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# Laying the Foundation

Digital Humanities in Academic Libraries

**John W. White & Heather Gilbert (Eds.)**

*Laying the Foundation: Digital Humanities in Academic Libraries* examines the library's role in the development, implementation, and instruction of successful digital humanities projects. It pays special attention to the critical role of librarians in building sustainable programs. It also examines how libraries can support the use of digital scholarship tools and techniques in undergraduate education.

Academic libraries are nexuses of research and technology; as such, they provide fertile ground for cultivating and curating digital scholarship. However, adding digital humanities to library service models requires a clear understanding of the resources and skills required. Integrating digital scholarship into existing models calls for a reimagining of the roles of libraries and librarians. In many cases, these reimagined roles call for expanded responsibilities, often in the areas of collaborative instruction and digital asset management, and in turn these expanded responsibilities can strain already stretched resources.

*Laying the Foundation* provides practical solutions to the challenges of successfully incorporating digital humanities programs into existing library services. Collectively, its authors argue that librarians are critical resources for teaching digital humanities to undergraduate students and that libraries are essential for publishing, preserving, and making accessible digital scholarship.

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**KEY POINTS**

- *Laying the Foundation* focuses on sustaining digital humanities in academic libraries.
- Emphasis is placed on undergraduate instruction and digital humanities pedagogy.
- A vital key to sustainability in digital humanities is integrating the existing best practices of librarianship into the digital humanities process.

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**Paperback, 978-1-55753-739-3 • $29.95**

**E-book available**

244 pages • March 2016 • 6 × 9

**Charleston Insights in Library, Archival, and Information Sciences**

**JOHN W. WHITE** is the dean of Libraries at the College of Charleston, South Carolina. He earned his PhD in history at the University of Florida and is the author of a number of works on southern history and politics. He currently serves on the editorial board of the *South Carolina Historical Magazine* and is the co-director of the Lowcountry Digital History Initiative.

**HEATHER GILBERT** is the head of Digital Scholarship and Services for the College of Charleston Libraries and the project director for the Lowcountry Digital Library. She received her MLIS from the University of South Carolina and her MFA from the Pennsylvania Academy of Fine Arts. She currently serves as an associate director of the South Carolina Digital Library.

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The current publishing environment has experienced a drastic change in the way content is created, delivered, and acquired, particularly for libraries. With the increasing importance of digital publishing, more than half the titles published in the United States are self-published. With this growth in self-published materials, librarians, publishers, and vendors have been forced to rethink channels of production, distribution, and access as it applies to the new content. *Self-Publishing and Collection Development: Opportunities and Challenges for Libraries* will address multiple aspects of how public and academic libraries can deal with the increase in self-published titles.

While both academic and public libraries have started to grapple with the burgeoning issues associated with self-published books, many difficulties remain. To develop effective policies and procedures, stakeholders must now tackle questions associated with the transformation of the publishing landscape. Obstacles to self-publishing include the lack of reviews, the absence of cataloging and bibliographic control, proprietary formats for e-books, and the difficulty for vendors in providing these works.

General chapters will include information on reviewing sources, cataloging and bibliographic control, and vendor issues. Information addressing public libraries issues will highlight initiatives to make self-published materials available at the Los Gatos Public Library in California and the Kent District Library in Michigan. Chapters on academic library issues will address why self-published materials are important for academic institutions, especially those with comprehensive collecting interests. Several self-published authors focus on how they attempt to make their works more suitable for public libraries. Finally, the book concludes with a bibliographic essay on self-publishing.

As the term “traditional publishing” begins to fade and new content producers join the conversation, librarians, publishers, and vendors will play an important role in facilitating and managing the shift.

**KEY POINTS**

- *Self-Publishing and Collection Development* is the first book on the topic that comprehensively will explore the burgeoning issues associated with self-publishing from the perspectives of librarians, publishers, and vendors.
- This volume will help librarians, publishers, and vendors rethink channels of production, distribution, and access as it applies to the growing amount of self-published material.
- The book will address questions associated with the transformation of the publishing landscape to help stakeholders develop effective policies and procedures.

