

◦ FALL | ◦ 2008



# Classified Information the Lloyd Sealy

THE GATEWAY TO THE WORLD OF CRIMINAL  
JUSTICE AND RELATED INFORMATION

library  
Newsletter

## From the Desk of the Chief Librarian

*"Dear kindly Sergeant Krupke,  
You gotta understand,  
It's just our bringin' up-ke  
That gets us out of hand.  
Our mothers are all junkies,  
Our fathers are all drunks.  
Golly Moses, natcherly we're punks."*



Sergeant  
Krupke in *West  
Side Story*

Many of us recognize these lyrics written by Stephen Sondheim for Leonard Bernstein's musical *West Side Story*, first produced on Broadway in 1957. We also are familiar with the story of the gangs and the history of rampant crime in Hell's Kitchen before the area became trendy and gentrified. In 1881 the *New York Times* first mentioned the term Hell's Kitchen as a designation for a particularly crime-ridden and infamous apartment building on 39<sup>th</sup> Street. Other sources say that a local gang earlier carried this appellation. But the most colorful explanation, most likely apocryphal, comes from a story about one cop saying to another, as they were viewing a riot, that the neighborhood is "Hell itself," to which the other replied "Hell's a mild climate. This is Hell's kitchen." We feel it is appropriate that the nation's only college dedicated to criminal justice studies is located at the northern end of this old neighborhood of crime and mayhem.

We mention Hell's Kitchen because Leonard Bernstein revivals are taking place everywhere to celebrate his 90<sup>th</sup> birthday, and *West Side Story* – set in our neighborhood – is probably Bernstein's most lasting work; a new production will be mounted early next year.

The producers, striving for historical accuracy, wanted Officer Krupke and his police colleagues to be dressed according to the standards of the mid-1950s. The fashion designers searched in vain for a police dress code until they contacted the Sealy Library. The Police Academy couldn't produce one, nor could other libraries in the city. We immediately found the Police Manual for 1956 with a chapter on police uniforms that included everything from the placement of insignia for different ranks to the wearing of proper gloves. For example, among many, many specifications, sergeants "shall wear on both sides of collar, one inch from edge, on all uniform coats the regulation numerals, letter or insignia denoting the command to which attached." Would that all popular culture entertainments featuring law enforcement personnel go to such lengths to get the details correct.

Once again Sealy Library proved the premiere resource for all facets for the study of the criminal justice system and our librarians stand ready to aid even non-traditional researchers, such as costume designers.

On another note, we'd like to welcome Karen Okamoto to the Library faculty. Karen comes to us from the University of Western Ontario, where she completed her graduate library degrees. She also holds a sociology Master's from the University of Alberta. We are also pleased to have Kristin Chong as the new Assistant to the Chief Librarian. Kristin is a graduate student in John Jay's Forensic Psychology Master's program. Congratulations to Professors Nancy Egan and Ellen Sexton who recently received well-deserved promotions to the rank of Associate Professor.

- Larry Sullivan

# Faculty Publications & News

## Scholarly activities of library faculty

Dean **Larry Sullivan's** article "Prison is Dull Today": *Prison Libraries and the Irony of Pious Reading*, was published in the May 2008 issue of *PMLA*, the journal of the Modern Language Association.

**Ellen Belcher's** article "Crime in the Library! The Special Collections of Lloyd Sealy Library, John Jay College of Criminal Justice/CUNY: A Repository Profile" was published in *Metropolitan Archivist* 13/2: 25-28, and is available at [http://www.nycarchivists.org/metro/2008\\_2.pdf](http://www.nycarchivists.org/metro/2008_2.pdf). She presented a paper entitled *Diminutive Embodiment: Considering Figurines as Halaf Bodies* at the First Annual North American Theoretical Archaeology Group Conference, New York City (TAG-NYC) on May 25, 2008. She co-authored a paper entitled *High versus Low: Visual Expression and Craft Production in the Definition of Social Relations and Status*, which was presented by her co-author Dr. Karina Croucher (Univ. of Manchester) at the Sixth International Conference on the Archaeology of the Ancient Near East (ICAANE) in Rome, Italy, on May 6, 2008, and will be published in the conference proceedings.

**Kathleen Collins** reviewed the *International Encyclopedia of Communication* in the June 1, 2008 issue of *Library Journal*. Her article "TV Cooking: The Evolution of a Genre" was published in FlowTV, an online journal of television and media studies, in May 2008.

