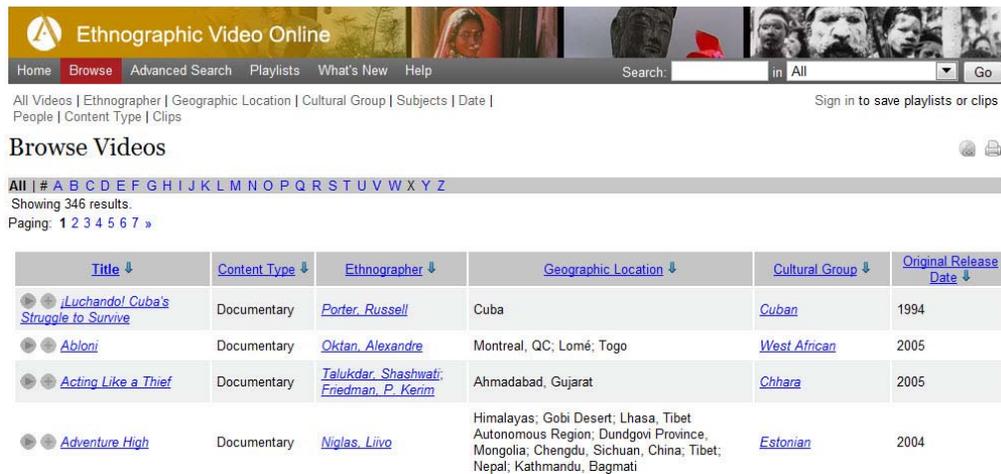


Figure 2. Browse Videos

Using Adobe flash player, the video (seen in Figure 3) plays in a small frame that can be resized for full screen viewing, and to the right is a copy of the transcript, clips, and release notes when available. The transcript is synchronized with the video—allowing the user to follow along or alternately click any sentence within the transcript to clearly identify corresponding text with video. Above the video and the transcript there are icons for quick access to other tools. There is a “see more details” link that provides an abstract of the video, copyright information, cultural group, place (geographic location), director, language, original release date, participant, cultural place, producer, publication place, publisher, recording location, subtitle language, document type, duration, ethnographer, and general subject. If a study guide is available for this video, then the icon will be visible among the icons for *View Thumbnails*, *Embed/Link*, *Release Notes*,

Transcript, and *Print*. The **Make Clips** link is located at the top of the video frame; which allows for the user to create a clip from a specific section of a video and then add notes to accompany that clip. The clip will also be given a unique static/permanent URL and it can be added to the **MyPlaylist** feature of *EVO*.

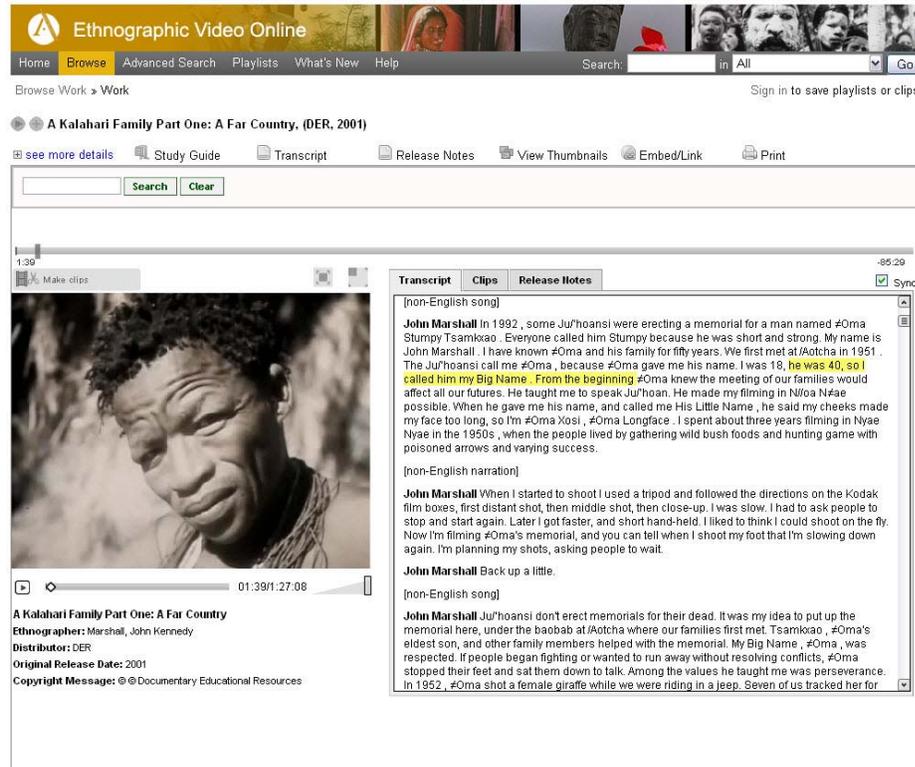


Figure 3. Video Record

Indexing and subject access (kinds and quality of indexing)

