

FOOTNOTES¹

Library Instruction Options for Spring



Information literacy instruction and research support are central missions of Libraries and Media Services. As you plan and prepare for the spring semester, keep in mind the following possibilities.

Online Learning

With many distance-learning initiatives underway and our ever-increasing reliance on technology, the library has developed a number of ways to support your course through Vista. Consider adding:

- Your liaison librarian as a contact with your Vista course section.
- A library folder (created by your liaison librarian) to your Vista course. The folder would include general library information, as well as course-specific information related to your course research assignments.
- Our online library skill modules with quizzing (as an assignment) to your Vista course.

Other Instructional Support

Don't forget, your liaison librarian can offer a variety of other instructional services:

- Course-related information literacy instruction (at the library or in your classroom).
- Classroom PeRCs (Personal Research Consultations) – you devote one classroom period to library research, and your liaison librarian provides a computer lab and their expertise to support students as they work.
- An introduction to discipline-related resources.
- Review and aid in the development of quality library assignments.
- Introduction to a number of library services (e.g., Ask a Librarian, PeRCs, library spaces, library toolbar, RefWorks, Interlibrary Loan, and more).

To take advantage of any of these offerings, please contact your liaison librarian (http://www.library.kent.edu/liaison_librarians_by_subject).

Library Skill Modules

These modules deliver basic research and library skill instruction to students in an online environment, allowing them to work independently and at their own pace. The modules cover a variety of topics, including: search strategy, KentLINK, searching for and finding journal articles, evaluating information on the Web, APA citation style and plagiarism. Quiz assessments have been developed for many of the modules. These assessments will report student performance directly to your grade book in Vista.

Information on using the modules with your classes is at: http://www.library.kent.edu/skill_modules_instructor.

Save the Date



Library Live III: An Information and Resources Conference

Friday, February 27, 2009 in the Main Library, 9:00-3:00 p.m.

Workshops designed to highlight library resources and services

will be offered throughout the day. Topics to be covered include *Artstor* and Digital Media Center art collections, copyright, electronic theses and dissertations, e-portfolios, Google Tools for Scholars, *RefWorks*, statistical and qualitative software and services. Lunch and refreshments will be provided.

View presentation materials and workshop descriptions from last year's conference at <http://www.library.kent.edu/librarylivematerials>.

More information and registration for Library Live III will be available in December. If you would like to receive notification when registration is open, send an e-mail to Julie Gedeon (jgedeon@kent.edu).

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EXCELLENCE in Action

¹ <http://www.library.kent.edu/footnotes/>
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Resource News

America's Newspapers Now Includes Video

Need a news clip for your presentation? Want to catch up on the news? NewsBank's *America's Newspapers* database now includes video news content from the following sources: *The Associated Press*, *Reuters*, *The Wall Street Journal*, *The New York Times*, local affiliates of ABC, NBC, CBS, and Fox, as well as coverage from Canadian Broadcasting, Agence France-Presse and more. This new video content will be added in stages, though many videos are already available.

Users are able to:

- Play news videos within the NewsBank interface, in the same space used to display text articles
- Access recent and archived news videos
- E-mail links of specific videos to friends or embed them in presentations

A short advertisement that can be immediately closed will appear prior to each video. Please note that a free Flash plug-in is required to play these videos. It can be downloaded at <http://www.adobe.com/products/flashplayer>.

Backfiles Added to IPSA

International Political Science Abstracts (IPSA), produced by the International Political Science Association, includes current indexing and abstracts of the world's leading journals in political science. All bibliographic records in *IPSA* are now available online back to volume one. This marks the first time that researchers can access *IPSA* records as far back as 1951. This database contains over 262,700 records from over 1,000 journals published from 1951 to the present. Approximately 8,000 new records are added to the database each year.

ERIC Enhancements

ERIC announced the addition of several new features and updates to the <http://www.eric.ed.gov> Website. These include:

- RSS feeds allow researchers to define and subscribe to custom feeds based on their search criteria.
- Updates to the Thesaurus of ERIC Descriptors enhance searching capabilities using the ERIC controlled vocabulary.
- Seven new tutorials were added to provide new and regular users an introduction to ERIC features.

