

# Classified Information

## the Lloyd Sealy Library Newsletter

The Gateway to the World of Criminal Justice and Related Information



## From the Desk of the Chief Librarian

"It is the tendency of our system to ruin men," Joseph Bird writes in his tract *Fires and Fire Systems* (1858). He goes on to state that "When we see a maimed soldier, do we blame him? Not at all—we set it to the account against the war. So it should be with firemen who become rowdies, incendiaries. &c. It is the fault of those who made and who uphold the present foolish and wicked system."

Put in a historical context for our students and other readers, firefighting, especially before the Civil War, was marked by lack of discipline, cronyism, crime, drunkenness, brawls, and ethnic, class, and religious divisions. Most houses in the nineteenth century were built of wood and one good fire could destroy an entire neighborhood as it spread sometimes to hundreds of buildings. Firemen used crude methods that often did more damage than good. Volunteer fire companies ruled the firefighting system in those days and also played an important role in New York City politics. Such notorious figures as William M.

("Boss") Tweed rose to power as the head of Tammany Hall, the corrupt Democratic political organization that looted and ruled the city for many decades, through the good offices of one of those volunteer organizations.

We recently acquired Bird's tract against similar firefighting conditions in Massachusetts, along with two other pamphlets from 1856 that detail a proposed ordinance to re-organize the New York City fire department. The outrageous behavior of the companies, including brawling at the scene of fires, sabotaging equipment, even setting fires, prompted the city council to attempt to organize an orderly, bureaucratic, firefighting system department with paid professionals. It was only in 1865 that the state legislature, dominated by Republicans, passed legislation to create the Metropolitan Fire Department. The city bought new, improved equipment, and the department was on its way to an efficient firefighting service.

The Sealy Library's Special Collections, which houses these rare items, is once again the starting point for understanding the development of such important municipal services.

Larry E. Sullivan

### FIRES AND FIRE SYSTEMS.

#### IN THREE CHAPTERS.

MOUNT AUBURN, MASS., MARCH, 1858.

DEAR SIR—I received your letter, requesting me to publish my views upon *Fire Systems*, some time since. I have delayed to answer it, and similar applications, not from a want of faith in my new system, which has been carefully examined by too many competent persons—practical firemen, insurance officers, business men of great shrewdness and common sense, and mathematicians of world-wide celebrity—to admit of a doubt of its utility; but because I did not wish to provoke ill feeling from any portion of the community. — They are now given to the public, more in accordance with the wishes of others than my own, and I beg you to bear in mind that my time is so much occupied by other duties, that I have been unable to give this the attention I could wish. I here refer to the literary execution of it; but to the ideas suggested, I challenge the most severe scrutiny, confident that the more they are examined the sooner they will be adopted. And do not forget, that I have no ill feeling toward Firemen, but number them among my friends. It is the system, not the men of it, that I oppose. When we see a maimed soldier, do we blame him? Not at all—we set it to the account against the war. So it should be with firemen who have become rowdies, incendiaries, &c. It is the fault of those who made and who uphold the present foolish and wicked system.

Hoping that my little work will be the means of calling attention to this subject, which has been sadly neglected, allow me to subscribe myself,

Most respectfully, your friend and servant,

JOSEPH BIRD.



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## Faculty Publications & News

### Scholarly activities of library faculty

**Larry E. Sullivan** is the Editor-in-Chief of the new annual *Criminal Justice and Law Enforcement Studies: Global Perspectives*. The first volume is projected to appear in late 2012. The Annual will focus on interdisciplinary issues and attempt to address large interpretive questions; it will also consider newer theoretical approaches to criminal justice studies. It will include highly focused studies but preference will be given to articles of interest to more than a single discipline; it will aim at an audience of scholars in criminal justice, sociology, history, forensic psychology, and ancillary areas of research. The annual will seek to publish newly written articles of high quality based on original scholarship. It will be published by the AMS Press, a long-established, well-respected publisher of such Annuals as *Studies in Medieval and Renaissance History* (out of Arizona State's Centre for Medieval and Renaissance Studies), *Dickens Studies* (CUNY Graduate Center), *Age of Johnson*, *Spenser Studies*, and many others.

**Ellen Belcher's** chapter on "Halaf bead, pendant and seal 'workshops' at Domuztepe: technological and reductive strategies" appeared in E. Healy, S. Campbell & O. Maeda (Eds.). (2011). *The State of the Stone: Terminologies, Continuities and Contexts in Near Eastern Lithics* (Berlin: ex Orient).

**Marta Bladek** was invited to talk at the CUNY-wide Writing Fellows' Professional Development Program where she was a member of the panel on "Writing Fellowship as Career Development" (April 2011). She was also invited to talk about "Career Opportunities for Humanities Majors," a part of the Professional Day Retreat at CUNY Macaulay Honors College (April 2011).

In November, **Kathleen Collins** presented "Dr. Joyce Brothers and American Television" at the Northeast Popular Culture Association conference at Western Connecticut State University and "Citizen Bunker: Archie Bunker as Working Class Icon" at the Mid-Atlantic Popular Culture Association conference in Philadelphia.