**Austin Duffy's** article "Comparing Job Descriptions for Heads of Interlibrary Loan at Different Kinds of Libraries" will be published in Volume 19, Issue 1 of the *Journal of Interlibrary Loan, Document Delivery, and Electronic Reserve*.

**Antony Simpson** (Emeritus) edited, provided annotations, and wrote introductory and interpretive essays for *Witnesses to the Scaffold; English Literary Figures as Observers of Public Executions: Pierce Egan, Thackeray, Dickens, Alexander Smith, G.A. Sala, Orwell*. (Lambertville, NJ: The True Bill Press, 2008.) He also presented the paper "Victorian Journalism and the Debate over Public Executions: The Case of George Augustus Sala" at the Annual Conference of the North American Victorian Association (NAVSA), November 14-16, 2008 at Yale University.

- Compiled by Austin Duffy

## Faculty Favorites

### Wherein faculty share a favorite book or film with the rest of us

**Jay Paul Gates**, English Department.

**Piers Plowman** by William Langland. (ca. 1360-1399).

Written, re-written, and circulated fragmentarily over about 30 years, *Piers Plowman* is an expansive allegorical narrative which presents us from the outset with a contrast: the fair field full of folk—the world with every kind of person living and rubbing elbows—and the individual who inhabits it. We follow Will (i.e. individual human will) striving to understand how to live in the world and get to heaven. The narrative is peppered with social allegorical critiques of government (the mice and the rats at court decide to bell the cat for safety, but none will actually put the bell on him: thus government remains tyrannical because individuals are cowardly), the corruption of the clergy (greedy, feasting friars), and the laziness of humanity (hunger must "enforce"—exactly the right word, carrying all the senses of '70s police movies—the work the people do).



However, in the end, it is a hopeful narrative through which Will is depicted as finding his path by making mistakes and learning from them. Interestingly, this text was also picked up as propaganda during the 1381 Peasant Rebellion, suggesting that the profoundly conservative author had really hit on something when depicting the corruption of society. Consequently, the peasantry revolted, the king capitulated. Shortly after, the peasantry was widely slaughtered, Langland revised his book, and literature in the following decades became craftier in its critiques. But no book in the English language is quite so subtle and playful, cynical and hopeful, and just satisfyingly hard until 20<sup>th</sup>-century authors like Woolf and Joyce.

**Susan Kang**, Government Department.

**The 42<sup>nd</sup> Parallel** by John Dos Passos. (1930).

This is my recent favorite recommended by a colleague in an English Department. It is one volume of Dos Passos' ambitious social-realism *U.S.A.* trilogy. It depicts a broad swath of American social life from the turn of the twentieth century to World War I. Dos Passos compiles the stories of a loosely-related ensemble of characters from different geographic, class and ethnic origins: a struggling union organizer, a female interior designer, a public relations innovator, and a socialite.

Each story, though written in the third person, is told in the unique vernacular of the character. Woven throughout these narratives are a number of non-fictional elements: the "Camera Eye" presents stream-of-consciousness narratives of the author's life, the Newreels reprint headlines and article fragments from the *Chicago Tribune*, and there are biographical sketches of important William Jennings Bryan, Big Bill Haywood, J. P. Morgan, Thorstein Veblen. While Dos Passos has not enjoyed the same canonical place as his contemporaries Hemingway and Fitzgerald, anyone interested in American history, politics and literature should check out what Norman Mailer called "the single greatest novel of the last one hundred years." *The 42<sup>nd</sup> Parallel* has been published as a stand-alone paperback by Mariner Books, but I recommend the hardbound 3-volume *U.S.A.* edition by the Library of America which has excellent line-drawing illustrations.



- Compiled by Janice Dunham

# The Library Assignment

Crafting an undergraduate research assignment involves far more than simply identifying a topic and sending the students off to the library. Now that it is university policy that every course must incorporate the principles and goals of information literacy, research assignments must be finely tailored to the abilities of the students, the pedagogical aims of the class, and, not incidentally, the resources available in the library.

Nothing frustrates a student more than not knowing where to find information. And nothing frustrates librarians more than encountering an assignment that cannot be completed with the resources at hand. The Lloyd Sealy Library has an extraordinary range of electronic resources available (far more than many private colleges and universities, I might add). Still, not all questions conceived by students – or faculty members – can be adequately researched here. A few moments of preliminary investigation prior to issuing a library assignment will eliminate most of the frustration.

