

**Teaching Guide for Resources
in the Humanities:
An Open Access Publication**

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Introduction to the Teaching Guide

This guide presents those professors in schools of library and information science with a suggested set of activities and sources to teach a course that covers information sources and services particular to the humanities. The author draws heavily from the work by Anna H. Perrault and Elizabeth S. Aversa, *Information Resources in the Humanities and the Fine Arts, 6th ed.* (Libraries Unlimited, 2013). In fact, this bibliography served as the textbook for the course titled Humanities Information Services that is an elective in the curriculum in the Master of Library and Information Science degree at Valdosta State University.

There are, of course, many ways to approach instruction that prepares MLIS students to serve clients seeking research and references in the humanities. The very discipline of humanities is vast, and that adds to the challenge of developing a course on that discipline. Perrault and Aversa, for example, do not include history in their bibliography – they conclude that history belongs within the domain of the social sciences. MLIS programs that have distinct courses on discipline-centered sources and services may include history in the humanities or in the social sciences – in either case, addressing it as a discipline fits somewhere in the curriculum. MLIS programs that offer broader based electives in advanced reference may include instruction on the distinctive characteristics of collections and users in specialized areas all folded into one course. In any case, access to a teaching guide providing references and learning exercises that can be adapted to teach MLIS students about the humanities may be of value.

The author divided this Teaching Guide into distinct sections, starting with introductions to sources, research methods and habits of humanists, and illustrations of primary sources and digitized online materials. After those sections, short overviews of the major subdivisions of the humanities follow. These are greatly abbreviated since students are expected to read corresponding chapters from the Perrault and Aversa work. There are ten suggested learning exercises associated with each section contained in the Teaching Guide. Appendix A contains a reading list and Appendix B contains resource lists classified by sub-disciplines. The resource lists are cross-referenced with entries in the Perrault and Aversa work and coded to indicate reviews available in ARBAonline. These resource lists include works, subscriptions, and free Internet materials representative of resources typically consulted in humanities reference; they are not meant to be comprehensive.

The companion to this document is the *Selector's Guide for Resources in the Humanities: An Open Access Student Publication*. The contents of that publication reflect the culminating efforts of MLIS students enrolled in a course on Humanities Information Services in applying what they learned about resources and users to areas of the humanities of particular interest to them. The comments from those students on the materials and the instructional approaches used to facilitate their learning in an online learning environment were positive.

So, here is a proposed guide that LIS educator-colleagues may want to consult. Please feel free to embellish or consolidate or correct (when necessary) the materials included in this Teaching guide. Feedback is welcome.

Best,
Prof. Anita Ondrusek
Spring 2014

Please feel free to contact Prof. Ondrusek at alondrus@valdosta.edu

Introduce Yourself Humanities Style

Why study humanities information sources separately from other research sources? The answer, hopefully, will become clear to you as this course unfolds. Here is one good reason for starters:

A heavy reliance on primary sources is one characteristic of humanities scholarship that librarians need to consider. Humanities scholars generally base their research on primary sources – a text or an artifact. Humanities teachers encourage students to use primary sources, but also base assignments on secondary sources – locating criticism of a particular work.

For a quick reference on Primary Sources in the Arts, Humanities, Social Sciences and Professional Programs , see the University of Minnesota's Web page at: <https://www.lib.umn.edu/wilson/primary-sources>

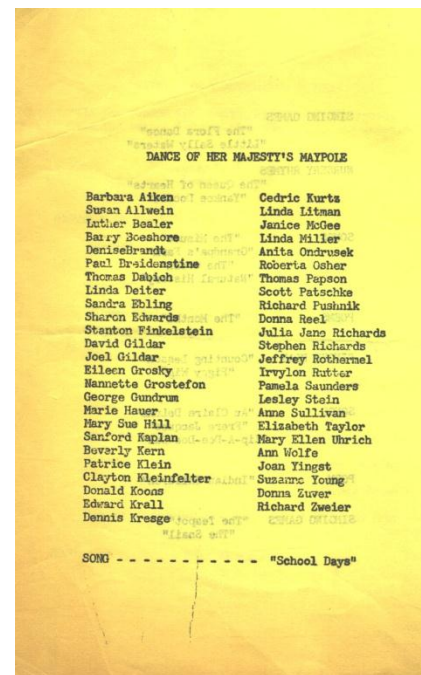
Examine the DoHistory Web site at: <http://www.dohistory.org>

This is a case history showing how one woman's life was recreated using primary sources. The sources used and the research process represented are typical of how a humanities scholar conducts research.

LEARNING EXERCISE 1: YOUR PERSONAL SNAPSHOT

Assemble a list of primary sources that a historian would use 100 years from now to recreate something about your life. Provide a brief annotation to identify what it is (if not self-explanatory) and where or how a researcher for each item might discover each item. Include a few images that represent primary sources. Use Word or PowerPoint to create it. View each others' snapshots. Below are examples.

At age 5, my mother enrolled me in kindergarten. The classes were held in two huge rooms of an old mansion that was diagonally across the intersection from our house. Kindergartens were privately run then (1955). I attended the Happy Hour Kindergarten. (Photo credits: Me in front of the mansion; Front and back of the programs for the May Day ceremony held at the conclusion of the kindergarten classes.)



Research Methods and Habits of Humanities Scholars

What distinguishes the nature of humanities research and the methods by which humanists conduct their research from other types of research?

This question has been studied by a number of scholars in the library field, and they tend to agree on a number of aspects that characterize humanist research. Perrault and Aversa address this topic in Chapter 1 of their book *Information Resources in the Humanities and the Fine Arts, 6th ed.* as do the other authors whose articles are cited on the list below. New to this edition of the work is inclusion of the evolution in digitized resources in the humanities. In chapter 2, Perrault and Aversa introduce you to the multidisciplinary electronic resources that are now instrumental in helping humanities scholars and students find the information they need to conduct their research. Read both these chapters plus two more articles of your choice from the Reading List (Appendix A).

LEARNING EXERCISE 2: INVESTIGATIVE REPORT ON HUMANITIES RESEARCHERS

Your assignment is to identify humanist research distinctions beyond the ones mentioned in the Perrault and Aversa chapter. The readings run the gamut on topics and date from 1991 to 2011. Select your two readings with care. If you want to learn more firsthand about digital humanities, then select two articles on that topic from among Davidson, Kamada, Rieger, or Wibberly & Jones (2000). If you want to explore information-seeking habits of humanists, then consider the articles by Barrett, Bates, Duff, Green, Sukovic, or Watson-Boone. If you want to learn more about how scholars in certain disciplines seek information, consider articles by Case, Goodwin, Penner, Tibbo, Tomlin, and/or Wibberly & Jones (1989). If you want articles that focus on the roles of librarians, try Graeme, Keeran, and/or Smith & Tibbo. If you want an overview of multiple disciplines, select from Bates, Knieval, and/or Palmer. If you are curious about changes in the attitudes of humanists towards electronic texts, select from Sukovic, Shifra, Thompson, and/or Wibberly & Jones (2000). For provocative perspectives on the state of the humanities, compare Thompson to Wolin.

Using the research from the readings (this includes Chapters 1 and 2 by Perrault and Aversa plus the two other readings from the Reading List), write an essay-style report discussing at least 10 aspects of humanities research that librarians need to consider when responding to humanities scholars or students (i.e., in consultations, collaborations, or collection development). These aspects may relate to any of the topics suggested above – or you may identify a theme on your own. Find at least two aspects *not* mentioned in Perrault and Aversa. Tell what those two aspects are discuss these along with the other eight characteristics. Cite the readings from which you draw your interpretations using a standard publication style both for intext references and your references list at the end of the report.

To the teacher: If you are using online courseware or have access to online discussion groups, consider having students post their personal snapshots and their investigative reports to discussion boards. This allows them to read and view the work of other students. You could also institute follow-up posts in which students submit a **second post** summarizing what they learned from examining the submissions of classmates and/or telling how this new knowledge about humanities research has changed their views on reference service or collection development.

Primary Sources in Digitized Collections

A primary source records or represents an event or era or a person's life with material that was produced or documented at the time of the event, within an era, or by the person who is the subject of study.

Historians and news reporters - in their quests to “go right to the source” – seek out primary sources for their research whenever possible. Thus, we find reporters trekking to far-away locations for eye-witness accounts of events, and archeologists spending decades unearthing artifacts in an effort to recreate what day-to-day life was like in a civilization of long ago. The results of these efforts are primary sources – a taped interview with an East Berliner climbing over the Berlin Wall on 11/9/89, or a description of what the reporter actually witnessed that day and quotes from Berliners gathered at the wall published in the news on 11/10/89.

Librarians are often approached to help patrons locate primary sources. Teaching librarians provide summaries of primary sources for students such as this one posted on the library's website at Princeton University (<http://www.princeton.edu/~refdesk/primary2.html>). An article in Wikipedia (http://en.wikipedia.org/wiki/Primary_source) provides a broad overview of primary sources as defined in the study of history.

For the purposes of this course in the humanities, understanding primary sources is rather more complex. The conclusions of an art historian studying Van Gogh will have little credence among art scholars if their colleague did not actually examine paintings by Van Gogh – not reproductions, the original paintings. Likewise, an ethnomusicologist writing about the influence of African chants in the Gullah population must find a way to listen to those chants – a live performance by Gullah descendants using authentically crafted African drums would be the best case. Scholars studying questions where the primary evidence dates back to antiquity turn to the archeological evidence and relics. How do scholars study the Dead Sea Scrolls first hand? If they are scholars (in theology or archeology or linguistics), they apply for special permission. Even then, for Jewish Hebrew scholars, politics will prevent access to the Dead Sea Scrolls that are kept in Jordan. In cases such as this, the best one can do is to study the microforms of the scrolls. Little has been digitized.

Microforms of the Dead Sea Scrolls are an example of a secondary source - a derivative of a primary source. A scholar studying the primary sources on the fall of the Berlin Wall in order to support her ideas on the political climate that led to that event may publish her findings in a journal article or in a book. Her publications are secondary sources. Similarly, a fashion historian who compiles a portfolio containing reproductions of clothing worn in ancient Greece has given us an important source – nonetheless, it is a secondary source - it replicates a piece of life in that time period.

A tertiary source is somewhat of a filter for a secondary source or a compilation of information leading to secondary sources. Many reference resources such as popular encyclopedias, indexes, bibliographies, and reviews or critiques of works fit into the category of tertiary sources. For example, an encyclopedia article on gem stones authored by a staff writer who gathered the information from multiple publications and illustrated the article with “stock” photographs of gems is an example of a tertiary source. A catalog listing the museums in North America that have significant collections of precious stones is another example of a tertiary resource.

Canon and Authorized Texts

Karass (2006/207) refers to the *Oxford English Dictionary* to define a “canon” as “the body of works that is considered to be the most important or significant in a particular field” (121). Since there are many versions of printed works in a canon, especially those works translated from the language in which they were written, scholars rely on authorized texts, sometimes referred to as “authentic” or “certified” texts that are translations of classical works into the native language of the intended readers. The attributes that distinguish these translations from among many translations of the same works are described by Carne-Ross (2010) as “translations of certified philological accuracy, with scholarly informative introductions” and rendered in a manner that preserves the meaning and the diction from the original work, keeping the “intervention of the translator’s personal style and interpretation to a minimum” (149). Another attribute of these texts is that the language “manages to sound like real language while remaining extraordinarily near to the original words” (Jenkyns, 1996).

How does “remaining extraordinarily clear” to the original works apply to those requests for access to materials that a humanities librarian may receive? As an example, Hesiod and Homer both used epic dialect, so translators who present their works as prose should be noted (Gaskell, 1999, 40). There are a number of publishers that strive to remain true to the texts and/or make clear how the texts are presented by translators. These include publishers such as Oxford Classics, Penguin Classics, Delphi Classics, and Dover Great Books.

Clarification on Primary Sources in the Digital World

Some primary sources are obvious **first-hand accounts**. The most common examples are printed texts containing personal correspondence, narratives, diaries, manuscripts, memoirs, and autobiographies.

Primary sources can be media items **if** those items depict people or events exactly as they looked or sounded or lived. This would include **recordings** of a person’s voice (making a speech, singing a song, reading a poem, etc.); **photographs** of people or places taken during the historical period under study; **artifacts** such as tools, instruments, clothing, or personal belongings.

Newspapers are primary sources **if** the reporting on a person or event was first-hand at the time of publication. Examples would be news items transcribed from a one-on-one interview, based on an eye-witness account, or recorded live on-the-scene. Locating the newspaper article exactly as reported at the time it occurred makes a difference in interpreting its impact. Sources such as historical newspaper archives assist librarians in finding photographs, speeches, and record-breaking news at the time these event happened.

Journal articles can be primary sources **if** the content represents the first-time publication of a discovery, a break-through, or original thinking. One example of a journal article that is a primary source is the article “As We May Think” penned by Vannevar Bush, the first science advisor to a U. S. president. In the article, Bush proposes the development of a mechanical device for retrieving knowledge from microforms stored in a desk-like cabinet with a keyboard. He envisioned this device as an extension of human memory and called it the “memex”. Bush’s idea proved to be a fairly accurate vision of the personal computer and information retrieval using hyper-text. His article was published in the 1945 July-December issue of the *Atlantic Monthly*.

Reproductions vs. Original Works

The “serious scholar” wants to see sources in their original formats and may use the library as a jumping-off point to locate primary sources elsewhere. However, librarians are approached regularly by history buffs or students working on class assignments who request “primary sources.” Librarians can fill these requests by locating **digitized copies** of the original – sometimes referred to as “**digital surrogates**”.

Returning to the example of the “As We May Think” article - if a librarian can find a print copy of the *Atlantic Monthly* from 1945, that provides a primary source. A scanned copy of that original article is a digital surrogate. A transcript of the article – re-typed to fit on a web page – is no longer valued as a primary source. Bush’s words are replicated, but the integrity of the original format is lost.

Returning to the quandary of being able to inspect ancient texts . . . have a look at the Internet Sacred text Archive. This is an amazing collection of scans of original texts that are in the public domain, and it has an author-title search tool (<http://www.sacred-texts.com/cat/index.htm>).

Digital Surrogates in JSTOR and LexisNexis

JSTOR and LexisNexis house a wealth of digitized materials. Their collections include a multitude of digitized secondary sources (e.g., digitized journal articles in JSTOR, electronic transcriptions of newspaper articles in LexisNexis). These same databases also contain *digital surrogates* - primary sources converted to digital formats (e.g., scientific papers disclosing firsthand discoveries, portraits, and landmark decisions in American law).