**Marta Bladek** and **Kathleen Collins** teamed up to present a series of workshops at the Center for the Advancement of Teaching: *To Wikipedia or Not to Wikipedia...Is That Really The Question?* (October), *Form C #17: What Does It Mean?* and *Using the Library as a Pedagogical Tool* (both in November).

**Janice Dunham** reviewed the following publications for the *Library Journal*: *Encyclopedia of Water Politics and Policy in the U.S.* (LJ 9/15/2011, p.109.); *The Encyclopedia of Environmental Health* (LJ 9/15/2011, pp.104-108); *The Encyclopedia of Environmental Issues*. 2d ed. (LJ 8/2011, p.126); *The Encyclopedia of Climate and Weather*. 2nd ed.



(LJ 7/1/2011, pp.107-108); *The Environmental Debate*. 2nd ed. (LJ 5/15/2011, pp.104,107); and *The Encyclopedia of Disaster Relief* (LJ 4/15/2011, pp.116-117).

**Karen Okamoto** reviewed the book *A Promise in Haiti* for *Library Journal* (LJ 7/1/2011, p88-88). A book chapter she co-wrote with Mark Aaron Polger on marketing and library instruction was accepted for publication in the forthcoming anthology *Marketing Methods for Libraries*.

Compiled by Marta Bladek

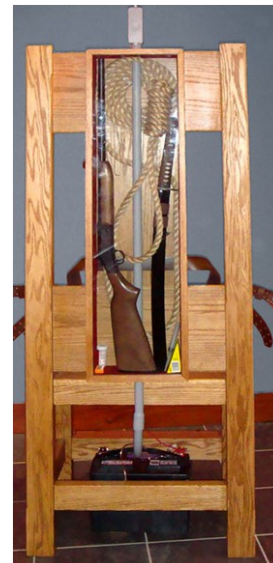
## New Artist's Book Acquired

### On view in special collections room

The Sealy Library is pleased to announce that it has acquired Copy 1 of Richard Minsky's *FREEDOM OF CHOICE: Three Poems of Love and Death* by Lucie Brock-Broido (2009). This artwork was created in an edition of five. All five copies are bound with a leather and gold leaf binding, but only Copy 1 is chained to a custom-built electric chair. For additional information on this work, see <http://minsky.com/choice.htm>.



Left: Front view



Right: Back view

More than half of this work was a gift of the artist to the Library, while the other half was purchased from donations to the Library. We plan to have this work on display in our new special collections room, which is currently in the planning phase. In the meantime, as with all our special collections, this book can be viewed in our special collections room by appointment.

Ellen Belcher

## The Mobile Library

### New apps available for online databases

Many, but not all of the databases in the library's collection have mobile interfaces so that you can use them more effectively on a mobile device. The Library now has a mobile site that explains and links to those databases that provide this type of functionality.

From the Library's homepage at [www.lib.jjay.cuny.edu](http://www.lib.jjay.cuny.edu), you can click on the mobile phone icon on the bottom left-hand side of the page. Or, if you have a QR code reader on your device, scan the code below.



There are links and information to help you find books, articles, legal materials, and videos. The guide also links to the mobile interface for RefWorks. The "about the library" tab offers a quick glance at our hours, directions, and contacts. We also invite feedback there so if you visit the site, please let us know what you think!

Nancy Egan

## RefWorks 2.0

### A new look and more

As of this fall, RefWorks users will notice a new look for the web-based citation management program. The interface has been improved in numerous ways, including tabbed sections – one for references and one for organizing folders – and a Quick Access Bar visible (or hide-able) on the right side of the page. Overall, the look of the page is more aesthetically pleasing, cleaner and modernized, and the navigation menu is much more efficient than previously.

A new RefWorks channel was recently created on YouTube (<http://www.youtube.com/proquestrefworks>). These video tutorials can be especially useful for students and faculty who may be interested in learning to use the program but unable to attend scheduled library instruction sessions.



For more information on getting started with and using RefWorks or for assistance with the new interface, see the library Subject Guide at <http://guides.lib.jjay.cuny.edu/refworks> (Library Home Page > Research Tools > Subject Guides > RefWorks).

For any questions regarding RefWorks, feel free to contact Prof. Kathleen Collins at [kcollins@jjay.cuny.edu](mailto:kcollins@jjay.cuny.edu).

Kathleen Collins

## Library Chairs Replaced

### Donation from New York Philharmonic

We have forged a partnership with the New York Philharmonic who donated four Thomas Moser chairs to the Sealy Library. Pictured from left to right: Jose Cabreja and Andeyson Charles of Facilities Management, and Gabe Smith of the New York Philharmonic Archives.

Carolyn Paden



# Building Information Literacy into Research Assignments

## Working with library resources in the classroom

Not so long ago, the classroom could function comfortably apart from the library. The library was the place where students went to conduct research for class assignments. That world has vanished. "Information Literacy across the curriculum" is now the mandate, and it is more crucial than ever for classroom faculty and librarians to work together to assure that students have the best chance for successfully completing research assignments. At times, however, librarians are left at a loss. If the assignment cannot be completed with the library resources on hand – and honestly, we have a wealth of resources both in print and electronic formats, far more, in fact than almost any private institution – the student will leave defeated. How can we work to avoid that sour outcome?