**Robert P. Holley** is a professor at the Wayne State University School of Library and Information Science. He is a recognized expert in collection development. After having been a library administrator—including head of collection development—at two large research libraries, he has taught collection development since 1993 to thousands of students. His teaching has given him a broader understanding of collection development in all types of libraries. He has over 150 publications, including five edited books and multiple conference presentations. His current focus is on intellectual freedom and on emerging trends in self-publishing, the out-of-print book market, and scholarly communication. He writes a column for *Against the Grain* where he often takes contrarian views on current issues. Holley is a frequent speaker at the Charleston Conference and also has been active in the American Library Association.
Quickly following what many expected to be a wholesale revolution in library practices, institutional repositories encountered unforeseen problems and a surprising lack of impact. Clunky or cumbersome interfaces, lack of perceived value and use by scholars, fear of copyright infringement, and the like tended to dampen excitement and adoption.

This collection of essays, arranged in five thematic sections, is intended to take the pulse of institutional repositories—to see how they have matured and what can be expected from them, as well as introduce what may be the future role of the institutional repository.

Making Institutional Repositories Work takes novices as well as seasoned practitioners through the practical and conceptual steps necessary to develop a functioning institutional repository, customized to the needs and culture of the home institution. The first section covers all aspects of system platforms, including hosted and open-source options, big data capabilities and integration, and issues related to discoverability. The second section addresses policy issues, from the basics to open-source and deposit mandates. The third section focuses on recruiting and even creating content. Authors in this section will address the ways that different disciplines tend to have different motivations for deposit, as well as the various ways that institutional repositories can serve as publishing platforms. The fourth section covers assessment and success measures for all involved—librarians, deans, and administrators. The theory and practice of traditional metrics, altmetrics, and peer review receive chapter-length treatment. The fifth section provides case studies that include a boots-on-the-ground perspective of issues raised in the first four sections. By noting trends and potentialities, this final section, authored by Executive Director of SPARC Heather Joseph, makes future predictions and helps managers position institutional repositories to be responsive to change and even shape the evolution of scholarly communication.

KEY POINTS

• Brings together prominent institutional repository practitioners and theorists to address all sides of this rapidly evolving and largely misunderstood new library role in scholarly communication.
• The point of departure is an assessment of the current state of institutional repositories; this book makes clear, through case studies and concrete practices, what is working, what is not working, and what can be expected in the future.
• Provides a mixture of overview and practical essays that are counterbalanced by case studies.

BURTON B. CALLICOTT is a reference librarian at the College of Charleston, where he is cochair of the institutional repository committee and oversees faculty contributions, training for faculty/student access, and manages workflow.

DAVID SCHERER is the assistant to the dean of libraries at Carnegie Mellon University. Previously, David was the scholarly repository specialist with the Purdue University Libraries. In that role he oversaw Purdue’s primary institutional repository, Purdue e-Pubs, and educated faculty on open access and author rights, new models of publishing, and opportunities for open access publishing.

ANDREW WESOLEK is the head of digital scholarship at Clemson University. In this role he leads the university’s scholarly communication outreach, education, and infrastructure initiatives, including Clemson’s institutional repository, TigerPrints.
ACADEMIC E-BOOKS
Publishers, Librarians, and Users

Suzanne M. Ward, Robert S. Freeman, and Judith M. Nixon (Eds.)

Academic E-Books: Publishers, Librarians, and Users provides readers with a view of the changing and emerging roles of electronic books in higher education. The three main sections contain contributions by experts in the publisher/vendor arena, as well as by librarians who report on both the challenges of offering and managing e-books and on the issues surrounding patron use of e-books. The case study section offers perspectives from seven different sizes and types of libraries whose librarians describe innovative and thought-provoking projects involving e-books.

Read about perspectives on e-books from organizations as diverse as a commercial publisher and an association press. Learn about the viewpoint of a jobber. Find out about the e-book challenges facing librarians, such as the quest to control costs in the patron-driven acquisitions (PDA) model, how to solve the dilemma of resource sharing with e-books, and how to manage PDA in the consortial environment. See what patron use of e-books reveals about reading habits and disciplinary differences.

Finally, in the case study section, discover how to promote scholarly e-books, how to manage an e-reader checkout program, and how one library replaced most of its print collection with e-books. These and other examples illustrate how innovative librarians use e-books to enhance users’ experiences with scholarly works.