In addition to the video lists, users can also browse by **Ethnographer**, **Geographic Location**, **Cultural Group**, **Subjects**, **Date**, **People**, **Content Type**, and **Clips**. Clicking on the title will take the user to the video player screen with synchronized transcripts. Clicking on **Browse Subjects** takes the user to a tag cloud (Figure 4) displaying frequently used terms. At the bottom of the tag cloud is a link to a list of all subject terms for a given video. Any column can be used to sort the results by clicking on the column heading. The user can view the individual locations within a geographic region by clicking on a continent to access a list of countries covered.



Figure 4. Browse Subjects

Searching

The strength of *EVO* is its multiple options for searching. This resource allows Boolean operators in all fields. The user has access to both **Quick** and **Advanced Search** options. The **Quick Search** is available on all screens through the box located in the upper right corner of the resource. This search allows the user to do a very quick keyword search across the entire collection. The **Quick Search** also offers the ability to search a specific field using the drop down menu (*All, People, Subject, Title, and Transcripts and Subtitles*) next to the search box. The result will be returned in categories (see Figure 5).

The screenshot shows the 'Ethnographic Video Online' search results page. The search bar at the top right contains the keyword 'ritual' and is set to search in 'All' fields. The page displays 45 search results, sorted by title. The first three results are:

- African Carving: A Dogon Kanaga Mask** by Thomas Blakely and Eliot Elisofon (Watertown, MA: DER, 1974) 17 minutes. It has Release Note Matches: "...of Mali. Carving this mask is as important a **ritual** as the ceremonies in which the mask is..." (See 1 hit).
- Altar of Fire** by Robert Gardner and J.F. Staal for The Film Study Center at Harvard University (Watertown, MA: DER, 1976) 45 minutes. It has Transcript Matches: "...to its Vedic heritage. The twelve day Agnicayana **ritual** requires the participation of seventeen..." and "...of Agni. With the development of Hinduism Vedic **ritual** declined considered extinct since the..." (See 9 hits). It also has Release Note Matches: "...the Vedic culture. But both retained many of its **ritual** forms and recitations. Some of these..." (See 5 hits).
- Apu Condor (The Condor God)** by Gianfranco Norelli (Watertown, MA: DER, 1992) 29 minutes. It has Transcript Matches: "...back of the bull. [sil.] DANIEL ELIAS The **ritual** reawakens the conflict of 500 years ago..." (See 1 hit). It also has Release Note Matches: "...Spanish. The themes of social stratification, **ritual** reversal and political relationships are..." (See 1 hit).

On the right side of the page, there is a 'PEOPLE' section with a profile picture and a list of names: [El Guindi, Fadwa](#), [Green, Oliver N.](#), [Thomas, Angel](#), and [Gardner, Robert](#).

Figure 5. Quick Search Results

The **Advanced Search** function allows the user to input particular criteria to make search results more accurate. Any combination of one or more search fields will limit the search. The user can browse a term in all fields by selecting the "select terms" link (Figure 6). Searches for *Titles* or *Series* can be combined with other fields to look for specific terms within a known title. The user can search the *Transcript and Subtitles* field for any word spoken in any video. This field can be combined with the indexed fields for more powerful searches. Users may select which *Content* type they want to retrieve; in addition, all videos where a person is indexed as an *Ethnographer* can be used with the **Browse** option. Selecting a range of dates to view content will narrow a *Recording Dates* search. Searches can also be run for a specific *Publisher*. Furthermore, the user can search for: the *Original Release* date; *Geographic location*; *Language and Edition*; *All Subject*; *General Subject*; *Person Discussed*; *Cultural Groups*; and *Place Discussed*. Word order and punctuation are not relevant and the user may enter more than one term in each search box.

SEARCH TIPS

Tip 1:
Keep searches simple and specific. For example, to find a Washboard band, you only need to enter: washboard.

Tip 2:
Try double-checking your spelling before giving up a search.

Tip 3:
Word order, case and punctuation are not important. For example, John Coltrane may be entered: Coltrane John

Advanced Search

Transcript & Subtitles

Title and Series [Select Terms](#)

Content Type Documentary Field Recording (edited) Interview

Ethnographer [Select Terms](#)

Recording Date From to

Publisher [Select Terms](#)

Original Release Date From to

Recording Location [Select Terms](#)

Geographic Location [Select Terms](#)

Language of Edition

All Subjects [Select Terms](#)

General Subjects [Select Terms](#)

Persons Discussed [Select Terms](#)

Cultural Groups [Select Terms](#)

Figure 6. Advanced Search Screen

Other noteworthy *EVO* features are **MyPlaylist**, **MyClips**, and **MyProfile**. Through **MyProfile** users may upload a picture, change their display name, email information, give a short autobiography, and list citations of relevance that they have authored. Creating a profile is not a requirement to use this resource, but there are some advantages to having one, such as the ability to save and share playlists and clips. Each clip has its own unique URL that can then be used to embed in Web sites and course pages. Playlists may be created and shared through **MyPlaylist**, and may contain a whole work, segments, and other items such as links (see Figure 7). It is also possible to annotate, edit, and copy the playlists. All playlists contain unique static URLs and users can set preferences for who may and may not view the playlist.