As a first step, library assignments geared to specific library resources and crafted with the student's needs and capacities in mind will minimize the possibility of defeat. A good research assignment begins with a good question, of course; "capital punishment" is a topic, not a question. If, however, the topic is beyond the capacities of the student or requires sources beyond the Lloyd Sealy Library, even the most intriguing question will not result in a positive outcome. This is especially true in 100 and 200 level classes. Neutralizing this hurdle will entail devoting classroom time to make sure everyone in the class is able to undertake the preliminary investigation necessary to ascertain whether the topic is doable. Frequently, a class arrives for a library session after the paper topics have been approved, but before any work has been done. At that juncture, some students will belatedly realize that they cannot find information on their topic.

## New Libguides Added

We continue to add new online research guides, commonly referred to as libguides.

The newest ones include *NYPD: Historical Research* by Prof. Ellen Belcher; *Security Management* by Profs. Marvie Brooks and Mark Zubarev; and *Researching New York City* by Prof. Jeffrey Kroessler.

A number of recent libguides focuses on new resources and services in the library: *Ebooks* and *Mobile Library* were put together by Prof. Nancy Egan.

Our most popular guide, *Citing Sources: APA, MLA, & Chicago Styles*, by Prof. Marta Bladdek, has been used over 20,000 times this year.

These and other libguides can be easily accessed at <http://guides.lib.jjay.cuny.edu>. You may also find them through our home page by clicking on the Get Help tab in the central blue box and choosing Subject Guides.

Marta Bladdek

Second, the student must understand what sources are acceptable for the assignment. It goes without saying that the sources must be appropriate to both the assignment and the student's skill level. If a student in English 101 is writing a three page paper about stem cell research, is it realistic to require six peer reviewed articles and nothing else? That is a prescription for frustration and failure. This 18-year old is approaching the topic with general knowledge of neither the scientific background nor the moral and political controversies of the moment. For such an assignment it would be far more appropriate to direct the student to *CQ Researcher*, electronic reference collections like *Gale Virtual Reference Library* or *Sage e-Reference Collection*, as well as newspapers and general interest magazines found in *Academic Search Complete*, *New York Times Historical File* (every article from 1851 to 2007), and *LEXIS-NEXIS Academic* (newspapers from across the English-speaking world). Along the way, students will learn how to evaluate the sources they find (another cornerstone of information literacy).

Librarians willingly instruct students in the craft of information seeking and direct them to appropriate resources. In today's information environment, however, the classroom experience must also incorporate techniques for finding information in specific electronic and print resources, as well as instruction on how to evaluate the content of information sources. Faculty who would like to get assistance with designing research assignments that promote information literacy abilities should not hesitate to contact us in the library.

Jeffrey Kroessler

## Faculty Tech Development Day

### Library To Present Two Workshops

The next Faculty Development Day is scheduled for January 26, 2012, the day before spring classes start. Among the workshops offered, there will be two sessions dedicated to library resources.

#### 10 Library tech tools to enhance your teaching!

Highlights include streaming video, libguides, the mobile library, and linking these and other library e-resources into Blackboard.

#### 10 Library tech tools to support your research!

Highlights include new ebook collections, creating alerts, citation analysis, and using ILLiad for interlibrary loan.

We welcome the opportunity to share some of our newest resources with the faculty and hope that many of the newsletter readers will be able to attend.

Marta Bladdek

# Wikipedia as a Teaching Tool

## Creative Uses of the Popular Resource

Ten years after its creation, Wikipedia is one of the most visited sites on the Internet. There is little need to explain to most people what Wikipedia is: A collaborative encyclopedia based on the idea that individual entries are a result of editorial consensus, the culmination of a process similar to peer-review. Wikipedia depends on the "wisdom of crowds," however, as anyone, not just experts, can be a contributor. Its strengths and weakness are no strangers to faculty and students. It is current, multi-lingual, and has a "long tail" (i.e. includes common and obscure information); for these reasons, Wikipedia *adds* value, rather than replaces, traditional reference sources. Still, the online encyclopedia has many weaknesses that compromise its authoritativeness: inaccuracies, biases, "satisficing" (choosing the first though maybe not the best solution), and plagiarism. Consequently, educators continue to debate whether students' heavy reliance on Wikipedia should be accepted or discouraged.

According to a study conducted by Project Information Literacy, 52 percent of college students describe themselves as frequent Wikipedia users. They consult it even when they are told not to seek course-related information in it. Since Wikipedia is students' favorite reference source, as one colleague simply put it, "if you can't beat 'em, join 'em."