KEY POINTS

- Academic E-Books covers the topic from the perspectives of publishers/vendors, librarians, and users. No other similar book includes the publisher/vendor perspective.
- The text includes case studies of innovative uses of e-books in academic libraries of all sizes.
- The research is current and has been conducted by librarians active in building e-book collections; some chapters include data analysis.

Paperback, 978-1-55753-727-0 • $29.95
E-book available, $14.99
372 pages • December 2015 • 6 x 9

Charleston Insights in Library, Archival, and Information Sciences

SUZANNE M. WARD holds degrees from UCLA, the University of Michigan, and Memphis State University. She has worked at the Purdue University Libraries since 1987 and currently serves as head of Collection Management.

ROBERT S. FREEMAN has worked at Purdue University since 1997, where he is a reference librarian and liaison to the School of Languages and Cultures and the Department of English.

JUDITH M. NIXON received her BS degree in education from Valparaiso University and her MS in library science from the University of Iowa. Currently, she is the bibliographer and liaison to the College of Education.
REIMAGINING REFERENCE IN THE 21ST CENTURY

David A. Tyckoson and John G. Dove (Eds.)

Reference service, the idea that librarians provide direct assistance to users, has been a central function of libraries for over a century. Today’s libraries are even more complex and intimidating to new users than libraries of the past, and the technical and social contexts in which users experience their library’s resources add to this complexity. The availability of a friendly librarian who helps users find materials, search for information on a topic, interpret citations, identify quality information, and format bibliographies has become a standard component of what libraries do. However, changes in technologies, economics, and user populations are causing many libraries to question the need and function of traditional reference services.

This book examines how library services meet user needs in the twenty-first century. Many libraries are asking key questions about reference services, such as: Should librarians be on call waiting for users or out in the community promoting the library? Should we assign staff to help users one-on-one or is it more effective to assign them to build and use tools to teach users how to find and evaluate information? Will we continue to purchase commercial reference sources or just use Wikipedia and other free resources on the web? With the proliferation of information available today, how can we help users evaluate search results and select the best resources that they can find? And how do we evaluate the effectiveness of reference services?

Through contributions from the leading scholars and practitioners in the field, this volume addresses such issues and how they affect practices in public and academic libraries. In addition, it presents perspectives from the publishing community and the creators of discovery tools. Each section is enhanced by short case studies that highlight real-world practices and experiences.

KEY POINTS

- Provides overviews of the skills, tools, sources, and services that are essential for modern reference librarianship.
- Uses case studies to illustrate themes with specific strategies and techniques that are being implemented in public and academic libraries.
- Brings together a wide range of perspectives, including librarians, publishers, and library educators.

DAVID A. TYCKOSON is associate dean of the Henry Madden Library at California State University, Fresno, where he is in charge of all user services. He regularly teaches online courses on reference and has published widely on various aspects of libraries and reference services. Tyckoson served as president of the Reference and User Services Association (RUSA) in 2007–2008, and he received the Mudge Award for distinguished contributions to reference librarianship in 2005.

JOHN G. DOVE is best known for his various roles at Credo Reference, including CEO, president, and senior publisher. His other positions have included president and COO of SilverPlatter, a supplier of electronic and online bibliographic information to research libraries worldwide.
It has become increasingly accepted that important digital data must be retained and shared in order to preserve and promote knowledge, advance research in and across all disciplines of scholarly endeavor, and maximize the return on investment of public funds.

To meet this challenge, colleges and universities are adding data services to existing infrastructures by drawing on the expertise of information professionals who are already involved in the acquisition, management, and preservation of data in their daily jobs. Data services include planning and implementing good data management practices, thereby increasing researchers’ ability to compete for grant funding and ensuring that data collections with continuing value are preserved for reuse.

This volume provides a framework to guide information professionals in academic libraries, presses, and data centers through the process of managing research data from the planning stages through the life of a grant project and beyond. It illustrates principles of good practice with use-case examples and illuminates promising data service models through case studies of innovative, successful projects and collaborations.