Ethnographic Video Online

Home Browse Advanced Search **Playlists** What's New Help

Search: in All

Sign in to save playlists or clips

Playlists

Playlists are themed collections of materials and can be created by any user of the database. Users can create playlists containing whole videos, tracks, segments (clips) and/or other items such as links to any URL. Playlists can be annotated, edited, copied, shared, and all playlists contain their own unique static URL. Playlists can be used as lists of personal favorites, class viewing/listening assignments, or as a teaching resource for in-class use.

The My Playlists tab contains a user's personal playlists, and are only visible to individual users.

Search Playlists:

[+ Create a Playlist](#)

Playlist ↑	Author ↑	Annotation ↑	Items ↑	Featured ↑
Sample List of Films with Study Guides Attached	ASP Editorial	These are just a few of the films in the database that are accompanied by Study Guides which can be view in PDF format.	7	★
Afghan Women (DER, 1974)	Guest		1	
African History 295	neil.marshall@utoronto.ca		3	
Anthropologist Interviews	ASP Editorial	Example of videos with Filmmakers discussing their films	4	
Classic Visual Anthropology	ASP Editorial	A list of some of the most studied films historically in Anthropology	10	
Films with Jean Rouch	ASP Editorial	These are documentaries about or with the French filmmaker, Jean Rouch	5	
War and Peace	pdempsey@depaul.edu		3	
瑪格麗特·米德 (Margaret Mead)	Kerry	Margaret Mead (December 16, 1901 – November 15, 1978) was an American cultural anthropologist, who was frequently a featured writer and speaker in the mass media throughout the 1960s and 1970s.(from wiki)	1	

Displaying 8 results

1

All | # A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

* Featured playlists have been selected or created by Alexander Street Press Editors.

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Figure 7. Playlists

User guidance/Support

User guides are available online through the Help section of *EVO*. These guides offer a brief introduction to the resource and its interface. Everything is covered from browsing the resource, searching, search tips, creating/sharing playlists, narrowing result sets, and navigating/understanding the video player screen with synchronized transcripts. Through the help guide, the user is presented with contact information for Alexander Street Press' technical support team.

Pricing and Authorized Users⁹

Pricing is specified in a separate agreement letter and may be renegotiated periodically. ASP will provide Web access at the beginning of the term and that term can be extended. Authorized users are typically currently enrolled students, faculty, and staff, and IP authentication is available for academic member institutions.

Analysis

One of the most interesting features of this resource is the ability to create playlists of video clips or full videos. The user can embed videos into other resources and there are permanent links that allow material to be bookmarked. In addition, many of the films have study guides in the database; the anthropologists and field workers involved in the original film created each study guide. They were designed specifically as teaching guides for classroom use and intended to be used concurrently with the films. *EVO* is unique in that the films are often conceived for teaching from the beginning. The study guides may provide instructors with objectives, questions and activities, vocabulary, and other resources where available. These guides can be downloaded as zip files from the individual item record for the film and delivered in PDF

⁹ Based on the ASP's Terms of Use License Agreement: http://anth.alexanderstreet.com/help/view/terms_of_use

format. Users will find the study guides, along with the transcripts, release notes, and thumbnails located just above the work-level record for the film.

Recommendations for improvement

As the database continues to be populated, I would recommend that ASP develop robust biographical information and clarify which ethnographers have biographical information available through *EVO*. There is no clear way to determine if a person has accompanying biographies without clicking on the individual's name. I would also recommend that the study guides be added to the Browse items list and that multiple file formats for downloading the study guides be made available.

Conclusion

Ethnographic Video Online is developing into a valuable resource for those interested in the social sciences and humanities. The feature of synchronized transcripts along with playlists and clips makes it a highly desirable teaching tool. Faculty will find the streaming videos useful and the ability to create clips even more so. Instead of having to skip through various chapters on a DVD (or multiple DVDs), the ability to make clips means faculty will be able to quickly splice small segments from many different videos and then compile them all into one playlist. Through these features, *EVO* is able to provide users with access to classic ethnographic films and the ability to explore and analyze them in ways that have not been possible before.

The Alexander Street Press welcomes suggestions for improvements and notice of factual errors. To report errors or to suggest improvements, email them to: Editor@astreetpress.com.

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