Many teachers in secondary and higher education have embraced Wikipedia in the classroom and found creative ways to use it as a teaching tool. To see the wide variety of examples of teachers around the world using Wikipedia in the classroom, see [http://en.wikipedia.org/wiki/Wikipedia:School\\_and\\_university\\_projects](http://en.wikipedia.org/wiki/Wikipedia:School_and_university_projects). Indeed, asking students to edit or critique existing entries, as well as requiring that they create new ones, provides the opportunity to engage students in critical thinking about Wikipedia and other information sources. In addition, working with Wikipedia makes transparent the processes behind the production and dissemination of knowledge and information. Instructors who have taught with Wikipedia emphasize that students practice and gain an understanding of the research, editing, and documenting processes that are part of doing scholarship; they improve their information seeking and writing skills while working collaboratively with others. No less importantly, Wikipedia-oriented assignments present an alternative to the traditional research assignment insofar as they combine and promote research skills, technology use, and information literacy

competencies. At the same time as students learn that they don't have to be just consumers of information but can produce it as well, they gain a new awareness of Wikipedia that will allow them to be more critical of its value and purpose.



**WIKIPEDIA**  
*The Free Encyclopedia*

There is a growing body of research on the classroom use of Wikipedia.

Here are just a few readings:

- Badke, W. (2008). Infolitland: What to do with Wikipedia. *Online*, 32 (2), 48-50. [<http://www.infotoday.com/online/mar08/Badke.shtml>]
- Chandler, C. J., & Gregory, A. S. (2010). Sleeping with the enemy: Wikipedia in the college classroom. *History Teacher*, 43(2), 247-257.
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- Maehre, J. (2009). What it means to ban Wikipedia. *College Teaching*, 57(4), 229-236.
- Nix, E. M. (2010). Wikipedia: How it works and how it can work for you. *History Teacher*, 43(2), 259-264.
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**Marta Bladek and Kathleen Collins**

## News from the Library's Media Department

### A new streaming video collection

The Library has just subscribed to another streaming video collection. *Films on Demand* has over 7,000 films—including documentaries, archival footage, and newsreels—distributed through the Films Media Group (Films for the Humanities and Sciences, Cambridge Educational, Meridian Educational, and Shopware). The collection includes programs from the BBC and PBS, as well as major network programs like Frontline, Nightline, and NBC News. Theater and music productions from venues like the Globe Theatre and the Royal Opera House are also included. You can search for films by keyword or browse subject collections like Anthropology, Art, Economics, Communications, Criminal Justice, Health & Medicine, Psychology, History, Sociology, English and many more.

To find the collection, go to the Library's list of Databases A to Z (on our homepage) and choose 'F' for Films on Demand. Or, to get a full list of our streaming video collections, select Databases by Subject and choose "Video and Sound Collections." All John Jay faculty, staff, and students can access our streaming video collections from anywhere on or off campus. The easy access means that faculty may show the films in class or assign them as homework.

Here is a sample of films from Films on Demand (descriptions are from the database):

**Are We Still Evolving?:** Anthropologist Alice Roberts meets scientists who are detecting and analyzing recent changes in the human genome and visits other researchers who have been able, in effect, to alter the development of some plant and animal species. In addition, the program examines the highly significant role of disease in evolution and the possibility that humanity could evolve into two distinct species.



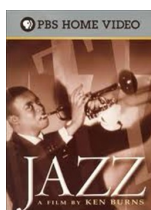
**A Class Apart:** This *American Experience* episode interweaves the stories of the landmark case, *Hernandez v. Texas*, the heroic post-World War II struggle of Mexican-Americans fighting to dismantle Jim Crow-style discrimination targeted against them, and the broader narrative of the Civil Rights Movement.

**Crime and Punishment: How Intelligent Do You Have to Be to Be Put to Death?:** The Supreme Court's landmark decision that it is unconstitutional to execute people with mental retardation reverses decades of jurisprudence. In this program, *ABC News* visits the ongoing legal battle that prompted the initial 1980 ruling, the case of Texas convict John Paul Penry.



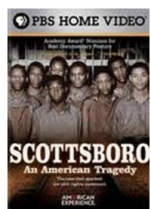
**Globalization at a Crossroads:** To some, the term "globalization" means ruthless exploitation by corporations; to others, it means bringing economic development to all the peoples of the world. This program explains key principles at the core of global economics and takes a historical look at their effects.

**Hamlet: The Royal Shakespeare Company Production:** Scottish actor David Tennant headlines this edgy film version of the acclaimed 2008 Royal Shakespeare Company stage production.



**Jazz: A Film by Ken Burns:** This 10-part series, originally aired on *PBS*, explores the history and rise of Jazz, the quintessentially American art-form, from its New Orleans roots to its modern diverse manifestations.

**Juvenile Sex Offenders: Voices Unheard:** This program goes to a lock-down and into the community to develop a profile of juvenile sex offenders and to study the pioneering work of organizations attempting to reintegrate offenders into society.



**Scottsboro: An American Tragedy:** Explores the Scottsboro case, which generated what many view as the most divisive regional conflict since the Civil War, led to momentous Supreme Court decisions, and helped give birth to the civil rights movement.



**Sexy Inc.: A Critical Look at the Hypersexualization of Childhood:** The eroticization and physical objectification that are staples of the youth-focused business/media complex give the impression that exploitative, age-inappropriate sexuality is natural, normal, and even necessary. This documentary condemns the hypersexualization of kid culture and exposes the severely damaging effects of hypersexuality on young psyches.