"Increasing funder requirements relating to research data, combined with a growing awareness of the value that accessible, citable, reusable data can offer to researchers, mean that every research organization needs to take research data management seriously as an institutional imperative. This timely book contains contributions on every aspect of the problem from people with practical experience of the solutions."

—KEVIN ASHLEY
Director, Digital Curation Centre, University of Edinburgh

KEY POINTS

• Provides practical guidance on the management of digital data to libraries of all sizes.
• Emphasizes the social as well as technical aspects of data management.
• Includes a range of case studies, showing how all the parts of the process come together in a single institution.
COPYRIGHT QUESTIONS AND ANSWERS FOR INFORMATION PROFESSIONALS
From the Columns of Against the Grain

Laura N. Gasaway

Copyright law is a critical issue for authors, librarians, publishers, and information vendors. It is also a complex area, with many shades of gray. Librarians continually need to seek answers to questions ranging from the reproduction of copyrighted works for library users, through the performance of audiovisual works, to the digitization and display of protected works on library websites. This book presents updated versions of the author’s copyright columns published in *Against the Grain*, the leading journal in acquisitions librarianship since the late 1990s. It is the first volume in the series *Charleston Insights in Library, Archival, and Information Sciences*. The aim of the *Charleston Insights* series is to focus on important topics in library and information science, presenting the issues in a relatively jargon-free way that is accessible to all types of information professionals, including librarians, publishers, and vendors, and this goal shapes the pragmatic and accessible tone of the book.

The volume is presented in question-and-answer format. The questions are real, submitted by librarians, educators, and other information professionals who have attended the author’s copyright law workshops and presentations or submitted them to her by e-mail or telephone. The author has selected the questions and answers that have general applicability. She has then arranged them into logical chapters, each prefaced by a short introduction to the topic. Because it is written in an accessible and clear style, readers may want to review the entire work or they can just access particular chapters or even specific questions as they need them. The volume includes an index to facilitate reference use.

“Few professionals can rival the depth of experience and seasoned perspective that Lolly Gasaway brings to the challenge of understanding copyright for libraries. Her Q&A style will inform, provoke, and at times even entertain readers who need to grasp the law’s practical implications.”

—KENNETH D. CREWS,
Director of the Copyright Advisory Office, Columbia University Libraries, and faculty member in the Columbia Law School

**KEY POINTS**

- Answers to the most common copyright questions real librarians ask, selected from over a decade of Q&A columns.
- The author is a well-known expert in this area, respected in both legal and library circles.
- Answers are updated to take account of the latest case law in this complex and rapidly moving field.
DATA INFORMATION LITERACY
Librarians, Data, and the Education of a New Generation of Researchers

Jake Carlson and Lisa Johnston (Eds.)

Given the increasing attention to managing, publishing, and preserving research datasets as scholarly assets, what competencies in working with research data will graduate students in STEM disciplines need to be successful in their fields? And what role can librarians play in helping students attain these competencies? In addressing these questions, this book articulates a new area of opportunity for librarians and other information professionals: developing educational programs that introduce graduate students to the knowledge and skills needed to work with research data. The term “data information literacy” has been adopted with the deliberate intent of tying two emerging roles for librarians together. By viewing information literacy and data services as complementary rather than separate activities, the contributors seek to leverage the progress made and the lessons learned in each service area.

The intent of the publication is to help librarians cultivate strategies and approaches for developing data information literacy programs of their own using the work done in the multiyear, IMLS-supported Data Information Literacy (DIL) project as real-world case studies. The initial chapters introduce the concepts and ideas behind data information literacy, such as the twelve data competencies. The middle chapters describe five case studies in data information literacy conducted at different institutions (Cornell, Purdue, Minnesota, Oregon), each focused on a different disciplinary area in science and engineering. They detail the approaches taken, how the programs were implemented, and the assessment metrics used to evaluate their impact. The later chapters include the “DIL Toolkit,” a distillation of the lessons learned, which is presented as a handbook for librarians interested in developing their own DIL programs. The book concludes with recommendations for future directions and growth of data information literacy. More information about the DIL project can be found on the project’s website datainfolit.org.

KEY POINTS

- Expands the concept of information literacy to show how it can be applied to teaching graduate students to handle research data.
- Based on substantial research conducted across a number of North American universities.
- Provides practical guidance for librarians and other information professionals on how to create their own data information literacy programs.