Here are some examples of digital surrogates of primary sources found in **JSTOR**:

Michael Faraday’s lectures on “Experimental Researches in Electricity.”

These are pdf’s from the **original** published lectures. Here’s the citation to the first lecture:

Faraday, Michael. Experimental Researches in Electricity. *Philosophical Transactions of the Royal Society of London*, Vol. 122, (1832), pp. 125-162.

LexisNexis stores copies of original American case law, statutes, and opinions from law reviews. These documents are primary sources as well as digital surrogates. Here is an example from **LexisNexis**:

Original commentary on the right to a public education for children with AIDS.

What was being written about this issue in the law journals during the Ryan White case? Here is the citation to a commentary from the *Emory Law Journal* in 1987:

Brockman, Leslie N. Enforcing the Right to a Public Education for Children Afflicted with AIDS. *Emory Law Journal*, Vol. 36, (1987), p. 603.

In conclusion . . . preserving the integrity of a speaker’s or author’s or artist’s exact intent and meaning of that person’s work is the essence of a primary source. Therefore, finding it in the original format and/or in the original words or a translation of those words is an essential part of a humanities librarian’s responsibility. Be prepared to identify and recommend locations of primary sources to humanities clientele.

Definitions of Digitized Online Materials

It is important to understand the distinctions between the various types of digitized collections used for humanities reference. The definitions below are mine. ~Dr. Ondrusek

Digitized Collections (also referred to as *digital* collections)

Definition: An entire body of work or collected works converted to computer-readable files using methods that preserve the original work(s). These collections might also be referred to as *online libraries*.

There are two methods for preserving works. One method preserves the integrity of each work by creating exact facsimiles such as scanning texts into image (pdf or tiff) files or photographing the actual artifacts (jpg files). The other method reproduces each work, but not in its original form. Examples of these reproductions might include re-typing a book or having an actor record a book. Both types of reproductions are referred to as “surrogates” of the original work.

Digitized collections usually provide both browsing and searching options. Following the links takes the researcher to the full work.

Online Indexes & Databases

Definition: A collection of searchable records that represent documents or other items. Online indexes and databases generally require searching via a search form. The search produces a list of references.

These resources are divided for the purposes of this course into three groups:

- **Subscription Indexes** – a compilation of records that identify sources of recorded knowledge. Records are searchable by standard fields such as author, title, and subject. Indexes generally are limited to providing a description of the work rather than the work itself. They may contain limited links to the content of sources cited, e.g., full-text, image, sound files. The term “subscription” indicates that fees are involved for access to the index.
- **Subscription Databases** – an index to sources of recorded knowledge, also searchable by standard fields such as author, title, and subject in addition to content in abstracts or even full-text. In the current electronic environment, databases most often include profuse links to digitized content and collections, including full-text of documents, high-quality images, sound files, and any other content cited. The term “vended databases” implies the same as “subscription database” - indicating that a vendor (a company) provides access to the material for a fee.
- **Free indexes or databases** – compilations of records that are searchable by standard fields at no charge to the user. These are generally available through the Internet.

Online Portals

Definition: A website that organizes information on sources of digitized resources and provides links to those sources.

Computerized Archives, Bibliographies, and Catalogs

Definition: Three more collective “units” (for lack of a better word) for source material.

- A collection calling itself an online ***archive*** generally implies that it is a digitized collection of a body of works (e.g., replicas of periodicals, manuscripts, etc.) that are stored together and, therefore, may be searched or browsed as complete sets.
- A ***bibliography*** is a compilation of citations on resources on a particular subject.
- The term ***catalog*** or ***catalogue*** has two different meanings in the humanities. Among librarians, the term ***catalog*** refers to an index to the holdings of a library or libraries. However, an online ***catalog*** of art, for example, may be specific to individual art collection or art exhibit, and it includes information such as the date of an exhibit and may include digitized photographs of the actual artwork. A catalog tells you where an item is located – giving a name or code for a library, museum, archive, exhibition location.

Monographs

Definition: A book that covers a single topic or a particular work. In the humanities, scholars generally seek monographs written in a particular time period or by a particular author. They may also want interpretive sources of those works. These sources may be categorized as listed below.

- Primary sources – firsthand accounts or materials or artifacts related to persons or events or time periods that were created at the time of origin.
- Secondary sources – accounts or materials derived from primary sources.
- Contemporary works – accounts or materials created in present times, within the memory of living persons.
- E-Book Collections – computerized versions of books compiled into a digitized collection.

Online Reference Works

Definition: An electronic version of a printed reference volume or volumes.

Humanists often seek background material on individuals who produced a corpus of works and/or the period in which they flourished. They may also need clarification on definitions from the vocabulary used in a particular subject area. They may want to identify venues for publication or exhibition of their own work. Special subject reference works provide such material.

- Scholarly Encyclopedias – each article is a carefully researched treatment of the topic it covers. Articles are signed and bibliographies are often included at the end of the article. You will find a number of humanities “dictionaries” that, in actuality, are encyclopedias. The assignment of “dictionary” generally means that entries are arranged in alphabetical order, whereas, some encyclopedias may arrange entries according to some other scheme.
- Handbooks – a concise encyclopedic work that provides general knowledge on a subject. A ***manual*** is a type of handbook that contains instructions.
- Companions – a collection of essays explicitly focused on a single subject. As in scholarly

encyclopedias, the essays are written by scholars on the subject and signed or attributed. Three prominent publishers of companions are Blackwell, Cambridge, and Oxford.

- Dictionaries/Glossaries – works that provide definitions, pronunciations, and derivations of words or terms.
- Directories – systematically organized collection of contact data and/or location data for persons (who) or organizations or businesses or buildings (what).
- Sourcebooks –organized similarly to Directories, but lead users to sources that provide background information on a specialized topic.

Vetted Websites

Websites that have been reviewed to assure authoritative contributors, accuracy, currency, reliability, unbiased coverage, and adherence to production standards used in website design. In the library world, sites vetted by groups such as the Internet Public Library (<http://www.ipl.org/>) and the RUSA Best Free Reference committee (<http://www.ala.org/rusa/sections/mars/marspubs/marsbestindex>) are considered trustworthy.

Media

Works created in formats using visual or audio or sensual formats.

Museum Collections

Works or exhibits or installations or other materials curated by a museum.

Open Access Resources

Materials provided through unrestricted access and permission to reuse those materials (generally meaning no fees for use) by agreement from the creators.

[Preview of Learning Exercise 3](#)

Objective: To provide practice to students in distinguishing among categories of digitized materials delivered online (either through commercial subscriptions or as free resources on the Internet).

There are 20 resources listed on the next pages that fit into the categories of digitized online materials as defined above. These are suggestions taken from materials in the humanities that are free or generally readily available to graduate students through their university libraries.

I usually select 5-10 of these materials from the list for this exercise, depending on the timeframe and value assigned to the exercise. Feel free to add other resources that fit your instructional objectives or circumstances.

LEARNING EXERCISE 3: DIGITIZED ONLINE MATERIALS and PRIMARY SOURCES

Instructions:

1. There are 10 electronic resources from the humanities listed below. Some of these resources are free on the Web and some require subscriptions.
2. Under each resource, tell how you would categorize it. Use the categories (below) from the Background Notes in this week's module. A resource might fit more than one description as in the example below.

Digitized Collection Online Portal Online Index Online Database Online Reference Works
Computerized Archive Computerized Bibliography Computerized Catalog Open Access Resources

3. Fill in other information about each resource. Please give your source for your answers in ().

Here's an example:

MATRIX: The Center for Humane Arts, Letters, and Social Sciences Online

<http://matrix.msu.edu/>

Producer/Provider: University of Michigan.

Year started: 1994 (<http://www2.matrix.msu.edu/about/history/>)

Scope (content) and coverage (how far back): a Center established to host all of H-Net's computing and administrative facilities at Michigan State and to pursue a broad research program in humanities computing" . . . "the leading humanities technology center in the country in terms of research dollars awarded" (<http://www2.matrix.msu.edu/about/history/>)

Type of resource (select one from the Instructions): *Online Portal to open access resources*

Primary sources? Yes/No YES

If NO, tell why:

If, YES, give an example. MATRIX partners with the Quilt Index (<http://www.quiltindex.org/>). From links to that index, one can view scans of quilts and quilt patterns. Another partner is the African Oral Narratives project (<http://aodl.org/oralnarratives/>) which includes interviews and oral histories.

EXERCISE QUESTIONS:

1. Gale Virtual Reference Library

Producer/Provider:

Year started:

Scope (content) and coverage (how far back):

Type of resource (select one from the Instructions):

Primary sources? Yes/No

If NO, tell why:

If, YES, give an example.

2. **The Digital Library of Georgia**

<http://dlg.galileo.usg.edu/>

Producer/Provider:

Year started:

Scope (content) and coverage (how far back):

Type of resource (select one from the Instructions):

Primary sources? Yes/No

If NO, tell why:

If, YES, give an example.

3. **Dissertation Abstracts**

Producer/Provider:

Year started:

Scope (content) and coverage (how far back):

Type of resource (select one from the Instructions):

Primary sources? Yes/No

If NO, tell why:

If, YES, give an example.

4. **Who's Alive and Who's Dead**

<http://www.whosaliveandwhosdead.com/>

Producer/Provider:

Year started:

Scope (content) and coverage:

Type of resource (select one from the Instructions):

Primary sources? Yes/No

If NO, tell why:

If, Yes, give an example.

5. **ArchivGrid**

<http://beta.worldcat.org/archivegrid/>

Producer/Provider:

Year started:

Scope (content) and coverage:

Type of resource (select one from the Instructions):

Primary sources? Yes/No

If NO, tell why:

If, YES, give an example.

6. **Humanities Source**

Explore the content and coverage at its website:

<http://www.ebscohost.com/academic/humanities-source>

(Also reviewed in Perrault and Aversa, p. 28, 31)

Producer/Provider:

Year started:

Scope (content) and coverage:

Type of resource (select one from the Instructions):

Primary sources? Yes/No

If NO, tell why: not sure

If, YES, give an example.

7. **Children's Library**

<https://archive.org/details/iacl>

Producer/Provider:

Year started:

Scope (content) and coverage (how far back):

Type of resource (select one from the Instructions):

Primary sources? Yes/No

If NO, tell why:

If, YES, give an example.

8. **European Cultural Heritage Online (ECHO)**

<http://echo.mpiwg-berlin.mpg.de/>

Producer/Provider:

Year started:

Scope (content) and coverage (how far back):

Type of resource (select one from the Instructions):

Primary sources? Yes/No

If NO, tell why:

If, YES, give an example.

9. **American Periodicals Series Online™**

<http://www.proquest.com/en-US/catalogs/databases/detail/aps.shtml>

(There are several products that start with the title “American Periodicals” –make sure you research the **American Periodicals Series Online™**)

Producer/Provider:

Year started:

Scope (content) and coverage (how far back):

Type of resource (select one from the Instructions):

Primary sources? Yes/No

For an example, view the tutorial at

<http://library.byui.edu/Camtasia/American%20Periodicals/American%20Periodicals.html>

If NO, tell why:

If, YES, give an example.

10. OpenGLAM

<http://openglam.org/open-collections/>

Producer/Provider:

Year started:

Scope (content) and coverage (how far back):

Type of resource (select one from the Instructions):

Primary sources? Yes/No

If NO, tell why:

If, YES, give an example.

11. OAster

<http://www.oclc.org/oaister/about.en.html>

Producer/Provider:

Year started:

Scope (content) and coverage (how far back):

Type of resource (select one from the Instructions):

Primary sources? Yes/No

If NO, tell why:

If, YES, give an example.

12. Project MUSE

<http://muse.jhu.edu/>

Producer/Provider:

Year started:

Scope (content) and coverage (how far back):

Type of resource (select one from the Instructions):

Primary sources? Yes/No

If NO, tell why:

If, YES, give an example.

13. Newspaper Archives

<http://newspaperarchive.com/ppclanding/welcomepagev3?gclid=CNKvxfbNprwCFUtp7AodsWkArg>

Producer/Provider:

Year started:

Scope (content) and coverage (how far back):

Type of resource (select one from the Instructions):

Primary sources? Yes/No

If NO, tell why:

If, YES, give an example.

14. The Digital Schomburg

<http://www.nypl.org/locations/schomburg>

Producer/Provider:

Year started:

Scope (content) and coverage (how far back):

Type of resource (select one from the Instructions):

Primary sources? Yes/No

If NO, tell why:

If, YES, give an example.

15. Eighteenth Century Collections Online (ECCO)

Producer/Provider:

Year started:

Scope (content) and coverage (how far back):

Type of resource (select one from the Instructions):

Primary sources? Yes/No

If NO, tell why:

If, YES, give an example.

16. Treasures in Full

<http://www.bl.uk/treasures/treasuresinfull.html>

Producer/Provider:

Year started:

Scope (content) and coverage (how far back):

Type of resource (select one from the Instructions):

Primary sources? Yes/No

If NO, tell why:

If, YES, give an example.

17. Voice of the Shuttle (VoS)

<http://vos.ucsb.edu/>

Producer/Provider:

Year started:

Scope (content) and coverage (how far back):

Type of resource (select one from the Instructions):

Primary sources? Yes/No

If NO, tell why:

If, YES, give an example.

18. Internet Sacred Text Archive

<http://www.sacred-texts.com/>

Producer/Provider:

Year started:

Scope (content) and coverage (how far back):

Type of resource (select one from the Instructions):

Primary sources? Yes/No

If NO, tell why:

If, YES, give an example.

19. The Open Content Book Alliance

<http://ebooks.library.ualberta.ca/>

Producer/Provider:

Year started:

Scope (content) and coverage (how far back):

Type of resource (select one from the Instructions):

Primary sources? Yes/No

If NO, tell why:

If, YES, give an example.

20. Sheet Music Consortium

<http://digital2.library.ucla.edu/sheetmusic/>

Producer/Provider:

Year started:

Scope (content) and coverage (how far back):

Type of resource (select one from the Instructions):

Primary sources? Yes/No

If NO, tell why:

If, YES, give an example.

Information Resources in History & Biography

Definitions of history:

“History is the never-ending process whereby people seek to understand the past and its many meanings. The institutional and intellectual forms of history’s dialogue with the past have changed enormously over time, but the dialogue itself has been part of the human experience for millennia. We all interpret and narrate the past, which is to say that we all participate in making history. It is among our most fundamental tools for understanding ourselves and the world around us.” (quoted from the American Historical Association’s [Statement on Standards and Professional Conduct](#)).