**Suicide and the Police Officer:** This program, produced by the New York City Police Foundation, focuses on the underlying problems—alcohol or drug abuse, severe relationship problems, difficulty in dealing with violence—that can, if unchecked and unresolved, lead to suicide.

Nancy Egan

## A Victory for Fair Use Advocates?

### Streaming video case against UCLA dismissed

On October 3, 2011 a federal judge dismissed a lawsuit against the University of California Los Angeles for copyright infringement. The lawsuit was filed by the Association for Information Media and Equipment (AIME) and Ambrose Video Publishing Inc. UCLA had copied and streamed DVDs of Shakespeare's plays, which were purchased from Ambrose, on a secure site.

Judge Consuelo B. Marshall identified several problems with the case. Contrary to the plaintiff's claim, UCLA did not waive its constitutional sovereign immunity. In other words, it did not consent to being sued. AIME had also failed to demonstrate how it was damaged by UCLA's actions. The association, which did not own the copyright, could not bring this case forward on behalf of the copyright holder. Judge Marshall ruled that because UCLA had public performance rights for the DVDs, streaming them on a secure site was no different from screening the video in a classroom.

What are the implications of this case for academia? According to an *Inside Higher Ed* article, the judge's decision did not confirm whether reproducing and using copyrighted videos in an online classroom is permitted by fair use provisions. The judge stated that copies were permissible in this

case because UCLA had a public performance license for the DVDs. According to a blog post from *The Chronicle of Higher Education*, the decision may have an impact, however, on the Authors Guild case against HathiTrust for digitizing books. This case also involves a state university being sued by an association representing copyright holders.

Luckily, for John Jay instructors, the library subscribes to streaming video databases that provide links to videos that can be used in online course management systems such as Blackboard. Please see Professor Nancy Egan's newsletter article [opposite page ] on these databases for further information.

#### References

- Kolowich, S. (2011, October 5). Stream away. *Insider Higher Ed*. Retrieved from <http://tinyurl.com/inside-higher-ed-oct>
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Karen Okamoto

## FORS

### Demise of the forensic science database

For many years we recommended the *FORS* database to students seeking journal articles on forensic science topics. It was our go-to source for information on blood spatter patterns, ballistics, footwear matching, fiber identification, document and firearm examination, forensic analytical techniques, and more. *FORS* indexed forensic science academic journals, trade journals, reports, proceedings and books. As the years passed, the interface started to look more and more clunky and old-fashioned in comparison to better supported databases, but there was no equivalent to it in terms of focused content. Sadly, we no longer have access to *FORS*, and the future for the database, if it has one, is unknown.

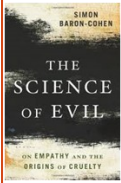
The database is a victim of the decision by the U.K government to close the Forensic Science Service. This company has been wholly owned by that government since 2005, and provided forensic services to police departments in England and Wales. Those services will now be provided either in-house by scientists and technicians at each police department, or contracted out to private companies. In October, the Forensic Science Service ceased hosting the *FORS* database. It is possible that some organization may decide to pick up and continue producing the *FORS* database and the related abstracts journal *FORSight*, but right now, it looks as though both are effectively dead.



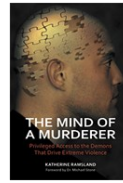
The database in recent times was not particularly easy to use and the interface had not kept up with technological changes; but it was a very useful tool for finding articles in forensic science journals. As alternatives, we do have the considerably more user-friendly Elsevier *SCOPUS* database and *Medline* (the latter through both PUBMED and Ebsco-HOST interfaces) - although I do not know if all of the publications formerly covered by *FORS* are covered by either or both of these databases. Should the *FORS* database become available again, we will of course communicate that news.

Ellen Sexton

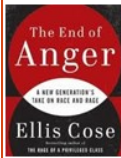
## Book Browsers - Fall 2011



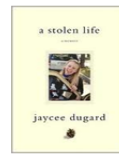
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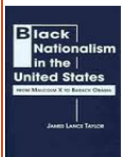
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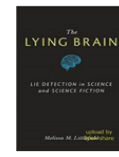
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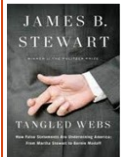
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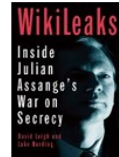
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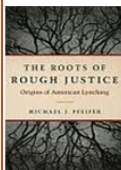
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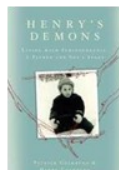
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Pfeifer, M. J. (2011). *The roots of rough justice: Origins of American lynching*. Urbana, IL: University of Illinois Press.  
HV6457.P43 2011



Cockburn, P. (2011). *Henry's demons: Living with schizophrenia, a father and son's story*. New York, NY: Scribner.  
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Marlene Kandel

## Faculty Favorites

Wherein faculty share a favorite book or film with the rest of us...  
now featuring Nobel and Pulitzer prize winners

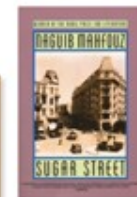
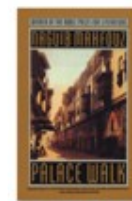
Sara McDougall, History Department

*Cairo Trilogy*, 3 vols. by Naguib Mahfouz  
*Palace Walk* (1956, Eng. trans. 1990)  
PJ 7846 .A46 B313 1991;  
*Palace of Desire* (1957, Eng. 1991)  
PJ 7846 .A46 Q313 1991;  
*Sugar Street* (1957, Eng.1992)  
PJ 7846 .A46 S913 1992.