Paperback, 978-1-55753-696-9 • $29.95
E-book available, $14.99
282 pages • January 2015 • 7 × 10

Purdue Information Literacy Handbooks

JAKE CARLSON is the research data services manager at the University of Michigan Libraries. In this role, he explores the application of the theories, principles, and practices of library science beyond the domain of traditional library work. In particular, Carlson seeks to increase the Libraries capabilities and opportunities to provide services supporting data-related research. Much of his work is done through direct collaborations and partnerships with research faculty.

LISA JOHNSTON is the research services librarian at the University of Minnesota-Twin Cities. She also is codirector of the University Digital Conservancy, the UMN institutional repository. Her research focus is on e-science, scientific data curation, and citation analysis. She has led the libraries in research data management since 2008 by creating an outreach and instruction program for researchers, and she works closely with university leaders toward developing a campus research cyberinfrastructure.
INTEGRATING INFORMATION INTO THE ENGINEERING DESIGN PROCESS

Michael Fosmire and David Radcliffe (Eds.)

This book provides essential guidance for engineering faculty and librarians wishing to better integrate information competencies into their curricular offerings. The treatment of the subject matter is pragmatic, accessible, and engaging. Rather than focusing on specific resources, the book adopts a process-driven approach that outlasts changing information technologies.

After several chapters introducing the conceptual underpinnings of the book, a sequence of shorter contributions go into more detail about specific steps in the design process and the information needs for those steps. While they are based on the latest research and theory, the emphasis of the chapters is on usable knowledge. Designed to be accessible, they also include illustrative examples drawn from specific engineering sub-disciplines to show how the core concepts can be applied.

Contents: Information Literary and Lifelong Learning (Michael Fosmire); Conceptions of Engineering Design (David Radcliffe); How Engineers Use Design Information in Practice (Michael Fosmire); Social Responsibility and Engineering Design (Megan Sapp Nelson and Donna Ferullo); Developing Information Literacy Skills in Engineering Design (David Radcliffe and Michael Fosmire); Developing a Knowledge-Management Strategy (Jon Jeffryes); Understanding the Task (Amy Van Epps and Monica Cardella); Taking Advantage of Prior Art (Jim Clarke); Evaluating Potential Solutions (Jeremy Garritano); Finding the Most Suitable Materials and Components (Jay Bhatt); Meeting Standards, Codes, and Regulations (Bonnie Osif); Persuading with Integrity (Patrice Buzzanell and Carla Zoltowski); Capturing Lessons from the Project (Michael Fosmire and David Radcliffe).

“This handbook bridges the gap between engineering educators and librarians and brings together theory and practice by integrating information-seeking, evaluating, applying, and communicating activities into each phase of the design process. Its numerous examples and extensive references, along with the supplementary material, are a significant resource for all readers. It will appeal both to scholars of engineering education and to practitioners—educators and librarians.”

—ADRIANA POPESCU
Head, Engineering Library, Princeton University

KEY POINTS

- Tailors research and best practices in information literacy instruction to inform educators working in engineering and technology disciplines.
- Provides a valuable resource for disciplinary and library faculty to work together to teach information competencies to undergraduate students.
- Combines cutting-edge theory with practical strategies for use in the classroom and lab.

Paperback, 978-1-55753-649-5 • $29.95 (s)
E-book available, $14.99
224 pages • January 2014 • 7 × 10

Purdue Information Literacy Handbooks

MICHAEL FOSMIRE is the Head of the Physical Sciences, Engineering, and Technology Division of the Purdue University Libraries and Professor of Library Science. He has written extensively on the role of information in active-learning pedagogies and the integration of information literacy in science and technology curricula.

DAVID RADCLIFFE is the Kamyar Haghighi Head of the School of Engineering Education and the Epistemology Professor of Engineering Education at Purdue University. His teaching and research interests span design, sustainable systems, engineering education and professional development, innovative learning spaces, and knowledge management.
WHERE DO WE GO FROM HERE?

Charleston Conference Proceedings 2015

Beth R. Bernhardt, Leah H. Hinds, Katina P. Strauch (Eds.)