“History is the study of the past, specifically how it relates to humans. It is an umbrella term that relates to past events as well as the discovery, collection, organization, and presentation of information about these events” (quoted from Wikipedia <http://en.wikipedia.org/wiki/History>).

History is a narration of the events which have happened among mankind, including an account of the rise and fall of nations, as well as of other great changes which have affected the political and social condition of the human race.—John J. Anderson, *A Manual of General History*, 1876. (quoted from About.com Archeology http://archaeology.about.com/od/hterms/qt/history_definition.htm).

Definition of biography:

A written history of a person’s life.

Historical research often takes an approach (or a combined approach) based on the interpretation of:

- Observations (accounts by witnesses)
- Recovered or preserved records (documents)
- Artifacts (objects crafted by people of the past)
- Autobiography (person’s life described by that person)
- Biography (person’s life documented by a second party)
- Genealogy (tracing the ancestry of families or dynasties)
- Events (from a time period or thematically connected)
- Geographic locations of civilizations
- National or ethnic distributions of people

Preview of Learning Exercise 4

Objective: To identify a short bibliography focused upon what it was like to live in a former time period for a humanities client.

LEARNING EXERCISE 4: RESOURCES in HISTORY or BIOGRAPHY

Instructions: Pick one of these scenarios.

Tell which scenario you selected here: [Either Scenario 1 OR Scenario 2]

Scenario 1.

An author commissioned to update a college textbook on Western World History to 1500 wishes to insert a special section in each chapter called “Living Back Then.” She asks you to point her towards resources, both print and online, that she can include in these special sections that would give her readers an overview of what it was like to live during that time in history. Her chapters cover historical eras classified in a variety of ways as listed in the Primary Sources page in the LibGuide from the library at the University of Alabama at <http://libguides.uah.edu/content.php?pid=232865&sid=2476738>. The list starts with “General” resources, includes history by location (e.g., Africa), by religion (e.g., Judaism, Islam), by civilization (e.g., Vikings, Byzantine, Medieval), and by special topics (e.g., military, women).

Select one historical topic. **Tell what your topic is here:**

Using the LibGuide: World History to 1500 (<http://libguides.uah.edu/hy103>), and the Resources List for History and Biography located in this week’s module, develop a list of resources that you would recommend to the author. Your list should include at least one subscription database, a few reference works (print or online) that represent research on life and culture for that historical topic, and free web resources that college students would find engaging.

Scenario 2.

An author commissioned to update a college textbook on Western World History from 1500 to the present wishes to insert a section in each chapter called “Living Back Then.” He asks you to point him towards resources, both print and online, that he can include in these special sections that would give his readers an overview of what it was like to live during that time in history. His chapters cover the historical eras listed in the Internet Modern History Sourcebook at <http://www.fordham.edu/Halsall/mod/modsbook.asp> starting with “The Early Modern World – The Reformation” and ending with “The World Since 1945 – Pop Culture.”

Select one historical period. **Tell what your historical period is here:**

Using the Internet Modern History Sourcebook (<http://www.fordham.edu/Halsall/mod/modsbook.asp>) and the Resources List for History and Biography located in this week’s module, develop a list of resources that you would recommend to the author. Your list should include at least one subscription database, a few reference works (print or online) that represent research on life and culture for that historical period, and a few free web resources that college students would find engaging.

Formatting Instructions: On the next page, type in your topic and your list of recommended resources. Use 10 or 11 point Times Roman font and double-space between each entry. Try to keep your list to 1page in length. Organize your list and give enough information about each resource so that a librarian in any library could help a student locate each one – that means publisher/year/edition for a book, name & producer of a database, and URLs for web resources are needed. Call numbers and ISBNs are not necessary. Long annotations are not necessary.

Living Back Then . . . [Insert your topic here]

[Start your list here – 10 or 11 point Times Roman font]

Information Resources in Philosophy & Religion

Definition of philosophy:

The making and analysis of arguments (Blazek and Aversa, p. 27) or “thinking about thinking” (from Honderich in Perrault and Aversa, p. 63).

Philosophical research can be based on:

- Ideas
- Arguments
- “Great thinkers”
- Sub-divisions of the discipline that include:
 - Aesthetics
 - Cosmology
 - Epistemology
 - Ethics
 - Logic
 - Metaphysics
- Philosophy of . . . anthropology, religion, science, teaching, etc.

Definition of religion:

The study of human beliefs and practices in relation to God, gods, or the supernatural (Blazek and Aversa, p. 65)

Religious research can be based on:

- Beliefs
- Behaviors (e.g., practices, rituals, ceremonies)
- Deities or “Great prophets”
- Specific religions
- The literature of personal religion or the literature of theology (Perrault and Aversa, p. 84)

Definition of the classics:

The study of the ancient Mediterranean world, focusing on Greece and Rome.

Classics research can be based on:

- Art
- Archaeology
- Languages
- Literature
- Philosophy
- Other cultural aspects of the ancient world when Greece and Rome flourished.

[Preview of Learning Exercise 5](#)

Objective: To select and recommend topical resources to a humanities scholar.

LEARNING EXERCISE 5: RESOURCES in PHILOSOPHY & RELIGION

Instructions: Complete both Part 5.1 and 5.2.

Part 5.1. Humanities Resources Evaluation

From the “born digital” web sites you explored, pick one (1) site and tell what features make it an outstanding reference work for humanists (a resource you would consult and recommend to a scholar in that field).

Next, using the list of “Print Resources” you explored, identify two (2) resources – one available only in print and one available in online format – that would complement the web site you picked. Please pick two different works. If one of those works is available both online and in print, you may use it as your online selection. Justify why you would add these resources to a library’s reference collection – tell how their contents and/or coverage complement each other, for example. Your justifications should reflect research on the two resources. You may use your textbook, information from the publishers’ websites, professional reviews (ARBAonline and Choice are good sources and Amazon.com has some detailed reviews on several of these works), and any other source(s) you find reputable (Wikipedia includes articles on some of these works).

Divide your discussion into paragraphs (two or three, please). If you quote from a source, reference it in parentheses as I do in my class notes, e.g.: (Perrault & Aversa, 2013, p. 89) or (Oxford website at [give URL]). Write this as a justification, highlighting the qualities that make these desirable additions to the works – please don’t give a long history for each work.

Part 5.2. Humanities Reference Consultation

You are a librarian helping a grad student majoring in philosophy who is just beginning the research for his thesis. His broad topic is teleology, but he wants to focus on non-Western scholarship that includes references to, or reactions to, Aristotle’s perspective on teleology. His topic spans philosophy, religion, and the classics. These are the databases you have available: ATLA Religion Database, Religion and Philosophy Collection (in EBSCO), Philosopher’s Index, and JSTOR. [Note to teacher: Substitute a topic of your choice, if desired.]

Write a paragraph or two summarizing what you found in your exploration of this topic in the databases and what recommendations you will present to the grad student.

A few things to consider in preparing your database consultation for this scholar:

- Keep the search simple, focusing on the big topic first.
- What does each database have on teleology?
- What happens when you add Aristotle to the search?
- Can you narrow to scholarly journals? If not, what limiters are available to find suitable journal citations? Use those options.
- What database(s) include journals from outside the West (i.e., eliminating American and European journals)? Tell how you located these titles.
- Remember: humanists like to browse documents – what database(s) include full text?
- In summary, what database(s) worked best for this topic? What searching and browsing techniques will you recommend to this particular client?

Information Resources in Visual & Performing Arts

Definition of visual arts:

“ . . . a group of arts that are generally nonverbal in character and that communicate by the means of symbols and the juxtaposition of formal elements” (Perrault and Aversa, pp. 344-345).

Research in the visual arts also encompasses the fine arts including painting, sculpture, drawing, print-making; decorative arts and crafts, modern visual arts including photography, video, film-making; and applied arts such as industrial design, interior design, graphics, and fashion (Perrault and Aversa, p. 344).

Definition of music:

“The art of organizing sound” (Blazek and Aversa, p. 249).

Definition of performing arts:

Three elements are necessary for performing arts: “the piece or work being performed; the performer or performers; and an audience hearing, viewing, or experiencing the performance (Blazek and Aversa, p. 249).

Research in art, music, and the performing arts can be based on:

- One particular work
- An oeuvre (corpus of works by a musician or artist or choreographer)
- Form (e.g., vocal versus instrumental music; drawing versus painting)
- Creative medium (e.g., art works created in oil, water color, charcoal, etc.)
- Performance medium (e.g., opera, dance, theater, radio, television, film, animation)
- Style (e.g. from music, symphonic, jazz, rock, popular, folk, early ballads, etc.)
- Periods (Medieval, Renaissance, Baroque, Classical, Romantic, Impressionistic, Modern)
- Region, nationality, language, or ethnicity . . . and more . . .

Research in writings about music encompass:

- Acoustics
- Aesthetics
- Music theory
- Music education
- Ethnomusicology
- Musical performance
- Fields of music history . . . and more (Perrault and Aversa, p. 279).

[Preview of Learning Exercise 6](#)

Objective: To develop an outline for a teaching presentation in which visual or sound materials play a role.

LEARNING EXERCISE 6: RESOURCES in VISUAL & PERFORMING ARTS

Instructions: Pick one of these scenarios and develop a teaching outline.

Scenario 1. Conducting a class on an Art topic

Select a period or movement or style or medium in art, an artist from that period or movement or style or medium, and a few famous works by that artist. (This will work with an Architecture topic if you want to do that.)

If you want to browse for Art periods/movements, I recommend two websites:

Artcyclopedia's Top 30 Artists Searches

<http://www.artcyclopedia.com/mostpopular.html>

Yahoo! Artists Masters

<http://dir.yahoo.com/Arts/Artists/Masters>

Now imagine that you have been asked by an art professor to instruct an undergraduate class on how to find information for a term paper on that artist and examples of the artist's works representative of that period or movement or style or medium. The professor asks you to cover finding books, journal articles, and images of works. He (the prof) makes it clear that he is very keen on you giving his students tips on how to browse the library's art book collection and online resources as well as giving them searching instruction.

Use **Art and Architecture Complete** as the basis for your "lesson." If you have access to other art databases such as *Art Source*, *Art Full Text*, *Arts and Humanities Search*, *ARTbibliographies Modern*, *Oxford Art Online*, *Grove Art Online*, or another reputable art database, please feel free to add that to your lesson.

Answer these questions:

6.1.0. Name of period or movement or style or medium in art; Name of artist or architect.

6.1.1 What general background on that topic would you cover? [Note: Describe this introduction in terms focusing on introducing the art/architecture content. Please do not give an explanation of how to log into the online resources in a particular library system. Tips on searching databases should be covered in section 6.1.3.]

6.1.2 Find a website specifically on the artist/works/period/movement/style that you think fits the assignment and would capture the attention of the class. Give the name, URL, and tell how you would introduce it. A site with images would be great. You may use a site from the Resources list if it fits your lesson.

Optional: You may insert a screen capture here that you feel shows the value of the site.

6.1.3 List at least five features you will demonstrate from **Art and Architecture Complete**.

(Look for browsing features and content that will help the art students fulfill the assignment as well as learn their way around the database.) **Stick to your topic – artist (or architect), that person's work(s), time period or movement when that artist flourished.**

Optional: You may insert a screen capture here that illustrates what features you will highlight.

6.1.4 You will want to discuss subject headings with the class, especially to show how hyperlinked subject headings in a record can lead to more sources.

a. What resource would you use to illustrate subject headings?

b. Name 5 subject headings (and sub-headings, if appropriate) from that resource related to your topic:

6.1.5 You will want to discuss call numbers with the class, especially to show how call numbers can be used to browse for similar books.

- a. What resource would you use to show students how to find call numbers?
- b. Name 5 call numbers related to your topic (and its sub-topics) that you would use as examples:

Note on 6.1.4b and 6.1.5b: If you want to make a chart showing subject headings and call numbers – that’s fine.

Scenario 2. Conducting a class on a Music topic

Select a period or movement or style in music, a composer from that period or movement or style, and a few famous works by that musician. (You may substitute a performer for a composer if you want to do that.)

If you want to browse by composer, I recommend two web sites:

Classical Music Archives

<http://www.classicalarchives.com/>

(go in through composer)

Different Music Periods & Specific Composers

<http://www.teacheroz.com/composers.htm>

Now imagine that you have been asked by a music professor to instruct an undergraduate class on how to find information for a term paper on that musician and examples of the musician’s works representative of that period or movement or style. The professor asks you to cover finding books, journal articles, and scores or recordings. She (the prof) makes it clear that she is very keen on you giving her students tips on how to browse the library’s music book and score collection and online resources as well as giving them searching instruction.

Use **Music Index** as the basis for your “lesson.” You have access to *RILM* and *Grove Music Online* through VSU’s GALILEO subscriptions. If you want to add one of those or another reputable music database to your lesson, please feel free to do so.

Answer these questions:

6.2.0. Name of period or movement or style in music; Name of composer or performer.

6.2.1 What general background on that topic would you cover? [Note: Describe this introduction in terms focusing on introducing the music/musician content. Please do not give an explanation of how to log into the online resources in a particular library system. Tips on searching databases should be covered in section 6.2.3.]

6.2.2 Find a Web site on the composer/works/period/movement that you think fits the assignment and would capture the attention of the class. Give the name, URL, and tell how you would introduce it. A site with audio links would be great. You may use a site from the Resources list if it fits your lesson.

Optional: You may insert a screen capture here that you feel shows the value of the site.

6.2.3 List at least five features you will demonstrate from Music Index.

(Look for browsing features and content that will help the art students fulfill the assignment as well as learn their way around the database.) **Stick to your topic – composer (or performer), that person’s work(s), time period or movement when that musician flourished.**

Optional: You may insert a screen capture here that illustrates what features you will highlight.

6.2.4 You will want to discuss subject headings with the class, especially to show how hyperlinked subject headings in a record can lead to more sources.

- a. What resource would you use to illustrate subject headings?
- b. Name 5 subject headings (and sub-headings, if appropriate) from that resource related to your topic:

6.2.5 You will want to discuss call numbers with the class, especially to show how call numbers can be used to browse for similar books.