A Change with MEDLINE

Effective January 1, 2009, the OhioLINK interface for MEDLINE will no longer be supported. This important database will remain available to the OhioLINK community via EBSCO and PubMed.

Both of these database versions are menued on the Kent State and the OhioLINK lists of resources. Accessing PubMed through one of these menus will display the OhioLINK FindIt button, allowing the user to determine the availability of licensed content. The FindIt link will not appear when PubMed is accessed directly (<http://www.ncbi.nlm.nih.gov/sites/entrez/>) and not through one of these two library menus.

Instruction on searching PubMed will be available in spring semester at Library Live! and by special request to your liaison librarian for a class presentation. Listing of liaison librarians is at: <http://www.library.kent.edu/subjectliaisons>.

OhioLINK Authentication

The Libraries are pleased to announce it is now possible to authenticate through OhioLINK for off-campus access without using your Social Security Number. Instead, you can now use your Banner ID. When you access the OhioLINK authentication form, you will see "Enter your Banner ID." Click on the link you see there to get information on where to find your Banner ID. Alternatively, it is still possible for you to use your Social Security Number.

Safari Tech E-Books

Just a reminder that a terrific set of more than 6,200 computer science, information technology, business and related e-books are available through *Safari Tech Books Online*. It is possible to search the entire collection or a specific e-book. New additions include:

- *Adobe® Acrobat® 9 Classroom in a Book®*
- *Beginning CSS Web Development: From Novice to Professional*
- *Facebook Cookbook, 1st Edition*
- *The Game Maker's Apprentice: Game Development for Beginners*
- *2007 Microsoft® Office System Inside Out*
- *Web Standards Creativity: Innovations in Web Design with XHTML, CSS, and DOM Scripting*

The *Safari Tech Books Online* collection can be accessed through the Research Databases link on the Libraries' Web site.

There's More...

...from the Writing Commons

The Writing Commons (former Writing Center) has been operating in its new location on the 4th floor of the Main Library for almost a full semester, and they are busier than ever before. The 22 writing tutors from 14 majors across campus have been helping writers at all levels, in every discipline, with every stage of their writing processes, for all kinds of writing projects -- from first-year compositions, to doctoral dissertations.

What does the Writing Commons offer?

The Writing Commons offers one-on-one writing help in 45-minute sessions, a Website with writing resources, an online writing lab, and mini-lessons on common editing challenges. Its peer tutors can help students with everything they must do between the time a faculty member assigns a piece of writing and the time she collects it.

Tips for faculty working with student writers

As we finish one semester and look forward to the next, the Writing Commons tutors would like to pass along the following helpful tips for faculty working with student writers.

- Suggest, rather than require, your students to come to the Writing Commons. Students will get much more out of their sessions if they come because they want to.
- Reward students for trying. When you know a student has come to the Writing Commons for help with a project, reinforce their initiative in some way. Anything from a word of praise, to an expression of interest in their session, to a chance for extra credit will tell the students you value their efforts to improve.
- Discuss writing in progress with students. To many students, the process of moving a project from idea to finished product is mysterious. As an experienced, published writer, you have insight to offer.
- Discuss your own writing projects with students. Help them to understand how people in your field write.

Please share information about Writing Commons services with your students.

During this semester, appointments filled more than a week in advance. Please advise your students to plan ahead and to call for an appointment early (330-672-1787).

The Writing Commons is a service of the Department of English. Details and the current brochure are at:

<http://dept.kent.edu/english/WritingCent/writingcenter.htm>

...from the Student Multimedia Studio

Adobe CS4 Software

The SMS recently received all the CS4 updates for Adobe products including; Premiere Pro, After Effects, Encore, Illustrator, In Design, Dreamweaver, Flash and Photoshop. We will be installing the updates over the Winter break so we don't introduce new software for students to learn in the middle of the semester.