Recent events in Egypt spurred my interest in learning more about the recent history of Egypt, and modern Egyptian culture. Naguib Mahfouz (1911-2006) was an incredibly talented and prolific novelist, and the winner of the 1988 Nobel Prize for Literature, the first Arabic-language writer to win.

*Cairo Trilogy* takes readers deep into the lives and minds of all of the members of a family living under British colonial rule.

Mahfouz offers an unforgettable account of this family's experience of two world wars, of the rise of independence movements and fundamentalist Muslim



movements, and increased freedom of movement and education for women. We learn of the complexities of this culture, meeting a stern father who comes home drunk from celebrations with his friends and mistresses every evening, his patient and obedient wife who nevertheless defies her husband, three sons who struggle to varying degrees with their father's authority and against their government, and two daughters who respond to a life of seclusion in very different ways.

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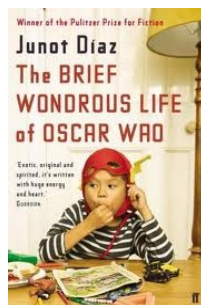
## Faculty Favorites cont.

Daniel Perrone, English Department

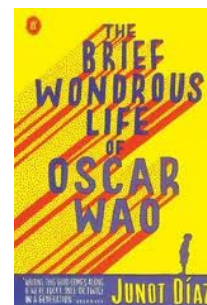
*The Brief Wondrous Life of Oscar Wao* by Junot Diaz (2007)  
PS3554 .I259 B75 2007

*The Brief, Wondrous Life of Oscar Wao* is a gritty novel with a New York City flavor (even though it is set in faraway Paterson, New Jersey). It shines a light on a proverbial misfit (who is the most honest and decent of the lot) and his machinations and his dealing with the brutal realization that being street smart is far more important than other modes of intelligence.

Granted, this novel is set in the old days of the 1980s, before the Internet and intelligent phones (where even outcasts and lost souls can now find companionship), but the longing for wanting more -- and being blocked at every path -- is a universal notion that most humans experience at some time.



The Brief  
Wondrous  
Life of  
Oscar Wao  
Junot Diaz



I would not teach it to a class -- the language and situations are at times offensive -- but it is a good read for urban dwellers. *Oscar Wao* won the Pulitzer Prize for Fiction in 2008, is in development by Miramax Films, and was produced as a play this year by Harlem Stage.

Comments solicited by Janice Dunham

## Notes from the Collections Development Corner

**Gifts** – This summer, many John Jay faculty have retired. The obvious outcome of their efforts to clean the offices was the realization that they had acquired a sizable collection of books. The next step was often a wish to donate all these materials to the library. Boxes and boxes are sent to the library. We are grateful for all these donations but would like to issue a reminder that the library cannot accept everything that is dropped at its door. Books that are falling apart, stained, outdated should not be sent to the library. Whole runs of periodicals and random issues of serial publications cannot be accepted by the library. We prefer non-fiction over fiction and welcome only recent editions of textbooks (i.e. not older than 2005). Please make arrangements with the B&G office (212 237 8541) to have the boxes shipped to the library's Technical Services Department. If you put your contact information inside the box, we will know whom to thank.

The detailed library policy on the gifts can be found at <http://www.lib.jjay.cuny.edu/info/giftbooks.html>. For any questions, please contact Prof. Maria Kiriakova at 212.237.8260 or [mkiriakova@jjay.cuny.edu](mailto:mkiriakova@jjay.cuny.edu).

**Weeding** – A couple of months ago we started a weeding process of our circulating collection. Don't be upset or afraid that we are throwing away the books. The weeding process is more complicated than just putting a book into the trash. We literally go item by item. We only weed multiple copies of old editions and never-circulated books in the common subject areas. We do not throw away classics or core texts. We buy new copies of items that are in high demand and send worn out copies to the bindery. We hope

that by weeding some of the titles we can make our collection better in scope and more attractive in looks.

**Acquisitions** – We continue to acquire books in print and electronic formats in the subject areas taught at the college. If you have any suggestions for library purchases, please drop us a note in our suggestion box at <http://www.lib.jjay.cuny.edu/suggestion.asp>. Please run your reading lists by us well before the start of the semester so we can better serve the students.

As you might already know, the Sealy Library participates in the CUNY inter-campus book delivery system, popularly known as CLICS. Please read more about it at <http://www.lib.jjay.cuny.edu/info/clics.html>. As the library acquisitions budget becomes tighter each year, we sometimes may not be able to acquire materials that are not in our areas of collection and are already available elsewhere in the CUNY system. In cases like this, we would encourage faculty and students to take advantage of CLICS.