- a. What resource would you use to show students how to find call numbers?
- b. Name 5 call numbers related to your topic (and its sub-topics) that you would use as examples:

Note on 6.2.4b and 6.2.5b: If you want to make a chart showing subject headings and call numbers – that's fine.

Information Resources in Language & Literature

Definition of language:

Generally thought of as human communication using voiced verbal expressions (paraphrased from the sources cited in Blazek and Aversa, p. 391)

Humanistic language research often embodies the study of linguistics, semiotics, and foreign languages.

Definition of literature:

The study of “imaginative writings” (in Blazek and Aversa, p. 392)

“Literature . . . embraces the whole domain of imaginative and creative writing as well as the history, philosophy, and art of literary expression and various distinctive forms in which literary art manifests itself” (quoted from Helen Haines in Perrault and Aversa, p. 117).

Literary research can be based on:

- One particular work

- An oeuvre (corpus of works by one writer)

- An entire genre (represented by works from differing writers)

- Critical works that become subject to interpretation over time

- Forms (e.g., Poetry, Prose, Narrative text) (Perrault & Aversa, 2013, p.124)

- Movements (e.g., Transcendentalism, Existentialism, Harlem Renaissance, Magical Realism, etc.)

- Periods (e.g., Renaissance literature, Victorian literature, etc.)

- Region, nationality, language, or ethnicity . . . and more . . .

Works from the categories below are not included in this week’s Resources Examination List. I assume that you were exposed to representative works from these categories in your undergraduate studies, in MLIS 7100, or, possibly, in MLIS electives that cover readers’ services.

These include:

- Book review sources (see Chapter 2, entries 2-88 through 2-100 in Perrault and Aversa)
- Reader’s advisory tools (see Chapter 5, entries 5-71 through 5-88 in Perrault and Aversa)
- Abridged or foreign language dictionaries (with the exception of the OED)
- Glossaries of literary terms
- Quotation source books
- Composition and style manuals

That said, you may certainly include works from these categories in your Selector’s Guide, if you find them appropriate.

[Preview of Learning Exercises 7 and 8](#)

Objective: To research literary works in catalogs and indexes based on bibliographic information.

LEARNING EXERCISE 7: RESOURCES in LANGUAGE & LITERATURE

Instructions: Complete all parts, 7.0 through and 7.5.

Preface: When studying a text, literary scholars are interested in that text in all its forms. For this exercise, you are to trace the history of a notable literary work that has flourished through time (novels or classics work best). To fulfill the assignment (as outlined in the five parts below), be prepared to use catalogs, bibliographies, databases, and other Internet resources.

7.0. Give the full title of the notable literary work you researched:

7.1. Find a record in a catalog for the first edition or original manuscript of this work. Copy and paste it here:

7.2. Literary works of note are continuously republished or reprinted. Provide here the bibliographic citation and purchasing information for the most recent edition (in English) you can find:

7.3. Summarize the derivative works you find – make a list and tell what the works are (e.g., translations [give languages and translators], children’s adaptations, film adaptations, audiobooks, e-books):

7.4. Search *ABELL* and the *MLA International Bibliography* for citations on the literary work. Analyze the subject headings from a representative sample of those citations, looking for possible themes – those that you might recommend as themes to students who must write interpretive papers on that work. You also have access to *LORE* and *Literary Reference Center* through VSU’s GALILEO subscriptions. If you want to add one of those or another reputable literary database to this analysis, please feel free to do so.

7.5. Select something about the book’s history that captured your imagination and find more information using any resource you like. Write a short paragraph about how and where you continued your research and what you discovered.

LEARNING EXERCISE 8: RESOURCES in LANGUAGE & LITERATURE

Instructions: Respond to the request in the scenario described below.

You are a reference librarian in a small university with access to a modest collection of scholarly resources on literature. A professor in the English department asks for your help in preparing a bibliography of articles from peer-reviewed journals for a class she has been assigned to teach on American Southern Literature – not her area of expertise. She inherited a bibliography of 10 journal articles used by the previous professor as a reading list.

Assume that your library subscribes to EBSCO's **Literary Reference Center** and **Academic Search Complete**; ProQuest's **Literature Online Reference Edition** and **Research Library**; and **JSTOR**. Check the 10 citations from the previous professor's bibliography (below) in those databases.

Hint: There are problems with two citations in particular. One citation is not to a peer reviewed journal; one citation is a book review, not a peer reviewed article. Be prepared to eliminate those two citations and explain why to the professor. Of the remaining eight articles, which ones do you recommend keeping? Which ones would you replace with other articles? Locate at least three articles that you recommend adding to the bibliography from the available databases.

Make your deletions and additions (in MLA style) to the list below. Explain your recommended changes to the professor in a paragraph at the end of the bibliography.

Brooks, C. The Crisis in Culture as Reflected in Southern Literature. *The American South: Portrait of a Culture*, 45 (1981): 171-89.

Camfield, Gregg. Kate Chopin-hauer; or, Can Metaphysics Be Feminized? *Southern Literary Journal*, 27.2 (1995): 3-22.

Cook, Sylvia J. Erskine Caldwell and the Fiction of Poverty: The Flesh and the Spirit. *American Literature: A Journal of Literary History, Criticism and Bibliography*, 64.6 (1992).

Kreyling, M. Fee, Fie, Faux Faulkner: Parody and Postmodernism in Southern Literature. *Southern Review*, 29.1 (1993): 1-15.

Percy, Walker. Random Thoughts on Southern Literature, Southern Politics, and the American Future. *Georgia Review*, 32 (1978): 499-51.

Ridgely, J. V. Nineteenth-century Southern Literature. *Journal of American Studies*, 16 (1982), 474.

Rubin, Louis D. Scholarship in Southern Literature: Its History and Recent Development. *American Studies International*, 21.2 (1983), 3-34.

Fisher, J. Divinely Impossible: Southern Heritage in the Creative Encounters of Tennessee Williams and Tallulah Bankhead. *Southern Quarterly*, 48.4 (2011), 52-72.

Holditch, W. Southern Comfort: Food and Drink in the Plays of Tennessee Williams. *Southern Quarterly*, 44.2 (2007), 53-73.

Wolter, J. C. Southern Hesters: Hawthorne's Influence on Kate Chopin, Toni Morrison, William Faulkner, and Tennessee Williams. *Southern Quarterly*, 50.1 (2012): 24-41.

Developing a Selector's Guide

What is a selector's guide?

In the course of your MLIS studies, you have likely encountered assignments that have asked you to compile a pathfinder, a subject guide, a bibliography, and an annotated bibliography. All of these guides target a subject – either a broad subject or a narrow subject. How do these compare to a selector's guide?

- Pathfinder – a guide to the locations of materials to which a library user has access from a particular library; either the library owns those materials, subscribes to those materials, or a librarian identified free materials from the Internet for inclusion. Because a Pathfinder directs the user to the location of its materials, it includes call numbers, URLs, and directions for gaining access to online subscriptions. It may specify in what parts of the library materials are housed or provide subject headings for locating materials sharing the same subject.
- Subject Guide – much like a pathfinder, but may include adjunct material such as tutorials or reading lists or links to other library collections. LibGuides are subject guides often used for instructional purposes. A subject guide may also serve as a buying guide, so providing procurement data such as publishing imprints, ISBNs, and pricing would be included in that case.
- Bibliography – a compiled list of resources with a focus on a subject or special collection that identifies resources that exist, not necessarily limited to the library's collection. A bibliographer identifies “what's out there” and does not worry about whether a particular library owns it or not. Bibliographies are more complete in providing bibliographic data (publishers, copyright dates, editions, translations, etc.) in order to distinguish between different versions of the same works. That said, bibliographers sometimes code their lists to show what libraries or institutions own the resources on them.
- Annotated bibliography – the same as a bibliography but it includes annotations that summarize the contents or characteristics of each resource listed.
- Selector's Guide – a tool used by librarians for identification of resources - either to address a reference need (e.g., Is there a database where I can find materials on Chinese folktales from antiquity to the nineteenth century?) OR to develop or evaluate a collection (e.g., What does the library own, and not own, on Chinese folktales from antiquity to the nineteenth century?). Selector's guides are just that, selective; a selector is not aiming for creating an exhaustive listing of everything “out there.”

Both bibliographies and selector's guides tend to focus on creating expansive lists. They can be works unto themselves, divided into chapters with explanatory narratives and with indices and cross references. Your textbook is an example of an extensively researched bibliography.

[Preview of Learning Exercise 9](#)

Objective: To select materials on a topic useful to a researcher or students in the humanities on a focused topic.

LEARNING EXERCISE 9: CREATING A SELECTOR'S GUIDE

Identifying a subject area

To complete this project, you want to identify a topic on which you can compile a selective listing of resources that would be useful to a librarian seeking sources on that topic to answer a reference request or to assist in collection development.

For example, in an academic library, the subject of anthropology is too comprehensive. Narrowing it to folklore is better, but not narrow enough for this project. You want to restrict your subject so that you can concentrate on a core collection on that subject. To accomplish this, consider narrowing to the folklore of a particular culture, e.g., folklore of Japan. To select periodicals and databases, you may go broader, if necessary. For example, you may find a journal in the field of cultural anthropology that publishes scholarship on Asian folklore. For a public library, you may focus on a narrow section of non-fiction or a fiction-oriented subject such as historical fiction. Once again, be prepared to narrow that topic down to, as an example, historical novels on the American West. Go for a subject, not an author, not a format. You need to select a subject that allows you to delve into the use of a variety of selection tools.

Organizing your Selector's Guide

Your finished report must include all these components and sections:

Cover page.

Include these elements:

- [Title] **Selector's Guide**
- Subject of your guide
- Your name
- Date submitted

Section 1. **BACKGROUND on the LITERATURE on [insert your topic]**

Introduce the use of your Guide to your topic by completing these three sections:

1.1. **Definition of your topic** [cite your source(s)]

1.2. **Potential users and their information-seeking habits of humanists who study this topic** [cite your source(s)]

1.3. **Sub-topics and related topics**

Section 2. **PROFESSIONAL ORGANIZATIONS**

List the names of organizations that a humanities librarian or a humanist would consult or join.

Give the full name of each organization and the URL to the website of that organization under the name.

Section 3. MAJOR SERIALS

List the periodicals that would assist humanists in your topic in their research under these sections. All entries must include title, publisher, and date the work was established.

3.1. Journals

3.2. Popular periodicals

3.3. Newspapers

3.4 Webzines

3.5. Journals that relate humanities issues to library and information science

Sections 3.1 and 3.2 are required. Include titles in the other sections, if applicable.

Section 4. ONLINE INDEXES & DATABASES

All entries must include title, producer, and date the work was established.

All three sections to be completed.

4.1 Subscription indexes

Defined as commercial indexes with limited links to content of sources cited, e.g., full-text, image, sound files.

4.2 Subscription databases

Defined as commercial databases with profuse links to digitized content and collections, including full-text of documents, high-quality images, sound files, and any other content cited.

4.3 Free indexes or databases

Defined as indexes or databases available for free on the Internet.

Section 5. MONOGRAPHS

All entries must include author, title, city of publication, publisher, and copyright date. Include additional publication imprint information as applicable (e.g., publication of first editions, a translation from an original work, etc.). Electronic versions must be cited as such. Do **not** include journal articles.

All sections to be completed:

5.1. Primary sources

5.2. Related secondary sources

5.3. Contemporary works

5.4. E-Book Collection(s)

[see pp. 36-37 for formatting recommendations for Section 5.1. and 5.4.]

Section 6. STANDARD REFERENCE WORKS

All entries must include author, title, city of publication, publisher, and copyright date. Include additional information on previous editions as applicable (e.g., changes in titles, a work subsuming other works, etc.). Electronic versions must be cited as such.

All sections to be completed:

6.1. Bibliographies or Guides to the Literature

6.2. Encyclopedias, Handbooks, or Companions

6.3. Dictionaries or Glossaries

6.4. Directories or Sourcebooks [to organizations, grants, publication outlets, exhibitions, festivals, etc.]

6.5. Subject-specific references

[Include here works that librarians or humanists consult for information specific to your subject.]
Some examples:

- In any subject, research guides and publication style manuals.
- In Art, catalogs and sources with sales/pricing/provenance information.
- In Literature, criticisms, explications, reviews.
- In Music, catalogs and discographies.
- In Religion, concordances and historical atlases.

Section 7. VETTED WEBSITES

List the names of websites that a humanities librarian or humanists would consult.
Give the full name of each website and the URL to the website under the name.
Provide the name of the sponsor or moderator of each website as well as its date of establishment.

Section 8. MEDIA

If including a film, recordings (audio or video), maps, songs . . . see an MLA style guide for citing these.
If inserting website(s) that give access to media, give website name(s) with URLs underneath. If providing major producers or distributors of media on your topic, give names of producers with URLs to website homepages.

Section 9. MUSEUM AND LIBRARY COLLECTIONS

Insert website(s) with URLs to the homepages underneath.

Section 10. OPEN ACCESS RESOURCES

List title(s) with URLs to websites underneath.

REFERENCES

List the sources you used to complete your Selector's Guide. Use MLA style.

APPENDIX OF MAJOR HUMANITIES PUBLISHERS

List the prominent publishers or producers of resources in your Selector's Guide in this section.
Format as a directory rather than as a bibliography, providing this information:

- [Producer]
- [Street Address]
- [Street AddrCity, STATE Zip Code]
- [Phone or email contact, or both]
- [URL to websire]

MEET THE AUTHOR

Provide a short biography and email contact for yourself.

Tip for formatting your entries

- >For entries with authors or editors, start those entries with those names, last name-first. Give full names.
- >If there are no authors or editors, start with the title of the work or series or production. Italicize.
- >If you are citing a particular edition, that should follow your title, and it must be the most recent edition.
- >For works such as books, city of publication, publisher, and date should follow.
- >Insert images of book covers sparingly, if at all. There are copyright issues – open source works are OK.
- >Use indentation – either hanging indentations, like this:

Lester, Ray. *The New Walford Guide to Reference Resources: Volume 3: Arts, Humanities, and General Reference*. (9th ed.). London: Facet, 2012.

OR regular indentations, like this:

Lester, Ray. *The New Walford Guide to Reference Resources: Volume 3: Arts, Humanities, and General Reference*. (9th ed.). London: Facet, 2012.

