For over 45 years, the non-profit organization North American Congress on Latin America (NACLA) has been providing analysis of the Latin American social and political scene. Its publications, including the NACLA Report on the Americas, are well known among Latin Americanists. Its own library grew out of review copies of books used in the NACLA Report and other book and journal exchanges. Maintaining NACLA's library collection became unsustainable after its recent move to a smaller location within New York University’s King Juan Carlos Center. The collection was first offered to NYU Libraries. Their Latin American and Caribbean Studies librarian, Angela Carreño, went through the collection, adding items not in NYU’s holdings.

Ms. Carreño, a colleague at the Seminar on the Acquisitions of Latin American Library Materials (SALALM), referred NACLA staffer Cleia Noia to CCNY for the duplicate items, which NACLA transported to us in December 2012. The NACLA donation consisted of 2,051 books and 44 audiovisual items. Of the hundreds of titles added to our collection, 138 of them are particularly special as they are unique to the entire CUNY system.

Some of the unique titles now at CCNY Libraries.

Join the CCNY Libraries on Thursday, May 2 at 5pm in the Cohen Library Archives for our Muslim Journeys Bookshelf kick-off event. The Bookshelf collection presents new and diverse perspectives on the people, places, histories, beliefs, practices, and cultures of Muslims in the US and worldwide.

Professor Ali Mirsepassi, director of the Iranian Studies Initiative at NYU, will speak on “Islam, Gender and Everyday Life,” introducing Fatima Mernissi’s Dreams of Trespass: Tales of a Harem Girlhood. This memoir is one of the 25 books that, along with four DVDs and a one-year subscription to the Oxford Islamic Studies Online database, form part of the NEH/ALA Muslim Journeys Bookshelf grant awarded to the CCNY Libraries in January. (Browse the Bookshelf)

CCNY Libraries is one of four CUNY libraries to receive this grant. The librarians who wrote the winning grant applications—Dorothea Coiffe (BMCC); Daisy V. Domínguez (City College); Ian Beilin and Tess Tobin (City Tech); and Jennifer Tang (Hostos)—are also the point people responsible for coordinating the related programming series at their institutions.

Cohen Library will host more talks, screenings, and a photographic exhibit in Fall 2013. Please check the Muslim Journeys at CUNY Libraries LibGuide for links to the awarded books, films, and database and for updates on CUNY-wide programming. (Discussion points for Fatima Mernissi’s book can be found here.)

Daisy V. Domínguez ddominguez@ccny.cuny.edu
Just like everything else, software has a life cycle. It gets used steadily until something newer/better/cheaper/simpler comes along, unless it happens to break down somewhere along the line. The Docutek ERes software never broke down. But, it has not had any changes or improvements made to it in years, even though we have paid significant licensing fees annually to use the product with the expectation of software upgrades.

Students in particular have complained throughout the time we have used Docutek ERes that it is clunky and requires way too many mouse clicks to actually get to a document. On the staff side, there are just as many screens to click through when adding documents, and it is easy to get lost in the process.

We figured there had to be a different way to do electronic reserves, so we looked at other CUNY libraries and found that the Graduate Center had a similar experience with Docutek ERes and had given it up in favor of reserves through Blackboard. We have decided to follow their lead. Beginning May 28, all electronic reserve course materials will be available only through Blackboard.

Ideally, having reserve documents connected directly to the site for each course in Blackboard should significantly reduce the effort students must take to access their assigned readings.

But, sometimes the assigned reading is in a physical book, and those will still be maintained by the library. They will be made available through the CUNY+ library catalog.

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Comments, suggestions and feedback regarding the library’s services are always welcome and should be addressed to me by calling x7271, sending email to prgcc@sci.ccny.cuny.edu, or by dropping by NAC 5/333 (Cohen Library).
Two free databases, ResearcherID and ORCID (Open Researcher and Contributor ID), allow you to create custom profiles listing your publications and related items where the world can readily see what you have produced.

Q: Why are these necessary? Can’t I just list all my work on my resume?
A: Of course you should list your work on your resume, but ResearcherID and ORCID allow people who do not know you and your work to find what you have done.