**Electronic books** are gaining more weight in our collection, a trend that requires an ever increasing portion of the collection development budget. Our biggest ebook vendors are Ebrary and EBSCO Ebooks (formerly netLibrary); both collections conveniently starting with the letter E for easier access on our list of the databases. To familiarize yourself with our ebook collections, please consult our ebook libguide at <http://guides.lib.jjay.cuny.edu/ebooks>.

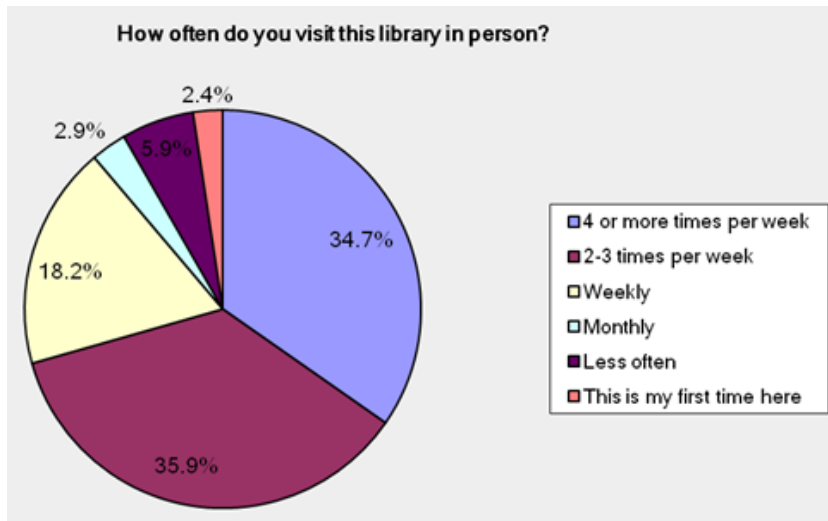
With any questions regarding the Collection Development issues, please contact Prof. Maria Kiriakova at 212.237.8260 or [mkiriakova@jjay.cuny.edu](mailto:mkiriakova@jjay.cuny.edu).

Maria Kiriakova

## The Library as a Special Place

Those library faculty members, like myself, who spend the bulk of our professional time trying to improve John Jay students' access to electronic information, sometimes forget how very important the physical library itself can be as a place for students to study, to read, and to just "be." The advent of the new John Jay community hour certainly brought this home to all of us when we noticed that there is hardly a vacant seat to be found in the Library any day at 2 pm. But if observation alone is insufficient, the evidence of two recent surveys makes clear how important the Library space is to students.

The *Spring 2011 John Jay Student Experience Survey* asked several questions about the Sealy Library. First, of course, it was gratifying that 84.3% of the students responding were satisfied or very satisfied with the Library, and that they found our services useful (for example, 88% thought that Library databases were useful or very useful for completing their assignments). Even better, though, was how often the students were using the Library. **69%** of the students were visiting the Library **website** at least once a week, and **65%** of the students were visiting the Library **in person** that often. In fact, **22%** of the students said they went to the Library **four or more times a week**. (The full survey is available on the John Jay Intranet at [http://inside.jjay.cuny.edu/docs/research/TAB11\\_50.pdf](http://inside.jjay.cuny.edu/docs/research/TAB11_50.pdf).)



We were not as surprised as we might have been by that last number, since last fall (November, 2010) we conducted our own survey of students (and other users) as they walked into the Library. 172 Library visitors filled out a survey; 163 of these respondents were John Jay students. Immediately we could see that those students who came to the Library came often; **70.6% came twice a week or more**. It was "their place."

And they spent their time in the Library working (mostly); some worked at multiple tasks:

- 64.7%** studied/worked individually
- 52.4%** used a library computer for academic/course work

- 37.6%** printed from a computer
- 30%** used library computers for Facebook, YouTube, etc.
- 27.7%** did wordprocessing
- 25.9%** looked for books, journals or other items
- 20%** used course reserves
- 17.6%** used a personal laptop or mobile computing device
- 17.1%** borrowed or returned materials
- 15.9%** asked library staff for assistance
- 14.7%** met friends/classmates
- 14.1%** made photocopies
- 11.8%** studied/worked in a group
- 2.9%** watched DVDs or videos

We asked those who responded to our in-library survey, "What can we do to make this library better for you?" 95 people took the time to write in their comments.

Not surprising, since these library users spend so much time here, **their most important issue (36 comments) was library space**. They wanted more space (6), more tables and chairs (13), more comfortable chairs (2), more group or soundproof study space (9), more computer space (4). One student put it succinctly: "Needs more chairs, tables; not the floor to sit on during midterms."

The second greatest desire was for more computers or wordprocessing on more computers (22). 20 users wanted longer hours in general (14) or on weekends (6). 18 students wanted a quieter library and 7 wanted more electrical outlets convenient for charging laptops and other mobile devices.

We are trying to address those user needs that can be satisfied relatively quickly. We continue to work on enforcing quiet areas; we extend hours during midterms and finals; we have requested more chairs; and we are exploring places to add more electrical outlets.