A wide-angle lens was added to the ASL Recording Station camera to allow for recording up to 3 students simultaneously in the limited lab space available.

New On-Line Tutorials have been created and added to the Tutorials Pages on the SMS Website to help students and faculty with their multimedia, e-Portfolio, Web and video-based project assignments. If we don't have what you need, just let us know. We'll be happy to work with you to develop a tutorial specifically for your class.

REMEMBER...The "Student" Multimedia Studio is also a "faculty" resource!

We strongly encourage faculty to contact the SMS prior to making a multimedia presentation assignment. We can help you and your students:

- choose the best, easiest to use technologies and software
- create online and print tutorials specific to your assignment
- get a needed start through a session in your class or in the Library through a demonstration or hands-on workshop
- eliminate many of the technology questions that inevitably come up.

For more information contact Gary Mote, gmote@kent.edu or CourTney Collins, ccollin@kent.edu or visit the SMS Website at: <http://www.library.kent.edu/sms>.



Extended Hours in the Main Library

The Main Library is open until 3 a.m., Sunday through Thursday, for the last five weeks of the semester. The complete hours schedule for all Libraries and Media Services' areas are at: <http://www.library.kent.edu/hours>

...and yet more

Fair Use, Copyright, and Media Literacy

The U.S. Copyright Act includes the doctrine of “fair use” which allows use of copyrighted material after consideration of certain factors:

- the purpose and character of the use, including whether such use is of commercial nature or is for nonprofit educational purposes;
- the nature of the copyrighted work;
- amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
- the effect of the use upon the potential market for or value of the copyrighted work.

Due to the lack of clarity in applying these criteria and in particular with media, there is concern that educators do not take full advantage of their fair use rights. To address this need, the Center for Social Media at American University has created a Web site to help media literacy educators understand their fair use rights in order to be able to utilize media more effectively in their teaching. The site addresses online video, documentary, and media literacy education.

Voices of Open Access

The Public Library of Science (PLOS) and the Scholarly Publishing and Academic Resources Coalition (SPARC) recently released *Voices of Open Access*, a series of one-minute videos on why open access to scholarly research results matters to a broad range of users. Included are teachers, patient advocates, librarians, students, funding agencies, and researchers. The videos are available for the public to view, download, and repurpose under a Creative Commons BY license at <http://www.vimeo.com/oaday08>.

Statistical and Qualitative Software Support Needs Assessment

What is needed to support both research and research courses at KSU? This year we are conducting a needs assessment to gain a better understanding of statistical and qualitative software and service needs of students, faculty, and staff at Kent State University. A series of focus groups were conducted in late September. A survey based on that input was disseminated in October to the University community to gain a more comprehensive picture of software and service needs. The survey will continue until the end of the semester. We would love your input. You can find a link to the survey at: <http://www.library.kent.edu/Survey>. We plan to report our findings in spring semester.

Please visit our website: <http://www.library.kent.edu/statsoftware> for more information on statistical and qualitative software and services.



The Google Library Project Settlement

A tentative agreement was recently reached between Google, the Authors Guild, and the Association of American Publishers concerning Google’s scanning of copyrighted works. The settlement is complex and offers both challenges and opportunities to libraries.

One of the provisions is the creation of two centers that will host the Research Corpus, the set of all digital copies created for the Google Library Project. Qualified users will be able to use this resource for “non-consumptive” research, which is defined as research involving computational analysis on books, that does not require the reading or display of substantial portions of the book. Projects could include textual analysis and information extraction for concordance development, citation analysis, etc.