> For entries on primary sources in Section 5.1., make clear the format and source of each work. Use comments in brackets to clarify origin, authenticity, and/or the history of a work. Notes from WorldCat or another reputable source are often valuable to a researcher and can be included in brackets. You may take liberties with MLS style, if needed, but names of translators always follow the titles of the works. Note the format recommended by MLA publication style for a dissertation – if citing the print format, providing the UMI number is optional. In the example given below, the dissertation is from a university in the UK (UMI numbers are not applicable). However, the work is published on the university’s institutional server, so use of the MLA “Web” publication format will lead the researcher directly to the work.

Here are examples:

Hobson, Vic. *Reengaging Blues Narratives: Alex Lomax, Jelly Roll Morton, and W.C. Handy*. Diss. University of East Anglia, School of Music, 2008. Web. 20 Apr. 2014.
<https://ueaeprints.uea.ac.uk/35260/1/2008HobsonVPhD.pdf>

Schuller, Gunther. *Early Jazz: Its Roots and Musical Development*. New York: Oxford University Press, 1986. [Originally published in 1968.]

Suetonius. *Lives of the Caesars*. Trans. Catharine Edwards. Oxford: Oxford University Press, 2008. [Original work published in 121 CE.]

Kierkegaard, Søren. *On the Concept of Irony with Continual Reference to Socrates*. Translated and edited by Howard and Edna Hong. Princeton, NJ: Princeton University Press, 1992. [Originally published under the Danish title, “Om Begrebet Ironi med stadigt Hensyn til Socrates” in 1841.]

Hesiod. *Hesiod, the Homeric Hymns, and Homeric*. Trans. Hugh G. Evelyn-White. London: W. Heinemann; New York: The Macmillan Co., 1914. [Republished by Harvard University Press, 1936]. [Description from WorldCat: Greek and English on opposite pages. Includes bibliographical references (p. xliii-xlviii). Volume 57 of the Loeb Classical Library series.]

> For entries on e-book sources in Section 5.4., identify exact examples of works on your topic that can be found in the large collections. Again, use comments in brackets to clarify, if needed. Below is an excellent example of research that led to specific works inside an e-book collection.

Project Gutenberg.
<http://www.gutenberg.org/ebooks/>

Contains these two works with content related to North American pottery:

Stevenson, James. *Illustrated Catalogue of the Collections Obtained from the Indians of New Mexico in 1880*. Second Annual Report of the Bureau of Ethnology to the Secretary of the Smithsonian Institution, 1880-81. Government Printing Office, Washington, 1883, pages 429-466.
<http://www.gutenberg.org/ebooks/18736>

Cushing, Frank Hamilton. *A Study of Pueblo Pottery as Illustrative of Zuñi Culture Growth*. Fourth Annual Report of the Bureau of Ethnology to the Secretary of the Smithsonian Institution, 1882-83, Government Printing Office, Washington, 1886, pages 467-522.
<http://www.gutenberg.org/ebooks/17170>

> For clarifications on web-delivered references, again, use brackets to insert such information, like this:

Arts & Humanities Dictionary
<http://dictionary.babylon.com/arts/>
 [Free from Babylon, the translation software company.]

Dictionaries-Humanities
<http://library.rice.edu/research/reference-sources/dictionaries-humanities>
 [A list of the mainstays in dictionaries used by humanists in many subjects.]

Oxford English Dictionary. Oxford, UK: Oxford University Press, 1989 - . [Electronic Database].

Please do not:

- a. Use the space bar to indent – set tabs and use those consistently.
- b. Underline your titles (that’s the old MLA style) – use italics for works (books, e-books, journals, films or video recordings) – no italics needed for databases and websites.
- c. Copy and paste citations from online catalogs or bib records that look like this:

Petrarch's metamorphoses : text and subtext in the Rime sparse / [Sturm-Maddox, Sara](#).
 Columbia : University of Missouri Press, 1985.

Scoring Sheet for Selector's Guide

Interpreting your score: 27-30 Target (Distinguished) 23-26 Acceptable (Competent) Below 23 Unacceptable

Assessment Components	Target	Acceptable	Unacceptable
CONTENT			
Completeness	The Selector's Guide includes entries to basic resources under all required categories in the 10 sections plus entries in optional sections and/or sources beyond "the basics." The References, Appendix of Publishers, and your brief biography are complete. 2 points	The Selector's Guide includes entries to basic resources under all required categories in the 10 sections. The References, Appendix of Publishers, and your brief biography are complete. 1 point	One or more sections are missing from the Selector's Guide. 5-point deduction for each missing section.
Organization	All sections are labeled and arranged in the order specified in the Guidelines. The Guide looks professional in all regards. 3 points	There are <u>minor</u> deviations in labeling or arrangement of sections and/or of format of entries from the examples provided in the Guidelines. 4 points	There are <u>major</u> deviations in labeling or arrangement of sections and/or of format of entries from the examples provided in the Guidelines. Deductions accumulate.
COLLECTION DEVELOPMENT			
Resource selection	Resources selected reflect <u>extraordinary research</u> of print and digital materials that contribute to a core collection on the humanities topic chosen. 13-15 points	Resources selected reflect <u>thorough research</u> of print and digital materials that contribute to a core collection on the humanities topic chosen. 11-12 points	Resources selected reflect <u>gaps in the research</u> into print and digital materials that contribute to a core collection on the humanities topic chosen. 10 points or less
Audience suitability	Resources selected reflect an <u>exceptional understanding</u> of the needs and habits of academics seeking materials on the humanities topic chosen. 5 points	Resources selected reflect a <u>reasonable understanding</u> of the needs and habits of academics seeking materials on the humanities topic chosen. 4 points	Resources selected reflect a <u>limited understanding</u> of the needs and habits of academics seeking materials on the humanities topic chosen. 3 points or less
Acquisition and disposition of materials	Resources compiled would provide a humanities selector with a <u>wide variety of options</u> for the acquisition and disposition of materials on the topic chosen. 5 points	Resources compiled would provide a humanities selector with <u>several options</u> for the acquisition and disposition of materials on the topic chosen. 4 points	Resources compiled would provide a humanities selector with a <u>limited set of options</u> for acquisition and disposition of materials on the topic chosen. 3 points or less
EFFECTIVE COMMUNICATION	All text follows rules of standard composition and is free of errors in spacing, punctuation, capitalization, and spelling. No deductions	Majority of the text follows rules of standard composition and is free of errors in spacing, punctuation, capitalization, and spelling. No deductions	Significant sections of the text do not follow rules of standard composition and/or contain errors in spacing, punctuation, capitalization, or spelling. At least a 5-point deduction

Self-Development Project

Choose a project based on the findings of your Selector's Guide, or the topic of your Selector's Guide, or a particular resource on your Selector's Guide. Develop a project that involves further analysis of those findings, your topic, or the selected resource.

Preview of Learning Exercise 10

Objective: To showcase each student's application of extended learning about humanities reference sources or services.

LEARNING EXERCISE 10: SELF DEVELOPMENT PROJECT

Instructions: Choose a project and relate it to the topic or materials of your Selector's Guide.

Here are a few options. You may develop a project on your own (see Option 5).

OPTION 1. Present your response to this "hypothesis" posted in 2009 by Wayne Bivens-Tatum as he prepared to teach a course on arts and humanities to MLIS students.

"[M]y hypothesis is that to provide good humanities reference, a librarian should have:

- >Knowledge of the organization of information in the various humanities
- >Familiarity with the essential reference tools and indexes
- >Basic understanding of scholarly communication in the humanities
- >Familiarity with the ways scholars in different disciplines approach sources or use information
- >Some knowledge of the digital humanities
- >The ability to guide research projects, not just answer questions
- >A conceptual understanding of research projects in the humanities
- >The capacity to read and understand scholarly books and articles in the humanities"

In your response paper, introduce the eight points suggested by Bivens-Tatum. Using those eight points, comment upon each one highlighting how you feel it pertains to the area of humanities covered in your Selector's Guide. Discuss each point in order of its importance to that subject area. Write at least one paragraph of substantive comment for each point – you may use examples such as resources from your Selector's Guide or what you learned about research behavior(s) of scholars in your area from your research this semester or any other newly-acquired knowledge from your research. If applicable, add points not on the Bivens-Tatum list that you consider important to reference service in your discipline and tell why. Write this in essay style as an opinion paper, but feel free to cite from readings that substantiate your perspective.

- **OPTION 2.** Choose a library and use your Selector's Guide to evaluate that library's collection on your topic. Submit your evaluation using a chart with accompanying text describing your method and findings.

If you choose this as your project, I suggest reading about the Checklist Method of collection evaluation. A few articles are listed on page 3 of these Guidelines. It's pretty straightforward; it involves comparing a collection to an authoritative list – that list would be your Selector's Guide. Sections that you draw from would be sections 3 (serials), 4 (online indexes and databases – you may find full-text of serials from Section 3 or reference works from Section 5 inside databases – note that), 5 (monographs), and 6 (reference works). Section 8 might apply.

Start with an introduction in which you identify the target library where you will conduct the evaluation – you can do this using that library's OPAC. Pick a library where you would expect to find materials on your topic (small public libraries and technical colleges may not be suitable). Give a short description of the library and why you chose it.

Next, show a table with your list of resources (your checklist) and a column to show what your target library owns. You may format this in a manner that you feel reveals the most about the library's holdings on that topic. Here is an example of a table that compares items from the Selector's Guide to holdings from the target library:

	# Items on Selector's Guide	# Target Lib Holdings	Percentage Held
SERIALS	13	11 of 13	84.6%
Journals	<i>Feminist Formations.</i>	✓	87.5%
	<i>Feminist Review.</i>	✓	
	<i>Journal of Feminist Scholarship.</i>	✓	
	<i>Social Politics: International Studies in Gender, State & Society.</i>	✓	
	<i>Feminist Collections: A Quarterly of Women's Studies Resources.</i>	✓	
	<i>Social Politics: International Studies in Gender, State & Society.</i>	no	
	<i>Women's History Reviews.</i>	✓	
	<i>Women's Studies Quarterly.</i>	✓	
Periodicals	<i>Vanity Fair.</i>	✓	100%
	<i>Ms.</i>	✓	
	<i>Woman Inc.: the Complete Resource for the Working Woman.</i>	✓	
Open Access	<i>The Scholar & Feminist Online</i>	✓ Listed in OPAC.	100%
Newspapers	<i>America's Historical Newspapers.</i> <i>The Revolution.</i>	✓ Subscription. no	50%

[Complete your checklist using a list that matches your Selector's Guide categories – Examples below.]			
DATABASES			
Subscription Indexes			
Subscription Databases			
Free Indexes/ Databases			
MONOGRAPHS			
Related Secondary Sources			
Contemporary Works			
E-book Collection(s)			
REFERENCE WORKS			
Bibliographies			
Encyclopedias/ Companions			
Dictionaries/ Glossaries			
Directories/Cata- logs/Sourcebks			
MEDIA			
Video			
Audio			
Special collec- tions (art works, scores, etc.)			

In the narrative of your report, describe whether the resources match the editions on your list or whether they are older editions or different translations, etc. Name any resources you noted in browsing the target library's catalog holdings that you might add to your Selector's Guide. Draw conclusions about the overall completeness or strengths of the target library's collection on this subject, for example, are the missing resources ones that you consider essential or peripheral to this collection.

Suggested Articles on the Checklist Method

Bolton, B. A. (2009). Women's studies collections: A checklist evaluation. *Journal of Academic Librarianship*, 35(3), 221-226.

Dennison, R. (2000). Quality assessment of collection development through tiered checklists: Can you prove you are a good collection developer?. *Collection Building*, 19(1), 24-26.

Meehan III, W. F., & Nisonger, T. E. (2005). The Rowing Collection in the Free Library of Philadelphia OPAC: A Checklist Evaluation. *Collection Management*, 30(4), 85-104.

- OPTION 3. Identify a humanities scholar (a writer, professor, researcher, or graduate student in a humanities field) and interview that person about her/his methods for conducting research. Submit a report describing what you discovered.

If you choose this as your project, please identify the person's status (e.g., professor in a philosophy department of a university). If the person doesn't want names mentioned, refer to him/her generically. For your report: develop questions that reveal your subject's specific research interests (include a list of your interview questions), what resources that person finds most useful for research, how that person conducts research (let the person talk, avoid leading questions that prompt the person to talk about methods that you have read about), and outcomes of his/her research (journal articles, books, etc.). End your report by commenting upon research behaviors of your subject that match what you learned earlier in this course and any new or different behaviors that you discovered. Identifying an article on research behaviors or library use of researchers in the field of your interviewee and synthesizing that into your discussion will add value to your discussion. You may use an article or articles from the Reading List provided in this course if applicable.

- OPTION 4. Select a work from your Selector's Guide and write a professional review.

If you choose this project, the work you review should be taken from your Selector's Guide – works in the section on related secondary works or the section on contemporary works are good candidates. You could also review a reference work. You must be able to read or examine first hand the work you chose. You may search for previous professional reviews of the work and cite those in your review. However, I expect you to comment on the important aspects of this work from your own perspective as well. Re-read or read my review on your textbook in the Module called "Reading List and Scanned Readings." Format your review in the manner used in professional reviews in LIS journals.

- OPTION 5. Other – seek approval from your professor.

Formatting

- Use a standard publication style for your cover sheet, margins, pagination, and in-text and end references.
- On the cover page, give your report a title that indicates what your report covers, e.g., An Evaluation of the Holdings on Early Jazz in the XYZ Library Collection.
- Type text in Times Roman 11 or 12 point font.
- Double-space text – items on tables, if included, may be single-spaced.
- You should be able to present your report in 5-6 pages, not including the cover page.

Works Cited

- Bivens-Tatum, Wayne. "Teaching Humanities Reference." *Academic Librarian*. Blog. 24 Nov. 2009. Web. 2 Jun, 2014. http://blogs.princeton.edu/librarian/2009/11/teaching_humanities_reference/
- Blazek, Ron and Elizabeth S. Aversa. *The Humanities: A Selective Guide to Information Sources*, 5th ed. Libraries Unlimited, 2000.
- Carne-Ross, D.S. "A Mistaken Ambition of Exactness" In *Classics and Translation: Essays*. Ed. Kenneth Haynes. Associated University Presses, 2010. [Originally published by Bucknell University Press.]
- Gaskell, Philip. *Landmarks in Classical Literature*. Chicago: Fitzroy Dearborn, 1999.
- Jenkyns, Richard. "Heroic Enterprise." *New York Times*. Web. Dec. 22, 1996. <http://www.nytimes.com/books/98/05/31/reviews/fagles-odyssey.html>
- Karass, Alan. "Canon, Cultural Memory, and Positive Knowledge in Humanities Education." *Music Reference Services Quarterly* 10.3/4 (2006/2007): 117-126. Web. 2 Jun. 2014. Library, Information Science & Technology Abstracts with Full Text.
- Perrault, Anna H. and Elizabeth S. Aversa. *Information Resources in the Humanities and the Fine Arts*, 6th ed. Libraries Unlimited, 2013. ISBN: 978-1-59884-832-8

APPENDIX A: Reading List

Perrault, Anna H. and Elizabeth S. Aversa. *Information Resources in the Humanities and the Fine Arts, 6th ed.* Libraries Unlimited, 2013. ISBN: 978-1-59884-832-8

Consult this sixth edition to locate current bibliographic data and annotations on humanities resources for libraries. It does not include discrete entries for retrospective reference works, i.e., out-of-print works or those recourses that have been “folded into” current editions or electronic collections.