Over one hundred presentations from the 35th annual Charleston Library Conference (held November 4–7, 2015) are included in this annual proceedings volume. Major themes of the meeting included streaming video, analysis and assessment, demand-driven acquisition, the future of university presses, and open access publishing. While the Charleston meeting remains a core one for acquisitions librarians in dialog with publishers and vendors, the breadth of coverage of this volume reflects the fact that this conference is now one of the major venues for leaders in the publishing and library communities to shape strategy and prepare for the future. Almost 1,800 delegates attended the 2015 meeting, ranging from the staff of small public library systems to the CEOs of major corporations. This fully indexed, copyedited volume provides a rich source for the latest evidence-based research and lessons from practice in a range of information science fields. The contributors are leaders in the library, publishing, and vendor communities.

Purdue University Press publishes print versions of the conference proceedings and Purdue University Libraries hosts an online, Open Access version of all proceedings publishing since 2009 at http://docs.lib.purdue.edu/charleston.

KEY POINTS

• Presents the latest research and lessons from the field often years before this material appears in journal literature.
• Logically organized and comprehensively indexed to maximize easy access to must-have information.
• Provides a written record of the largest international meeting of librarians and publishers.

BETH R. BERNHARDT is the assistant dean for Collection Management and Scholarly Communications at the Jackson Library, University of North Carolina at Greensboro.

LEAH H. HINDS is the assistant director of the Charleston Conference.

KATINA P. STRAUCH is Head of Collection Development at the Addlestone Library, College of Charleston, founder of the Charleston Conference, and editor of Against the Grain, the journal for libraries, publishers, and vendors, which is published six times a year.
ADVANCES IN RESEARCH USING THE C-SPAN ARCHIVES

Robert X. Browning (Ed.)

This book is a guide to the latest research using the C-SPAN Archives. In this book, nine authors present original work using the video archives to study presidential debates, public opinion and Congress, analysis of the Violence Against Women Act and the Great Lakes freshwater legislation, as well as President Clinton’s grand jury testimony. The C-SPAN Archives contain over 220,000 hours of first run digital video of the nation’s public affairs record. These and other essays serve as guides for scholars who want to explore the research potential of this robust public policy and communications resource.

REVIEWS

“Exploring the C-SPAN Archives reminds us that C-SPAN is about Congress and a whole lot more. From vote sequencing and interpersonal relationships in Congress to presidential debates and women in science, the authors apply traditional analyses to new issues and introduce innovative methods of analysis to test existing theories and assumptions. This book cracks open the door to a wealth of information and data and invites readers to engage their own creativity to consider how they can find answers to their own research questions in the C-SPAN Archives.”
—DANIELLE VINSON, Department of Political Science, Furman University

“The C-SPAN Video Library is without question the most comprehensive resource available for studying the U.S. Congress. Robert Browning has assembled a wide-ranging set of chapters that illustrate and illuminate the vast potential of the C-SPAN Archives to transform how we think about and study the U.S. Congress in a variety of disciplines. These chapters have the potential to alter research agendas for years to come.”
—JASON M. ROBERTS, Department of Political Science, University of North Carolina at Chapel Hill

KEY POINTS

• Advances in Research Using the C-SPAN Archives will be a vital reference book for scholars in the field, including graduate students beginning their own research.
• This will be the book that scholars will first turn to in order to begin their video research on political science and communication.
• There are no other resources for researchers who want to begin research using the C-SPAN Video Library: photographs arranged by season, comprising original, never-before-published material.
EXPLORING THE C-SPAN ARCHIVES
Advancing the Research Agenda

Robert X. Browning (Ed.)

Exploring the C-SPAN Archives is a collection of path-breaking research studies that use video drawn from the C-SPAN Archives. The book, based on the papers presented at a November 2014 conference, includes chapters that explore issues in presidential debates, minority representation, the presentation style of the first ladies, STEM research, and innovative ways to analyze video.