To aid in the interpretation of the agreement, the American Library Association and the Association of Research Libraries released *A Guide for the Perplexed: Libraries and the Google Library Project Settlement* by Jonathan Band, JD. This guide is available at: <http://www.arl.org/bm~doc/google-settlement-13nov08.pdf>. The Google Web site also offers more information: <http://books.google.com/booksholders/>

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with difficulties. Is this system of reparations permanent? If not, how will we know when the period of atonement is at an end? This process of balkanization, once complete, will have members of various groups competing for awards, jobs, or recognition based on their group membership not on their achievement. Far from “leveling the playing field,” as supporters contend, this would create an entirely new system of discrimination based on the conviction that such “reverse discrimination” is necessary to “end discrimination.” The late trade union leader Albert Shanker, in a column in the New York Times once pointed out that there was no such thing as “reverse discrimination.”

There was only discrimination, he said, and we must decide if it is acceptable or if it is not.

VI. Martin Luther King was murdered in early April of 1968. It was one of those events of which you remember exactly what you were doing when you received the news. I was a senior in college anticipating graduation ...but then the world seemed to stand still. About a month later, Nubs collapsed and died of a heart attack while walking to his barbershop. Both men were special to me. These two men were of different public stature..... but of very similar moral stature.....they both understood that victimhood and citizenship were two very different statuses. Citizens can become temporary victims as a result of misfortune or crime or some other tragedy. However, it is more difficult to be citizens when some are told that because of history, they are to be given the special designation with some rewards not available to others....also because of history.



A Note from the Dean

Mark Weber, Dean of Libraries and Media Services

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Victims and Victimology

I. In Lancaster, Wisconsin in the late 1950's, we had lots of things to think about when we came to get our flat-tops leveled off nice and close at Nubs Weaver's flat-top barbershop. For one thing, Nubs increased his prices without much of any notice. For a thirteen year old in 1958, this was bad news. My paper route for the Dubuque (Iowa) Telegraph Herald produced an income of about \$3.50 a week. So an increase in flat-top shearing prices from two bits to four bits was a worrisome development. However, economic challenges of this kind were usually overshadowed by the weightier political discussions that took place as we waited our turn in Nub's shop and got a chance to inhale some really fine second-hand smoke. Nubs was always a man of the people. That meant he did two things. First, he smoked Camel unfiltered cigarettes at a rate of just under four packs a day....no fancy shmancy foreign cigarettes for Nubs. He smoked 100% American weeds. Second, Nubs held the straight-edge razor...so that meant that his opinions usually prevailed. With a deep hacking cough and a washed-out look, he sort of reminded you of Edward R. Murrow.

One Saturday morning, Nubs was jawing with several of his customers about the latest wave of lynchings in the South. As I entered the barbershop through the blue haze, I could make out that Nubs and the customers were arguing about Civil Rights and that Nubs was outnumbered...but of course....he had the straight-edge. One of the customers, a sanctimonious preacher named Thurston Slaughter, was moaning about the fact that when folks like Emmett Till were lynched, the "real victims" were respectable white Southerners. This was too much for Nubs who pointed out that the only certifiable victim was one Emmett Till because he was dead.

On a roll, Nubs pointed out that when a black man was lynched in the South, HE was the victim and not the lily-white Chamber of Commerce in the city, town, or hamlet where the crime happened. Seems pretty logical don't you think? Yeah, well I think so too. But wait a minute! What happened? Nubs dropped dead of a heart attack in May of 1968 and this piece of logic seemed to die with him.

II. Now let's fast-forward a few decades and look at the mess we are in! In the wake of the searing tragedy of September 11th, 2001, pundits, academicians, and abstract moralists told us that the "real" victims of 9-11 were....let's see....law-abiding Muslims in the United States, foreign students at American colleges and universities, the American left in general, and democracy as we have known it. I submit that the "real" victims of 9-11 were the people working in the World Trade Center or in the Pentagon or on Flight 93. Those were the victims because they were murdered.