Blazek, Ron and Elizabeth S. Aversa. *The Humanities: A Selective Guide to Information Sources, 5th ed.* Libraries Unlimited, 2000. ISBN 10: 1563086026. ISBN 13: 978-1563086021
Distributed in the US as an e-book through EBSCO’s eBrary and Ingram’s MyiLibrary.

The fifth edition of this work, although dated, contains bibliographic data and annotations on humanities resources that will complete research on works not included in the sixth edition.

Barrett, Andy. “The Information-Seeking Habits of Graduate Student Researchers in the Humanities.” *Journal of Academic Librarianship* 31.4 (2005): 324-331. Science Direct. Web. 29 Dec. 2013.

Bates, Marcia J. “The Getty End-User Online Searching Project in the Humanities: Report No. 6: Overview and Conclusions.” *College & Research Libraries* 57. 11 (1996): 514-523. Web. 29 Dec. 2013.
http://www.gseis.ucla.edu/faculty/bates/articles/Getty_6-ms-c_960716.html

Case, Donald O. “Conceptual Organization and Retrieval of Text by Historians: The Role of Memory and Metaphor.” *Journal of the American Society for Information Science* 42.9 (1991): 657-668. Business Source Complete. Web. 29 Dec. 2013.

Case, Donald O. “The Collection and Use of Information by Some American Historians: A Study of Motives and Methods.” *Library Quarterly* 61.1 (1991): 61-82.

Collins, Ellen and Michael Jubb. “How Do Researchers in the Humanities Use Information Resources?” *LIBER Quarterly* 21.2 (2012): 176-187. OISter. Web. 1 Jan. 2014.
<http://liber.library.uu.nl/index.php/lq/article/view/URN%3ANBN%3ANL%3AUI%3A10-1-113621/8365>

Davidson, Cathy N. “Humanities 2.0: Promise, Perils, Predictions.” *PMLA* 123.3 (2008): 707-717.

Duff, Wendy M., and Catherine A. Johnson. “Accidentally Found on Purpose: Information-Seeking Behavior of Historians in Archives.” *Library Quarterly* 72.4 (2002): 472-496. LISTA Full Text. Web. 29 Dec. 2013.

Goodwin, Cathy. “Information-Seeking in the Humanities: Costume Design and Historical Research.” *Current Studies in Librarianship* 30.1/2 (Fall 2010/Spring 2011): 19-25. Library Literature and Information Science Full Text. Web. 29 Dec. 2013.

Graeme, Johnson, Don Schauder, and Edward Lim. “The Virtual Library and the Humanities: A Report.” *Australian Humanities Review*, nd, unpub. Web. 29 Dec. 2013.
<http://www.australianhumanitiesreview.org/emuse/library/johanson.html>

Green, Rebecca. “Locating Sources in Humanities Scholarship: The Efficacy of Following Bibliographic References.” *Library Quarterly* 70.2 (2000): 201-229. LISTA Full Text. Web. 29 Dec. 2013.

- Kamada, H. "Digital Humanities: Roles for Librarians." *College & Research Library News* 71.9 (October, 2010): 484-485. Web. 29 Dec. 2013. <http://crln.acrl.org/content/71/9/484.full>
- Keeran, Peggy. "Humanities Reference Librarians in the Electronic Age: Strategies for Integrating Traditional On-Line Resources in an Academic Library." *The Reference Librarian* 72 (2001): 123-136. LISTA Full Text. Web. 29 Dec. 2013.
- Knieval, J. E., and Charlene Kellsey. "Citation Analysis for Collection Development: A Comparative Study of Eight Humanities Fields." *Library Quarterly* 75.2 (2005): 142-168. LISTA Full Text. Web. 29 Dec. 2013.
- Palmer, Carol L., and Laura J. Neumann. "The Information Work of Interdisciplinary Humanities Scholars: Exploration and Translation." *Library Quarterly* 72.1 (2002): 85-117. LISTA Full Text. Web. 29 Dec. 2013.
- Penner, Katharina. "Information Needs and Behaviours of Theology Students at the International Baptist Theological Seminary." *Theological Librarianship* 2.2 (2009): 51-80. LISTA Full Text. Web. 29 Dec. 2013.
- Rieger, Oya. "Framing Digital Humanities: The Role of the New Media in Humanities Scholarship." *First Monday* 15.10 (2010): n. pag. Web. 1 Jan. 2014. <http://journals.uic.edu/ojs/index.php/fm/article/view/3198/2628>
- Shifra, Baruchson-Arbib, and Jenny Bronstein. "Humanists as Information Users in the Digital Age: The Case of Jewish Studies Scholars in Israel." *Journal of the American Society for Information Science & Technology* 58.14 (2007): 2269-2279. doi: 10.1002/asi.20699. Business Source Complete. Web. 29 Dec. 2013.
- Smith, Natalia, and Helen R. Tibbo. "Libraries and the Creation of Electronic Text in an Electronic Age: Scholarly Implications and Library Services." *College & Research Libraries* 57.6 (1996): 514-523. Web. 29 Dec. 2013. <http://crl.acrl.org/content/57/6/535.full.pdf+html>
- Sukovic, Suzana. "Convergent Flows: Humanities Scholars and Their Interactions with Electronic Texts." *Library Quarterly* 78.3 (2008): 263-284. LISTA Full Text. Directly from OIster. Web. 29 Dec. 2013. <http://ses.library.usyd.edu.au/bitstream/2123/3570/1/sukovic%20convergent%20flows.pdf>
- Thompson, Jennifer Wolfe. "The Death of the Scholarly Monograph in the Humanities: Citation Patterns in Literary Scholarship." *Libri* 52.3 (2002): 121-136. Web. 29 Dec. 2013. <http://www.librijournal.org/pdf/2002-3pp121-136.pdf>.
- Tibbo, Helen, R. "Primarily History in America: How U. S. Historians Search for Primary Materials in the Dawn of the Digital Age." *The American Archivist* 66.1 (2003): 9-50.
- Tomlin, Patrick. "Every Man His Book? An Introduction to Open Access in the Arts." *Art Documentation* 30.1 (2011): 4-11. LISTA Full Text. Web. 29 Dec. 2013.
- Watson-Boone, Rebecca. "The Information Needs and Habits of Humanities Scholars." *RQ* 34.2 (1994): 203-216.
- Wiberley, Stephen E., and William G. Jones. "Patterns of Information Seeking in the Humanities." *College & Research Libraries* 50.6 (1989): 638-645. Web. 29 Dec. 2013. <http://crl.acrl.org/content/50/6/638.full.pdf+html>
- Wiberley, Stephen E., and William G. Jones. "Time and Technology: A Decade-Long Look at Humanists' Use of Electronic Information Technology." *College & Research Libraries* 61.5, (2000): 421-431. Web. 29 Dec. 2013. <http://crl.acrl.org/content/61/5/421.full.pdf+html?sid=c1c06ef8-66ef-4c75-ad87-5e13520404c1>
- Wolin, Richard. "Reflections on the Crisis in Humanities." *The Hedgehog Review* 13.2 (2011): unpaginated. Web. 1 Jan. 2014. http://www.iasc-culture.org/THR/THR_article_2011_Summer_Wolin.php

APPENDIX B: Resource Examination Lists Classified by Discipline

Resource Examination List for History and Biography

ONLINE RESOURCES

Subscription Databases

America: History and Life (requires login through a subscribing library)

Biography and Genealogy Master Index (requires login through a subscribing library)

Biography in Context (requires login through a subscribing library)

History Reference Center (requires login through a subscribing library)

Historical Abstracts (requires login through a subscribing library)

World History Collection (requires login through a subscribing library)

Newspaper Databases

America's Historical Newspapers (requires login through a subscribing library)
Five newspaper collections dating back to 1690.

Christian Science Monitor 1988-present (requires login through a subscribing library)
Allows browsing issue-by-issue.

Chronicling America (Free from the Library of Congress, includes the U. S. Newspaper Directory)
<http://chroniclingamerica.loc.gov/>

New York Times Historical Full Text 1851-2003 (requires login through a subscribing library)

ProQuest Newspapers Historical 1851-2006 (requires login through a subscribing library)

Born Digital Websites

American Memory
<http://memory.loc.gov/ammem/index.html>

Digital Library of Georgia
<http://dlg.galileo.usg.edu/>

Historical Census Browser
<http://fisher.lib.virginia.edu/collections/stats/histcensus/>

World History: HyperHistory Online
http://www.hyperhistory.com/online_n2/History_n2/a.html

Free interactive learning sites (investigate one from Wesleyan and one from Virginia):

Wesleyan University's Learning Objects, Learning Activities project includes:

Unaahil B'aak (an ancient Mayan city)
<http://learningobjects.wesleyan.edu/palenque>

Cycles of Life in a Bengali Town , 1967-1973
<http://learningobjects.wesleyan.edu/bishnapur>

Music in the Afghan North, 1967-1972
<http://afghanistan.wesleyan.edu/>

University of Virginia's digitization efforts include:

Life in ancient Pompeii
<http://hitchcock.itc.virginia.edu/Pompeii>

The Valley of the Shadow: Two Communities in the American Civil War
<http://valley.vcdh.virginia.edu/>

Aquae Urbis Romae: The Waters of the City of Rome
<http://www.iath.virginia.edu/waters/>

Texas Slavery Project
<http://www.texasslaveryproject.org/>

PRINT REFERENCE RESOURCES

There are just over 40 works on the list below – a small sampling of reference materials on history available to libraries. Examine a representative sample, focusing on availability and your interests. If you cannot visit a well-stocked library, look up the reviews for those titles marked as *Reviewed in ARBAonline*.

Scholarly Subject Encyclopedias:

American Decades (Gale, 1996) Reviewed volume-by-volume in ARBAOnline.

American Eras (Gale, 1998) Reviewed volume-by-volume in ARBAOnline.

Ancient Europe 8000 B.C. to A.D. 1000: Encyclopedia of the Barbarian World (Scribner's, 2004)
 Reviewed in ARBAOnline.

Dictionary of American History, Third Edition (Scribner's, 2003)

Dictionary of the Middle Ages (Scribner's, 1982-1989)
 Volume 13 Supplement 1 (2004) Reviewed in ARBAOnline.

Encyclopedia of Latin America (Facts on File, 2011)
 Reviewed in ARBAOnline.

Encyclopedia of Latin American History and Culture, 2nd Edition (Scribner's, 2008)
 Reviewed in ARBAOnline.

Encyclopedia of the Renaissance (Scribner's, 1999) Reviewed in ARBAOnline.

Encyclopedia of the Renaissance and the Reformation (Facts on File, 2004)
Reviewed in ARBAOnline.

Encyclopedia of World History, Ancient, Medieval, and Modern (Houghton Mifflin, O/P)
[Five editions released, last edition in 1972]

Encyclopedia of the World's Nations and Cultures (Facts on File, 2007)
Revision of the 2002 work, *Encyclopedia of the World's Nations*.
Not recommended by ARBAOnline.

Europe, 1789-1914: Encyclopedia of the Age of Industry and Empire (Scribner's, 2006)
Europe, since 1914: Encyclopedia of the Age of War and Reconstruction (Scribner's, 2007)
Companion sets; part of the *Scribner Library of Modern Europe* (Gale Cengage website).

Gale Encyclopedia of Multicultural America (Gale, 1995)

Greenwood Press Daily Life through History Series
Dozens of titles. For a listing, see <http://www.abc-clio.com/series.aspx?id=52021>

Harvard Encyclopedia of American Ethnic Groups (Harvard University, 1980)

Historical Dictionary of the Renaissance (Scarecrow, 2004)
Reviewed in ARBAOnline.

Oxford African American Studies Center (Oxford University Press). Includes these encyclopedias:

Africana
Encyclopedia of African American History, 1619-1895
Encyclopedia of African American History, 1896-present
Black Women in America, Second Edition
African American National Biography
Dictionary of African Biography
Oxford Encyclopedia of African Thought

Oxford Dictionary of the Renaissance (Oxford University Press, 2003)
Reviewed in ARBAOnline.

Worldmark Encyclopedia of Cultures and Daily Life (Gale Cengage, 2009)
Reviewed in ARBAOnline.

Encyclopedias suitable for public libraries serving secondary school students . . .

American History Series (Lucent – part of Gale Cengage) 18 titles and growing, see
http://www.cengage.com/search/productOverview.do?Ntt=173325597829503578920314673611219876333&N=197+4294904579+4294916906&Ntk=P_EPI

Encyclopedia of the Peoples of Asia and Oceania (Facts on File, 2008)

Latin America: History and Culture (Scribner's, 2000)
Derived from *Encyclopedia of Latin American History and Culture*.

Scribner Library of Modern Europe (Scribner's, 2006)
Derived from *Ancient Europe* and *Encyclopedia of the Renaissance through Europe 1450-1789: Encyclopedia of the Early Modern World* (Gale Cengage website).

Biographical Dictionaries:

American National Biography (Oxford University Press, 1999)

Formerly *Dictionary of American Biography*

Supplement I (2002)

Supplement II (2005)

The set and both Supplementants reviewed in ARBAOnline.

Great Lives from History, 30 volumes (Salem Press, 1998 -)

Includes: *Dictionary of World Biography* (1998)

Reviewed volume-by-volume in ARBAOnline.

Encyclopedia of World Biography, Second Edition (Gale Cengage, 1998)

Volume 31 Supplement (1999)

Volume 32 Supplement 2012

Set and both Supplements reviewed in ARBAOnline.