Long-term, the Library faculty has formed a space committee, chaired by Prof. Jeffrey Kroessler,

which is seeking to develop a long-range master plan for library space, ideally with the help of a Library space consultant. We have been aware for a long time that the Library needs more space: when we moved into the current facility bound journals were discarded for space-saving microfilm, there was only an assumption of five-year's growth in the size of the print collection, and the student body was about half what it is now. We hope that the new building will provide additional places for students to meet friends, print papers and prepare for classes, but recent research shows that there is something special about the library's atmosphere that encourages studying and intellectual pursuits, and our students seem to feel this keenly.

Bonnie Nelson

## From the Special Collections

### Prison Reports

The Library has recently purchased several examples of early reports on prisons, reformatories and jails in New Jersey and Wisconsin. These reports record the populations, endeavors, and administration of early US prisons. These additions augment our already extensive collections of historical correctional administration reports. For example, try searching our catalog -keyword in subject- "New York and Prisons and Periodicals" to get an idea of our holdings for this state.

Among many other details, these reports record the types and amounts of crops grown and harvested on prison farms (potatoes were the largest cash crop); the ages and birth-places of the inmates (some as young as 8 years old were incarcerated); money-making prison products and services (chair making was by far the most lucrative) along with detailed accounting of the expenses and populations of each prison.

Here's a list of a few recent acquisitions:

1841-1842 Trenton, NJ

*Annual Reports of the Inspectors of the State Prison and of the Joint Committee on State Prison Accounts.*

1850 Trenton, NJ

*Memorial of the New Jersey Prison Reform Association in Relation to the Improvement of County Jails.*

1857 Madison, WI

*Annual Report of the State Prison Commissioner of the State of Wisconsin.*

1871 Trenton, NJ

*Annual Report of the New Jersey State Prison, Embracing the reports of the Inspectors, Supervisor, Keeper, Moral Instructor and Physician.*

1877-1880 Trenton, NJ

*Annual Report of the New Jersey State Reform School. (8<sup>th</sup>, 9<sup>th</sup>, 12<sup>th</sup> & 16<sup>th</sup> Reports)*

1893, Paterson, NJ

*"How to Save the Boys" A Proposed Plan for County Industrial Farms for Vagrant, Homeless and Wayward Boys.*

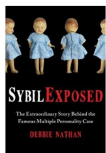
All of these titles are available for study by appointment at [ebelcher@jjay.cuny.edu](mailto:ebelcher@jjay.cuny.edu) or (212)237 8238.

Ellen Belcher

### "Sybil" and the Flora Rheta Schreiber Papers

In the Spring 1999 issue of *Classified Information*, Chief Librarian Larry E. Sullivan announced the lifting of restrictions on one box of the Flora Rheta Schreiber Papers. This box was originally sealed to protect the identity and privacy of Shirley Mason, or "Sybil," who was the subject of Schreiber's best-selling book, and who had died earlier that year. Schreiber was a professor at John Jay when *Sybil* was published (1973) and the TV movie adaptation came out (1976) until her death in 1988, at which time her papers were donated to the library.

Since the library received the collection, especially after this box opened in 1999, it continues to be well-used by researchers studying the 'Sybil' case, as well as MPD (Multiple Personality Disorder), which she was said to exhibit. The collection is available to qualified researchers by appointment and will continue to be a nucleus of the ongoing debate over MPD. Two recent books by John Jay professor Patrick Suraci and journalist Debbie Nathan join the long list of publications on the case of Sybil, which remains controversial. Both researchers made an extensive use of the Flora Rheta Schreiber Papers. Their books are now available in the library:



Nathan, D. (2011). *Sybil exposed: The extraordinary story behind the famous multiple personality case.* New York, NY: Free Press.  
Stacks-RC569.5 .M8 N38 2011

Suraci, P. (2011). *Sybil in her own words: The untold story of Shirley Mason, her multiple personalities and paintings.* New York, NY: the author.

Special Collections Rm-RC569.5 .M8 S87 2011



Listed in chronological order below is just a small selection of earlier articles related to "Sybil":

Atwood, G. E. (1978). The impact of Sybil on a patient with multiple personality. *The American Journal of Psychoanalysis*, 38(3), 277-279.

Spiegel, H. and M. Borch-Jacobsen. (1997, April 24 ). Sybil—the making of a disease: An interview with Dr. Herbert Spiegel. *New York Review of Books*, 44(7).

Boynton, R. S. (1999, January 4). On the Town: Who was the real Sybil? *New Yorker*.

Miller, M., Kantrowitz, B and Nelson, M. (1999, January 25). Unmasking Sybil. *Newsweek*, 66.

Rieber, R. W. (1999). Hypnosis, false memory and multiple personality: A trinity of affinity. *History of Psychiatry*, 10 (37) Pt 1, 3-11.

Borch-Jacobsen, M. (2000 ). *Folies à plusieurs: de l'hystérie à la dépression.* Paris: Empêcheurs de Penser en Rond. [Stacks -BF173 .B67 2002]

Rieber, R. W., Takooshian, H., & Iglesias, H. (2002). The case of Sybil in the teaching of psychology. *Journal of Social Distress & the Homeless*, 11(4), 355-360.

Rieber, R. W. (2006). *The bifurcation of the self: The history and theory of dissociation and its disorders.* New York, NY: Springer. [Stacks-RC553 .D5 R54 2006]

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