This is a tough time to be a kid. Why? Well one reason is because of the rise of the discipline of victimology. When there is a crime, the actual victim is the perpetrator's ethnic or religious group. Often, this group will be viewed negatively because of what the perpetrator did. Just about the time a kid enters college he/she learns that to be a victim you don't have to have been murdered or beaten or raped or tortured. All you have to do is to be from the same group as the perpetrator of some horrible outrage. In this twisted view, the real victims of World War II were not the soldiers and civilians killed. Instead, they are the Germans because they were punished by the Treaty of Versailles and thus forced into the role as the aggressor! By this reasoning, the real

victims of the Holocaust were not the Jews, gays, and others who died, but rather the Palestinians who saw the survivors come to their homeland and settle. After the searing tragedy of the Oklahoma City Federal Building bombing, we were told by some that the "real" victims were the militias and Christian identity groups because they feared a backlash!

III. Now let us pursue the matter of victimology in higher education. Here we see that it has been nurtured and encouraged to flower to its fullest extent. The underlying reason for this is guilt on the part of most of the faculty of most colleges and universities. Without going into the reasons for this guilt, we find its expression in the efforts to promote two categories: a class or classes of victims of past discrimination, persecution, or just plain loutish behavior; and the notion of group rights that are to supplant the older liberal tradition of individual rights. Both of these concepts form the framework for much of our work in the academy in the areas of multiculturalism or diversity. Let us look in more detail at each of these two categories.

First, the notion of a class or classes of persons specifically designated as "underrepresented" is troubling. The term "underrepresented" is another word for victim. If society or the state has taken you or me and specifically designated us to be "victims" who are entitled to both a special status and sometimes to preferential advantages not offered to citizens in general, it is telling us that we are something other than full citizens. Although it is not generally seen in this light, the Civil Rights Movement was a conservative effort in many respects. It sought to supplant the system of Jim Crow in the South and to challenge discrimination in the North in order to help African Americans achieve full citizenship. It sought to make America a color-blind society where people would be judged "not by the color of their skin; but by the content of their character." However, by the late 1960's, we were told that "one had to discriminate in order to end discrimination" (in the words of the late Justice William Brennan). The concept of equality changed from one of "opportunity" to one of "result." This led to the development of categories of citizens who were designated as being members of a group that had suffered historic discrimination. These categories have been expanded in number. This led to a fierce debate over race-based and gender-based quotas, or set-asides, or other forms of preferences. It must be said that some "conservatives" opposed these developments by pointing to the color-blind intent of the original civil rights laws. Others chided them for the fact that they had actually opposed those civil rights laws when they were originally proposed. Harder to deal with were an embattled group of African American "conservatives" who also criticized racial and gender-based preferences. These included Walter Williams, Glenn Lowry, Thomas Sowell, Shelby Steele, and William Allen. More difficult to attack, they were frequently dismissed as being either "unrepresentative," or as being "traitors."

Second, the transition from the notion of individual rights to that of group rights is another feature of the rise of victimology. Here we see the transmogrification of the idea that individual merit is the basis of advancement to notion that advancement should be "representational," with success being divided among various groups. Champions of this change claim (usually with a straight face) that this new system should be seen as a form of reparations that were justified because of our nation's racist or sexist or just plain unjust history. This rationalization bristles

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FRIENDS'

CORNER



Northern Ohio Bibliophilic Society Exhibition

The exhibit, *The Northern Ohio Bibliophilic Society: 25 Years for the Love of Books*, will be on display in the Main Library's

first floor lobby through the end of December 2008. Founded in 1983 by a group of antiquarian book dealers and collectors, the exhibit honors the Northern Ohio Bibliophilic Society's (NOBS) 25th anniversary and highlights many of the Society's activities and members. Activities include its organization of the annual Akron Antiquarian Book Fair, publication of the *NOBS Newsletter*, and the hosting of hundreds of activities associated with the study, interest in, and collecting of antiquarian books. KSU's Special Collections and Archives is home to the NOBS Papers.

Upcoming Events

February 19, 4 p.m., Gerald and Victoria C. T. Read Special Collections Classroom (Library, 10th floor)
Black History month speaker

April 23, 4 p.m., Gerald and Victoria C. T. Read Special Collections Classroom (Library, 10th floor)
"Decadence & Renewal in Higher Education"



*Wishing you a very
happy holiday!*

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Libraries and Media Services

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