Notable American Women, 1607-1950 (Harvard University Press, 1971)

Notable American Women: The Modern Period (Harvard University Press, 1980)

Notable American Women: A Biographical Dictionary Completing the Twentieth Century
(Harvard University Press, 2004)

Good review in ARBAOnline – highlights the importance of these works.

Oxford Dictionary of National Biography (Oxford University, 2004)

(formerly *Dictionary of National Biography*)

Reviewed in ARBAOnline.

World Authors, 1900-1950, 2nd ed (H. W. Wilson, 1996)

First edition edited by Kunitz and Haycraft in 1942 followed by a Supplement, 1955:

Twentieth Century Authors: A Biographical Dictionary of Modern Literature . . .

Bibliographies:

The American Historical Association's Guide to Historical Literature, 3rd Edition (Oxford University Press, 1995)

Bibliographies and Indexes of World History (ABC-Clio)

Dozens of titles. For a listing, see <http://www.abc-clio.com/series.aspx?id=51917>

Chronologies:

20th Century Day by Day (Dorling Kindersley, 2000) Reviewed in ARBAOnline.

Chronicle of the 20th Century: The Ultimate Record of Our Times (Dorling Kindersley, 1995)

The People's Chronology (Holt, first published 1979); revised and updated edition (Owlet, 1994)

The Story of America as Reported by Its Newspapers, 1690-1965 (Simon & Schuster, 1965)

The Timetables of History (Simon & Schuster, first published 1946); 4th revised edition (Touchstone, 2005)

Historical Atlases:

Atlas of the American Revolution (Rand McNally, 1974)

David Rumsey Historical Map Collection (David Rumsey, 1996 -)
<http://www.davidrumsey.com/>

Historical Atlas of Political Parties in the United States Congress, 1789-1989 (Macmillan, 1989)

Historical Atlas of State Power in Congress: 1790-1990 (CQ Press, 1993)

Historical Atlas of the Congresses of the Confederate States of America: 1861-1865 (Simon and Schuster, 1994)

Historical Atlas of United States Congressional Districts: 1789-1983 (The Free Press, 1982)

Historical Atlas of United States Presidential Elections: 1788-2004 (CQ Press, 2006)

Perry-Castaneda Library Map Collection (University of Texas at Austin)
<http://www.lib.utexas.edu/maps/historical/>
 Includes a list of links to historical maps on other sites.

For a long list of historical atlases, search ARBAOnline; type in *historical atlas* as a Keyword.

Resource Examination List for Philosophy, Religion, and the Classics

Read chapters 3 and 4 in Perrault & Aversa; Examine Chapter 6, the section on Europe - Greco-Roman Classics (pp. 198-200).

Red numbers that follow a resource, e.g., 3-9, indicate entry numbers in the Perrault & Aversa work. To investigate each resource in more detail: check for professional reviews in **ARBAonline** or **Choice Reviews Online** (if available through your library); follow the links to web pages on the list below (these are reliable sources provided by libraries or publishers); and/or visit a library and examine resources firsthand.

*ONLINE RESOURCES***Subscription Indexes**

L'Annee philologique critique et analytique de l'antiquite greco-latine . . .
 (requires login through a subscribing library) 6-78
<http://www.annee-philologique.com/aph>

ATLA Religion Database with ATLASerials (requires login through a subscribing library) 4-1
 (For more background information, see the ATLA website at <http://www.atla.com>)

JSTOR (requires login through a subscribing library) 2-43

Religion and Philosophy Collection (requires login through a subscribing library) 4-6

Philosophy Research Index (requires login through a subscribing library) 3-7
<https://www.pdcnet.org/pri>

The Philosopher's Index (requires login through a subscribing library) 3-6
 Also explore the background information at <http://www.philinfo.org>

Born Digital Websites (investigate all):

Association of Religion Data Archives
<http://www.thearda.com/>

Cleopatra: A Multimedia Guide to the Ancient World (Art Institute of Chicago)
<http://www.artic.edu/cleo/>

Encyclopedia Mythica
<http://www.pantheon.org>

Internet Encyclopedia of Philosophy 3-8
<http://www.iep.utm.edu>

Stanford Encyclopedia of Philosophy 3-24
<http://plato.stanford.edu>

The Perseus Digital Library 6-81
<http://www.perseus.tufts.edu>

PRINT RESOURCES

Scholarly Subject Encyclopedias (examine a representative sample, focusing on availability and your interests):

Encyclopedia Judaica, 2nd edition (Macmillan, 2006)
 The 2007 online edition available at <http://www.bjeindy.org/resources/library/encyclopediajudaica/>

Encyclopedia of Ethics, 2nd Edition (Routledge, 2001) 3-31

Encyclopedia of Philosophy (Macmillan, 1968) Supplement (1996) 2nd Edition (2005)
 3-33 – explains revision to updated edition.

Encyclopedia of Archeology (ABC-Clio, 1999)

Encyclopedia of Occultism and Parapsychology (Gale, 2000)

Encyclopedia of Religion (Macmillan, 1987, 1993, 1995) 2nd Edition (2005)
 4-15 – explains revision to updated edition.

Encyclopedia of Religion in America (CQ Press, 2010) 4-16

Encyclopedia of Religion and Society (AltaMira Press, 1998)
 Open access edition available at <http://hrr.hartsem.edu/ency/web.htm>

Harper's Encyclopedia of Mystic and Paranormal Experience (Harper, 1991)

Jewish Encyclopedia (Kopelman Foundation, 1901-1906) 4-98
 Public domain edition available at <http://www.jewishencyclopedia.com/>

Routledge Encyclopedia of Philosophy (Routledge, 1998) 3-9

The New Catholic Encyclopedia (Catholic University of America/Gale, 2002) 4-78

The first edition titled *The Catholic Encyclopedia* is available at
<http://www.newadvent.org/cathen/index.html>

The New Dictionary of the History of Ideas (Scribner's, 2004)

The 1973-74 edition titled *Dictionary of the History of Ideas*, last reprinted 1977-80, is available from the [University of Virginia](http://www.virginia.edu).

Dictionaries, Directories, Handbooks, Atlases (examine a representative sample, focusing on availability and your interests):

Anchor Bible Dictionary (Anchor Bible, 1992) **discussed under 4-56 (see below)**

Anchor Yale Bible Dictionary (Yale University Press, 2008) 4-56 – explains revision to updated edition. (see also *Anchor Yale Bible Commentary*, a distinguished multi-volume set)

Atlas of the Greek and Roman World in Antiquity by Hammond (William Andrew Pub., 1981)

Atlas of the World's Religions (Oxford, 2007) 4-12

Barrington Atlas of the Greek and Roman World (Princeton University Press, 2000)

Brewer's Dictionary of Phrase and Fable, 17th ed. (Chambers, 2008) 4-113

The 1896 edition available at <https://archive.org/details/brewersdictionar000544mbp>

Bulfinch's Mythology (1855 edition) 4-106

Available on many sites including Project Gutenberg <http://www.gutenberg.org/ebooks/4928>)

Butler's Lives of the Saints: New Full Edition Supplement of New Saints and Blesseds

(Liturgical Press, 2003) 4-71 – explains its stature and updating.

Cambridge Dictionary of Philosophy, 2nd Edition (Cambridge University Press, 1999) 3-27

Directory of American Philosophers (Philosophy Documentation Center at Bowling Green)

Updated annually. 3-4n

Harper Atlas of the Bible (HarperCollins, 1987)

HarperCollins Bible Dictionary (1996) revision of *Harper's Bible Dictionary* 4-47

(see also *Harper's Bible Commentary*, 1998, a companion to the above)

New Larousse Encyclopedia of Mythology (Crescent Books, 1987)

Masterpieces of World Philosophy (HarperCollins, 1991)

Browse through Google Books at http://books.google.com/books/about/Masterpieces_of_World_Philosophy.html?id=0g3DOyTOKWUC

New Historical Atlas of Religion in America (Oxford University Press, 2001)

Oxford Companion to Classical Literature, 3rd edition (Oxford University Press, 2011) 6-87

The 1937 edition available at <https://archive.org/details/oxfordcompanion030316mbp>

Oxford Companion to Philosophy, 2nd Edition (Oxford University Press, 2005) 3-42

Oxford Dictionary of Philosophy, 4th edition (Oxford University Press, 2012) 3-42

Any title from the series: Historical Dictionaries of Religions, Philosophies, and Movements (Scarecrow)

Examples: *Historical Dictionary of Buddhism*, *Historical Dictionary of Hinduism*

Resource Examination List for the Visual and Performing Arts

Read Chapters 7, 8, 9, 10, and 11 in Perrault and Aversa.

Red numbers that follow a resource, indicate entry numbers in the Perrault & Aversa textbook. e.g., 8- # (dance/theater), 9- # (music), 10- # (film/radio, television/video), and 11- # (visual arts). To investigate each resource in more detail: check for professional reviews in **ARBAonline** or **Choice Reviews Online** (if available through your library); follow the links to web pages on the list below (these are reliable sources provided by libraries or publishers); and/or visit a library and examine resources firsthand.

ONLINE RESOURCES

Subscription Indexes

Art and Architecture Complete (requires login through a subscribing library) 11-3

ArtBibliographies Modern (requires login through a subscribing library) 11-6

Free information at <http://www.csa.com/factsheets/artbm-set-c.php>

Avery Index to Architectural Periodicals (Columbia University, 1934 -)

(requires login through a subscribing library) 11-206

Free information at <http://library.columbia.edu/locations/avery/avery-index.html>

Bibliography of the History of Art: BHA, Bibliographie d'Histoire de l'arte

(requires login through a subscribing library) 11-87

Some subscriptions include the International Bibliography of Art

Film and Television Literature with Full Text (requires login through a subscribing library) 10-3

Free information at <http://www.ebscohost.com/academic/film-television-literature-index-with-full-text>

Grove Music Online (requires login through a subscribing library) 9-1, 9-64

Free information at http://www.oxfordartonline.com/public/book/omo_gmo

Grove Art Online (requires login through a subscribing library) 11-14

Free information at http://www.oxfordartonline.com/public/book/oao_gao

Music Index (requires login through a subscribing library) 9-5, 9-6

Years 1949-1970 can only be found in print.

RILM Abstracts of Music Literature (requires login through a subscribing library) 9-3

Original French parent name: Répertoire International de Littérature Musicale

Free information at <http://www.rilm.org/> “Mission” and “Coverage” pages recommended.

Smithsonian Global Sound for Libraries (requires login through a subscribing library) 9-16

Free information at <http://alexanderstreet.com/products/smithsonian-global-sound%20AE-libraries>

Born Digital Websites (investigate all):

American Folklife Center (United State Congress, 1976 -)
<http://www.loc.gov/folklife/>

Art at the Getty
<http://www.getty.edu/art/>

Artcyclopedia's Top 30 Artists Searches
<http://www.artcyclopedia.com/mostpopular.html>

Classical Music Archives
<http://www.classicalarchives.com/>

Different Music Periods & Specific Composers
<http://www.teacheroz.com/composers.htm>

Great Buildings Collection 11-233
<http://greatbuildings.com/>

Historic American Sheet Music
<http://scriptorium.lib.duke.edu/sheetmusic/>

Internet Broadway Database 8-51
<http://www.ibdb.com/>

Internet Movie Database 10-5
<http://www.imdb.com/>

Library of Congress Performing Arts Reading Room Page (Music Division p. 245)
<http://www.loc.gov/rr/perform/>

Music in the Public Domain
<http://www.pdinfo.com/>

Music Division of the Research Library of the Performing Arts and Dance Collection (p. 245)
<http://www.nypl.org/locations/tid/55/node/29897>

New York Public Library Song Index (p. 293)
<http://legacy.www.nypl.org/research/lpa/songindex/>

Picturing America
<http://picturingamerica.neh.gov/>

The Symphony: An Interactive Guide
<http://library.thinkquest.org/22673>

Yahoo! Artists Masters
<http://dir.yahoo.com/Arts/Artists/Masters>

PRINT REFERENCE RESOURCES

(Read the entries in your textbook for those sources with **red entry numbers**; examine a representative sample of other resources listed, focusing on availability and your interests.)

Scholarly Subject Encyclopedias:

Dance Encyclopedia (Simon & Schuster, 1967)

Encyclopedia of the Blues (Routledge, 2006) **9-131**

Encyclopedia of Country Music: The Ultimate Guide to the Music (Oxford, 1998)

Encyclopedia of Popular Music, 4th edition (Oxford, 2006) **9-125**

Encyclopedia of Television Shows, 1925 through 2007 (MacFarland, 2009) **10-47**

Encyclopedia of Visual Art (Encyclopedia Britannica, 1989)

Encyclopedia of World Art (McGraw-Hill, 1958-1968, O/P) Supplement (1983, O/P)

The Film Encyclopedia, 5th Edition (Collins, 2005)

Gardner's Art through the Ages, 12th Edition (Wadsworth, 2005) **11-98**

Prior to the new edition, a free complementary Web site was available.

This material was transferred to a CD-ROM that accompanies the new edition.)

Garland Encyclopedia of World Music (Garland, 1998) **9-157**

Grove Dictionary of Art (Oxford, 1996) **11-14**

Harmony Illustrated Encyclopedia of Rock, 7th edition (Three Rivers Press, 1992)

International Encyclopedia of Dance (Oxford University Press, 2004) **8-3**

Museum of Broadcast Communication. *Encyclopedia of Radio* (2004); *Encyclopedia of Television* (2004)

The New Grove Dictionary of Music and Musicians, 2nd Edition. (Oxford University Press, 2001)

(formerly Grove's Dictionary of Music and Musicians) **9-27**

Other select titles from the New Grove Dictionary of . . .

American Music **9-26**

Jazz **9-96**

Musical Instruments **9-99**

Opera **9-116**

New Rolling Stone Encyclopedia of Rock & Roll: Completely Revised & Updated (Fireside, 1995)

Histories and Biographies:

Baker's Biographical Dictionary of Musicians, Centennial Edition (Schirmer, 2001) **9-33**

Baker's Biographical Dictionary of Musicians, since 1990 (Schirmer, 2004) **9-34**

Combined entries provide an overall history of importance and coverage.