Q: How do ResearcherID and ORCID help people find my work?
A: Unless you have an unusual name, people will have trouble finding your work in large databases like the Web of Knowledge where last names, and only initials of first names (and middle name if you have one) can be searched. Because of its widespread scholarly coverage, the Web of Science, which is part of the Web of Knowledge, is a database where many people look for research done in nearly all fields. Our City College subscription to the Web of Science includes Science Citation Index Expanded, Social Science Citation Index, Arts & Humanities Citation Index, and Journal Citation Reports.

Q: What else can ResearcherID do for me?
A: ResearcherID allows people to see the number of authors who have cited your work and even has links to these articles that cite your work.

Another reason for registering with ResearcherID is that when people find an article by you on the Web of Science, they will see a link to your ResearcherID profile where they can immediately see any other articles you list.

Q: Why it is important for others to see these citations to my work?
A: Administrators making hiring, tenure, and promotion decisions sometimes consider how many other researchers have cited your work.

Q: What kind of works can I include?
A: Anything you think is suitable and you want the world to see. ResearcherID has templates for more than 40 different kinds of items, and ORCID, for more than 50.

Q: How do I get started?
A: Go to ResearcherID. I have also prepared a PowerPoint guide for registering and adding your items. You will see that after you create your ResearcherID account, you will be prompted to create your ORCID account.

Q: Which is more important in the long term, ResearcherID or ORCID?
A: It’s too soon to know. ResearcherID is a product from a commercial vendor (Thomson-Reuters), while ORCID is a non-profit community based database. There are also two other products in development that bear watching, ISNI and AuthorClaim Registration Service.
The Library Scene

Indirect Painting. Oil, 2012. Patricia Allen, Student


Untitled. 2012. Gouache and ink. Nicole Adames, Student


Chapstick. Chalk pastel/ink. 2012. Katherine, Student
[l. to r.] Karolyn Castillo, Stephanie Crawford and Elizabeth Meyer, members of CCNY’s Graduate Art History Society and curators of the 2013 Women Make Art exhibit

Sunset. Acrylic, 2013. Gladys Bacote, Staff

Jennifer Williams, Faculty

Anne Bartoc, Faculty
On a cold rainy February 26, Ambassador Kazuo Kodama had intended to be on his way to Japan. Instead, he changed his flight to accomplish one last mission—a visit and lecture at the City College of New York.

Appointed in 2010, Ambassador Kodama, Extraordinary and Plenipotentiary, Deputy Permanent Representative of Japan to the United Nations, completed his three-year term in the US on the day of this event. Before packing up for his return, he came to Professor Braveboy-Wagner’s International Relations’ graduate seminar as a guest lecturer to discuss Japan’s foreign policy.

He began his lecture, “Means and Objectives of Foreign Policy: Japan’s Case Story—Since the End of WWII, the Trajectory from a Pacifist Nation to a Normal Nation” with a humorous anecdote, immediately putting the audience at ease. During the two-hour intimate lecture session, the ambassador addressed—in English without the aid of an interpreter—several topics for the graduate seminar class. He covered Japan’s national interests, its national and foreign security policies, and its position in the UN, as well as its current relations and issues with China and Korea.

Following his lecture, students had an opportunity to ask questions. Each question was answered thoroughly and eloquently as the ambassador shared his insights. Most impressive was his historical knowledge of how leadership during the formation of the UN influences international politics today. Throughout the session, he gave a first-hand account of how Japan’s position on the complex global playing field has changed and evolved.

This lecture was made possible through a collaboration between the CCNY Library and the Office of the Permanent Mission of Japan to the UN. In July 2012, CCNY hosted the annual visit from representatives of the city of Shimoda, Japan. Members of the UN mission attended this event for the first time, enjoying the reception and Prof. Sydney Van Nort’s presentation on Townsend Harris, a founder of the Free Academy and the first US consul general to Japan.

Since this summer visit, Mr. Hisao Nishimaki, Ms. Jane Conrad, and Ms. Junko Ueda of the mission have closely worked with CCNY Library faculty, Prof. Van Nort, Prof. Charles Stewart, Ms. Yoko Inagi, and Ms. Helena Marvin, in developing a fellowship, which lead to the joint hosting of this special lecture by the Ambassador at CCNY. The library and the office of the Permanent Mission of Japan to the UN look forward to working together on future projects.