The book is divided into five parts: Part 1 consists of an overview of and common scholarship using the C-SPAN Archives and how this research advances the conversation after previously published studies. Featured are the ways in which the collection is indexed and tips on how individuals can find particular materials. This section is essential for increased scholarship and pragmatic applications. Part 2 contains applied research using the video collection. Topics in this section include a look at oral histories of minority members of Congress, an analysis of presidential debates, and the presentation style of Michelle Obama. Part 3 is focused on STEM research, including concepts and contradictions in the debate over STEM initiatives, expertise and evidence in science presentations in the C-SPAN Archives, and the framing of technology issues in a C-SPAN television series, The Communicators. Part 4 presents innovative research using C-SPAN and new computer technology. Two scholars take different technical approaches to evaluate polarization and communication using audio levels and video images. Finally, in Part 5, David Caputo presents ideas on the value of massive open online courses (MOOCs) using C-SPAN and reflects on the use of C-SPAN for citizen education in what he terms the “postdigital world.” Additionally, Patrice Buzzanell contributes a reflective essay on the future directions of research using the C-SPAN Archives based on the essays in this volume.

KEY POINTS

- There are no other books that explore the topic of research using video and the C-SPAN Archives, specifically.
- Scholars in political science and communication are interested in how C-SPAN video can be used for research and seek to find research examples such as those in this book.
- There are methods of analyzing congressional video and findings about the Congressional Black Caucus that are not published elsewhere.

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The C-SPAN Archives

ROBERT X. BROWNING is an associate professor of political science and communication in the Brian Lamb School of Communication at Purdue University. He is the author of Politics and Social Welfare Policy in the United States (University of Tennessee Press, 1986), The C-SPAN Archives: An Interdisciplinary Resource for Discovery, Learning, and Engagement (Purdue University Press, 2014), and papers on redistricting. In 1987, he became the founding director of the C-SPAN Archives. Awarded the George Foster Peabody Award for its online video library in 2010, the C-SPAN Archives is housed in the Purdue Research Park and offers a window into American life.
THE C-SPAN ARCHIVES
An Interdisciplinary Resource for Discovery, Learning, and Engagement

Robert X. Browning (Ed.)

The C-SPAN Archives records, indexes, and preserves all C-SPAN programming for historical, educational, and research uses. Every C-SPAN program aired since 1987, from all House and Senate sessions in the US Congress, to hearings, presidential speeches, conventions, and campaign events, totaling over 200,000 hours, is contained in the video library and is immediately and freely accessible through the database and electronic archival systems developed and maintained by staff.

Whereas C-SPAN is best known as a resource for political processes and policy information, the Archives also offers rich educational research and teaching opportunities. This book provides guidance and inspiration to scholars who may be interested in using the Archives to illuminate concepts and processes in varied communication and political science subfields using a range of methodologies for discovery, learning, and engagement. Applications described range from teaching rhetoric to enhancing TV audience’s viewing experience. The book links to illustrative clips from the Archives to help readers appreciate the usability and richness of the source material and the pedagogical possibilities it offers. Many of the essays are authored by faculty connected with the Purdue University School of Communication, named after the founder of C-SPAN Brian Lamb.

The book is divided into four parts: Part 1 consists of an overview of the C-SPAN Archives, the technology involved in establishing and updating its online presence, and the C-SPAN copyright and use policy. Featured are the ways in which the collection is indexed and tips on how individuals can find particular materials. This section provides an essential foundation for scholars’ and practitioners’ increased use of this valuable resource. Parts 2 and 3 contain case studies describing how scholars use the Archives in their research, teaching, and engagement activities. Some case studies were first presented during a preconference at the National Communication Association (NCA) convention in November 2013, while others have been invited or solicited through open calls. Part 4 explores future directions for the C-SPAN Archives use as a window into American life and global politics.

KEY POINTS

• Provides an essential guidebook to the C-SPAN Archives, one of the richest video libraries in the world.
• Uses well-structured case studies to show how scholars use the Archives in practice, and the challenges and opportunities encountered.
• Illustrates potential uses of this freely available resource that spread far beyond the realm of American politics, with which C-SPAN is usually associated.

ROBERT X. BROWNING is an associate professor of political science and communication in the Brian Lamb School of Communication at Purdue University. In 1987, he became the founding director of the C-SPAN Archives. He is the author of Politics and Social Welfare Policy in the United States and papers on redistricting. Awarded the George Foster Peabody Award for its online video library in 2010, the C-SPAN Archives is housed in the Purdue Research Park.
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