Contemporary Composers on Contemporary Music (Da Capo, 1998)

Harvard Biographical Dictionary of Music (Harvard University Press, 1996) 9-36

Historical Guide to Children's Theatre in America (Greenwood, 1987)

A History of Narrative Film, 4th edition (Norton, 2003) 10-27

History of the American Cinema (Scribner's/University of California, 1991) Marketed by Gale

A History of Western Music, 8th Edition (Norton, 2009) 9-81 9th edition to be released in April 2014

History of the Theatre, 9th edition (Allyn & Bacon, 2003) 8-37

Larousse Dictionary of Painters (Larousse, 1981; re-published Mallard Press, 1991)

The New Biographical Dictionary of Film: Expanded and Updated (Knopf, 2010) 10-35

New Oxford History of Music, 10 volumes (Oxford, 1957-2001)

Prentice Hall History of Music Series (each volume by a music scholar, 1965 -) 9-80

P-H publishing is now part of Pearson. The "History of Music" series is available through booksellers, not Pearson. GoodReads has an informative annotated listing at

<http://www.goodreads.com/series/75753-prentice-hall-history-of-music-series>

Bibliographies:

Annual Bibliography of Modern Art (Museum of Modern Art/G. K. Hall; last published by Gale, 2003)

Arts in America: A Bibliography (Smithsonian Institution, 1979)

Bibliography of Discographies: Classical Music, 1925-1975 (Bowker, 1977 -) Volume 2 (1981)

Bibliographical Handbook of American Music (University of Illinois, 1987) 9-88

Historical Sets, Collected Editions, and Monuments of Music: A Guide to Their Contents (Fallen Leaf Press, 1997) (Originally published by ALA in 1969, updated 1980) 9-63

Macmillan Film Bibliography: A Critical Guide to the Literature of the Motion Picture (1982)

Music Reference and Research Materials: An Annotated Bibliography, 5th Edition (Schirmer Books, 1997) 9-20

Radio and Television: A Selected, Annotated Bibliography (Scarecrow, 1978)

Thematic Catalogues in Music: An Annotated Bibliography (Pendragon, 1997) 9-66

Catalogs:

American Film Institute Catalog of Motion Pictures Produced in the United States

(A series, Bowker, 1971-1988; continued by University of California Press, 1988 -)

Features films between 1893-1971; UCP sells print volumes -online from Chadwyck-Healey.

American Film Institute Catalog of Feature Films (American Film Institute)

<http://www.afi.com/members/catalog/>

British Film Catalogue, 1895-1985: A Reference Guide (Facts on File, 1986)

British Film Catalogue, 3rd Revised Edition, 2 volumes (Fitzroy Dearborn, 2001)

CAMIO (Catalog of Art Museum Images Online) (login through the VSU GALILEO site) 11-19
Click into the **more>>** button on the opening search screen for descriptive information

G. K. Hall Bibliographic Guide to Theatre Arts (New York Public Library/G. K. Hall, 2001)

Retrospective editions: *Catalog of the Theatre and Drama Collections Parts I and II, 1967-1975; Bibliographic Guide to Theatre Arts Part III*

G. K. Hall Bibliographic Guide to Dance (New York Public Library/G. K. Hall, 2002)

Retrospective editions: *Dictionary Catalog of the Dance Collection* (New York Public Library/G. K. Hall, 1976-?, CD-ROM included)

Library Catalog of the International Museum of Photography at the George Eastman House (G. K. Hall, 1982)

Years 1998-2006 available on the GEH Web site at <http://www.geh.org/>

Free online catalog decommissioned in 2006.

Metropolitan Museum of Art Exhibition Catalogues (free and for sale)

<http://www.metmuseum.org/research/metpublications/notable-exhibition-catalogues?searchtype=T&Tag=Notable%20exhibition%20catalogues>

The National Portrait Gallery, Smithsonian Institution. (Smithsonian Institution, 1991).

Now available on the Smithsonian's Web site at <http://www.npg.si.edu/>

Smithsonian Folkways (Smithsonian Institute acquired the collection from the Moses Asch estate in 1987)

Browse or search the collection at http://www.folkways.si.edu/find_recordings/BrowseCollection.aspx

Directories and Sourcebooks:

Bowker's Complete Video Directory (Grey House Publishing, 2011)

Dance in America (Da Capo, 1981)

Directory of Music Research Libraries (Barenreiter, 1967, updated 1983) *Volume 2* (2001)

Halliwel's Who's Who in the Movies, 15th Edition (Collins, 2003) 10-34
(formerly *Halliwel's Filmgoer's Companion*)

The Lively Arts Information Directory: A Guide to the Fields of Music, Dance, Theater, Film, Radio, and Television in the United States and Canada . . . 2nd edition (Gale, 1985)

Sourcebook for the Performing Arts: A Directory of Collections, Resources, Scholars, and Critics in Theatre, Film, and Television (Greenwood, 1988)

Sourcebook for Research in Music (Indiana University Press, 2005) 9-19

The Video Source Book (Gale, Updated annually, 1979 -) 10-51

The Visual Resources Directory: Art Slide and Photograph Collections in the United States and Canada (Libraries Unlimited, 1995)

Resource Examination List for Language and Literature

Read Chapters 5 and 6 in Perrault and Aversa.

Red numbers that follow a resource indicate entry numbers in the Perrault & Aversa textbook, e.g., **5- #** (literature/literary studies) and **6- #** (world literature). To investigate each resource in more detail: check for professional reviews in **ARBAonline** or **Choice Reviews Online** (if available through your library); follow the links to web pages on the list below (these are reliable sources provided by libraries or publishers); and/or visit a library and examine resources firsthand.

ONLINE RESOURCES

Subscription Indexes (investigate all):

ABELL: The Annual Bibliography of English Language and Literature **5-2**
(requires login through a subscribing library) For more information on this product, go to:
<http://www.proquest.com/en-US/catalogs/databases/detail/abell.shtml>

Gale Literary Index **2-14**
<http://www.galenet.com/servlet/LitIndex;jsessionid=AFB6B4DBD2127E93811B4B7476390333>
Free index to the entire Gale Literature Resource Center.
View the tutorial in this week's module.

Linguistics and Language Behavior Abstracts (requires login through a subscribing library)
For more information on this product, go to: <http://www.proquest.com/en-US/catalogs/databases/detail/llba-set-c.shtml>

Literature Online Reference Edition (requires login through a subscribing library) **5-1**
For more information on this product, go to: <http://lionreference.chadwyck.com/>
“What’s New” and “Content” recommended

Literature Resource Center (requires login through a subscribing library) **5-9**
For more information on this product, go to: <http://gdc.gale.com/gale-literature-collections/literature-resource-center/>

Literary Reference Center (requires login through a subscribing library) **5-4**
For more information on this product, go to: <http://www.ebscohost.com/us-high-schools/literary-reference-center>

MLA International Bibliography (requires login through a subscribing library) **2-21**
For more information on this product, go to: <http://www.mla.org/publications/bibliography>

The Oxford English Dictionary (requires login through a subscribing library) **p. 3, p. 21**
For more information on this product, go to: <http://dictionary.oed.com/about/>
“Explore Its History” and “The OED Today” recommended
If you teach, view the Learning Resources at <http://public.oed.com/resources/for-students-and-teachers/>

WorldCat (requires login through a subscribing library) **p. 38**

WorldCat.org
<https://www.worldcat.org/>
A free, abbreviated version to WorldCat holdings.

Born Digital Websites (investigate all):

Bartleby.com 2-47

Reference works: <http://www.bartleby.com/reference/>

Verse: <http://www.bartleby.com/verse/>

Fiction: <http://www.bartleby.com/fiction/>

Non-fiction: <http://www.bartleby.com/nonfiction/>

Complete Works of William Shakespeare

<http://www-tech.mit.edu/Shakespeare/>

LibriVox (volunteer-run organization, 2005-)

<https://librivox.org/>

Project Gutenberg 2-59, 6-110

<http://www.gutenberg.org/>

PRINT RESOURCES

(Read the entries in your textbook for those sources with **red entry numbers**; examine a representative sample of other resources listed, focusing on availability and your interests.)

Scholarly Subject Encyclopedias (examine one of these or identify a comparable choice):

Benet's Reader's Encyclopedia (HarperCollins, 1996)

Cyclopedia of Literary Characters, revised edition (Salem Press, 1998)

Includes content from 1963 and 1990 editions plus select characters from the *Masterplots II* series.

Encyclopedia of Southern Literature (ABC-Clio, 1997)

Encyclopedia of Language and Linguistics, 2nd Edition (Elsevier, 2005)

Encyclopedia of World Authors: 19th and 20th Centuries (Facts on File, 2003) 6-12

McGraw-Hill Encyclopedia of World Drama, 2nd Edition (McGraw-Hill, 1984)

The New Princeton Encyclopedia of Poetry and Poetics (Princeton University, 1993) 5-170 E-book available – part of LORE

Bibliographies:

African Literature: Overview and Bibliography (Nova Science Publishers, 2002) 6-29

Afro-American Fiction, 1853-1976: A Guide to Information Sources (Gale, 1979)

Articles on Twentieth Century Literature: An Annotated Bibliography, 1954-1970
(Kraus International Publications, 1978)

Bibliography of American Literature (Yale University, 1955-1991) 5-3 Part of LORE

Index to British Literary Bibliography (Oxford University Press, 1969 -)

Literary Research Guide (Modern Language Association, 2009-) p. 122, 2-22, 5-24
 Revised biannually, now in its fifth edition and available electronically.
<http://www.mlalrg.org/public/?jsessionid=756ABAAC97367DA2BE024B1CEE52E15F>

Literary Criticism Index, 2nd Edition (Scarecrow, 1994)

Magill's Bibliography of Literary Criticism (Salem Press, 1979)

The New Cambridge Bibliography of English Literature (Cambridge University, 1974-1977) 5-167n
 Part of English Poetry database [Chadwyck-Healy]

Sourcebook for Hispanic Literature and Language: A Selected Annotated Guide to Spanish, Spanish-American, and Chicano Bibliography (Scarecrow, 1995)

U. S. Latino Literature: An Essay and Annotated Bibliography (MARCH/Abrazo Press, 1992)

Writers of the Caribbean and Central America: A Bibliography (Garland, 1992)

Literary Companions:

Examine any one volume from the Cambridge Companion series . . .

Examples: *The Cambridge Companion to English Literature, 1650-1740*
The Cambridge Companion to Old English Literature
The Cambridge Companion to the Classic Russian Novel
The Cambridge Companion to the Eighteenth-Century Novel
The Cambridge Companion to the French Novel from 1800 to the Present
The Cambridge Companion to Old English Literature
The Cambridge Companion to Spanish Literature
The Cambridge Companion to the Literature of Wales

Examine any one volume from the Oxford Companion series . . .

Examples: *The Oxford Companion to Canadian Literature*
The Oxford Companion to Children's Literature
The Oxford Companion to English Literature
The Oxford Companion to French Literature
The Oxford Companion to German Literature
The Oxford Companion to Irish Literature
The Oxford Companion to Spanish Literature

Sources for Explications of Works:

Guide to British Poetry Explication (G. K. Hall, 1991 -)

Guide to French Poetry Explication (G. K. Hall, 1993)

Poetry Explication: A Checklist of Interpretation since 1925 of British and American Poems Past and Present, edited by Kuntz and Martinez (G. K. Hall). Published in three parts: *Colonial and Nineteenth Century Poems*; *Modern and Contemporary Poems*; *Guide to American Poetry Explication*

The Explicator (Taylor & Francis, 1942 -)
 (This is a periodical, available in print and online – a mainstay)

Twentieth Century Short Story Explication: Interpretations, 1900-1975 of Short Fiction Since 1800, 3rd Edition and supplements (Shoe String Press, 1977 -)
(There is a separate index to this work – look for the actual explication volumes)

Twentieth Century Short Story Explication: New Series (Shoe String Press, 1993 -)

Surveys of Literary Works, Literary Criticism, and Literary Theory:

Critical Companions to Popular Contemporary Writers (Greenwood, 1995 -)

To date, 46 titles published – each covering an author.

<http://gem.greenwood.com/products/factsheets/CriticalCompanionsFactSheet.pdf>

Masterplots, 4th Edition (Salem Press, 2010)

http://salempress.com/store/samples/masterplots_4/masterplots_4.htm

Magill's Critical Surveys (Salem Press)

Critical Survey of Graphic Novels: Heroes & Superheroes

Critical Survey of Graphic Novels: History, Theme & Technique

Critical Survey of Graphic Novels: Independents & Underground Classics

Critical Survey of Graphic Novels: Manga

Critical Survey of Long Fiction, 4th Edition

Critical Survey of Mythology & Folklore: Heroes & Heroines

Critical Survey of Mythology & Folklore: Love, Sexuality & Desire

Critical Survey of Mythology & Folklore: World Mythology

Critical Survey of Poetry, 4th Edition

Introduction to Literary Context: American Post-Modernist Novels

Introduction to Literary Context: American Short Fiction

Magill's Survey of American Literature (Salem Press, 2006)

http://salempress.com/store/samples/survey_american_lit/survey_american_lit.htm

New Moulton's Library of Literary Criticism of English and American Authors (Chelsea House, 1985-1990)

These are the print equivalents of full-text included in the Gale Literature Resource Center:

The three mainstays for public and academic libraries:

Contemporary Authors (CA) 2-17n, 8-57n

Contemporary Literary Criticism (CLC) 5-9n

Dictionary of Literary Biography (DLB) 9-31n

Criticism by century:

Classical and Medieval Literature Criticism (CMLC) 5-9n, 6-84

Literature from 1400 to 1800 (LC)

Nineteenth Century Literature Criticism (NCLC)

Twentieth Century Literary Criticism (TCLC) 5-9n

Criticism by literary type:

Drama Criticism (DC) 5-9n, 8-57

Poetry Criticism (PC) 5-9n, 5-181

Short Story Criticism (SSC) 5-9n

Shakespearean Criticism (SC)

APPENDIX C: Adjunct Tutorials

To understand and use resources related to humanities sources and services, an MLIS student needs to learn how to consult certain reference sources. There are many sources that serve as consultative resources. The four sources that I consider essential are listed below. I developed tutorials for each of these sources in order to show students how to navigate them, and, in particular, how to identify key information on humanities references.

1. WorldCat

Explore WorldCat, a universal online catalog to the holdings of thousands of libraries. This tutorial shows how to identify primary sources using standard subject headings, locate secondary and tertiary resources valuable to humanities researchers, and examine fields for bibliographic data that assists librarians in collection development.

2. Gale Literary Index

Examine the features of this free resource that indexes the entire body of literary criticism series published by Gale Cengage Learning. This tutorial explains the relationship of the index to Gale's Literature Resource Center and the abbreviations used in the Gale series. It also shows how to build a bibliography from the Gale series by author, title, or nationality.