Yoko Inagi
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The purpose of this workshop series is to bring together high school and college instructors and librarians to share and discuss common teaching challenges, barriers and aids in helping high school students make a successful transition to college. In the series, participants revised high school curricular units in English and social studies using shared objectives for high school seniors and college freshmen and shared understanding of the challenges and realities teachers and students face. It is hoped that high school faculty will be able to implement the revised units during spring 2013.

The workshops helped in establishing a foundation for the development of communities of practice centered on supporting successful transitions. Librarians play an important role in supporting and enhancing these collaborations because they work with students across their high school and college careers and with faculty across the disciplines. The overarching goals of the series are to:

- share and discuss educational values;
- identify issues, realities, and challenges related to teaching/learning in high school and college;
- develop a shared understanding of best teaching practices in specific disciplines that lead to success in the first year of college; and
- encourage relationships between high school and college faculty that extend beyond the series itself.

Regarding pedagogy and institutional logistics, discussion included the following:

- Teaching sometimes feels like indoctrination at the high school level because so much of the curriculum is prescribed by standardized tests. For example, some 11th and 12th grade social studies classes no longer require a research paper.
- Since high schools are measured according to Regents scores and pass rates, and since individual teachers are evaluated using the same quantitative methods, there is no incentive for teachers to develop innovative pedagogies or to devote time to skills development.
- The pacing of the high school curriculum itself means that teachers often move through topics without giving students time to master content. This has particularly negative effects on development of reading skills because exploring and understanding how a sentence or paragraph means what it means takes time.
- Especially at the high school levels, librarians do not have sufficient opportunities to work with students during class time on research and information literacy skills.

Participants discussed two kinds of factors that inhibit success for individual students: family and life circumstances, on the one hand, and everyday behaviors and habits of mind, on the other. Specific observations included:

- Many students have chaotic lives that limit their ability to engage with school work.
- Students do not understand what it takes to succeed or how their success in high school and college will affect their futures. In particular, students do not understand that earning a college degree will significantly increase their lifetime earnings.
- Students are domain specific in their thinking, expecting to think about English in English class and history in history class. As a result, they don’t have the flexibility to broaden their knowledge and they do not continue to engage material once they’ve completed a test.
- High school and college students arrive late to class, leave early, and often fail to attend at all. Pressures related to evaluation at the high school level mean that students are rewarded for practicing bad habits by being given second and third chances to pass courses.
- In college, students who do not have strong academic preparation are distracted easily because they are unable to keep up with the pace. When they save work for the last minute, students often fail to follow the specific instructions of assignments.

Participants from CUNY Libraries and the Departments of English and Film Studies, the NYC Department of Education, and A. Philip Randolph High School gathered for workshop sessions held in the conference room at the CCNY Architecture Library.
“Collaborative”... continued from page 7

Best Practices for Increasing Achievement of Learning Objectives

The group discussed examples of best practices from their own teaching:

- Research paper assignments that include several stages are more effective. Because they require students to complete work over time, they can function as diagnostic tools for identifying gaps in skills and opportunities to practice habits of mind conducive to success. Even so, high school faculty noted that at least 50% of students miss the deadlines for staged assignments and only submit the final draft.

- Since the best writing is written out of authentic interest and curiosity, when possible, curricular topics and assignments should be linked to texts students choose to encounter every day: rap songs, popular culture, etc. Making connections between school work and everyday life helps students approach what they are learning as relevant and alive.

- To address the shift toward digital culture, teachers at the high school and college levels could require students to create podcasts or blogs in place of or in parallel with research assignments. These forms provide opportunities for students to be creative in their analysis of materials.

- The Freshman Inquiry Writing Seminar (FIQWS) at CCNY links three credits of first-year writing and three credits of a content-based course. Librarians facilitate two full class sessions of information literacy instruction. The content-based course provides material for students to explore in their writing. The organization of the seminar and the extra time on task it provides makes it easier for faculty to share clear structures for developing ideas with students and to provide opportunities for them to practice strategies for polishing writing.

Amrita Dhawan & the workshop participants adhawan@ccny.cuny.edu

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Frank Tomasulo, Visiting Professor of Film Studies, CCNY
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Alison Lehner-Quam, Library, Lehman College
Facilitator: Robert Farrell, Assistant Professor, Library, Lehman College
Project Manager: Carl Andrews, Office of the University Dean for Libraries, CUNY
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“Collaborative”... continued from page 7

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