First, before selecting a topic, consult CUNY+ to make certain that the books are available. If the students select their own topic, this step ought to be integrated into the assignment. Second, while it is certainly exciting to have everyone in the class working on an aspect of the same topic, such a focus will very quickly overwhelm our resources. If everyone is doing Robert Moses, the first student into the library will get *The Power Broker* and all the rest will be scrambling.

Second, if the assignment calls for using scholarly articles, the professor should identify the appropriate databases beforehand, and if possible, make certain that articles are actually available. The status of women in medieval Ukraine; the expansion of baseball in the Caribbean; police practices in Yemen? Interesting questions all, but are there actually academic articles in our databases on those topics?

Third, students should be encouraged to make use of our extensive virtual reference collection. We have three databases that search dozens and dozens of scholarly reference works to bring up articles on almost any topic: Gale Virtual Reference Library, Oxford Reference Online Premium, and Sage e-Reference Collection. I am not suggesting that reference works represent the alpha and omega of a student's research, but they are an excellent place to begin, particularly if the topic is completely new. By starting with these encyclopedia articles, students will build a knowledge base and they can then bring their research

Library research is not a treasure hunt. Nor should it be thought of as an initiation rite into the mysteries of academe. All students need to be pointed to the resources that will help them complete their assignment, and faculty need to perform a significant amount of spade work prior to letting the students loose in the library. Of course, librarians are more than willing to work with faculty members before a research project is assigned. Together, we can craft a research assignment that advances information literacy, and gives the student a fighting chance.

- Jeffrey A. Kroessler

## Library's Summer Purchases

The Collection Development Department was busy this past summer acquiring more books for the College's new majors. Here is a very short summary of our summer activities:

- Professors in the History department submitted many wish lists for their major in Global History and almost all of their wishes were granted either in print or electronic format.
- Investment plan money was spent on further acquisitions for the English major. A couple of months ago the whole collection of Loeb Classical Library (almost 200 volumes) from Harvard University Press arrived in the Technical Services Department. The Loeb Classical Library contains the most important texts in our classical heritage in their original language (Latin and Greek) with parallel English translations. Greek volumes are green, Latin are red. The books will be cataloged individually and placed in the circulating collection.
- The courses in the Latin American Justice program got hundreds of titles purchased.
- We had to go through some complicated steps in order to acquire and catalog books for the classes in the Foreign Languages and Literatures department where Russian literary and theatrical texts are used.
- Type in "Shakespeare" as a keyword search in the John Jay online catalog and you will get 541 hits. We try to buy everything about the Bard which can be applied to any courses in criminal justice, law, gender studies, sociology, etc.
- Have a soft spot for noir? We have acquired the whole noir collection published by the Akashic Books, an independent publishing house located in Brooklyn.

You can always suggest a Library purchase by going to the following link:  
<http://www.lib.jjay.cuny.edu/suggest.asp>

- Maria Kiriakova

## Second Annual Freshman Quiz

Unfamiliar libraries can be daunting places. Our Freshman Quiz aims to alleviate some of the mystery and confusion students experience when faced with their first academic library. We use the quiz to encourage students new to the college to explore the physical and virtual library. To answer questions correctly, a student must both search the library webpage and physically enter the Library.

The quiz is distributed to all freshmen in their information packets at Orientation Day, at the start of the fall semester. All students that answered a minimum number of questions correctly are entered into a drawing for an iPod.

This year, the drawing took place at lunchtime on Thursday, October 30, in North Hall cafeteria. Student Dong Dong Feng's name was pulled from the box by Chief Librarian Dr. Larry Sullivan. Musical accompaniment was generously provided by Dr. Ben Lapidus of the Music Department (thank you Ben!).

- Ellen Sexton

# Share your Bibliographies using RefShare

The Lloyd Sealy Library has recently upgraded the RefWorks bibliographic management program with a module called RefShare. RefShare allows users to share entire databases or selected folders with other John Jay colleagues as well as anyone outside the college. Recipients have the option of printing, exporting to other bibliographic management programs or adding the citations to their own RefWorks database. They will also be able to create a separate bibliography of selected items with their chosen citation style. The recently enabled Find It! Function associated with each reference can then lead the recipient to the actual full-text (if available). While recipients will not be able to add to or delete from these emailed bibliographies, it is always possible to share a RefWorks account by creating a group password – this allows multiple users to add documents to the database. In addition to sharing references with selected recipients, you may also choose to post selected folders or databases in a universal shared area for John Jay.

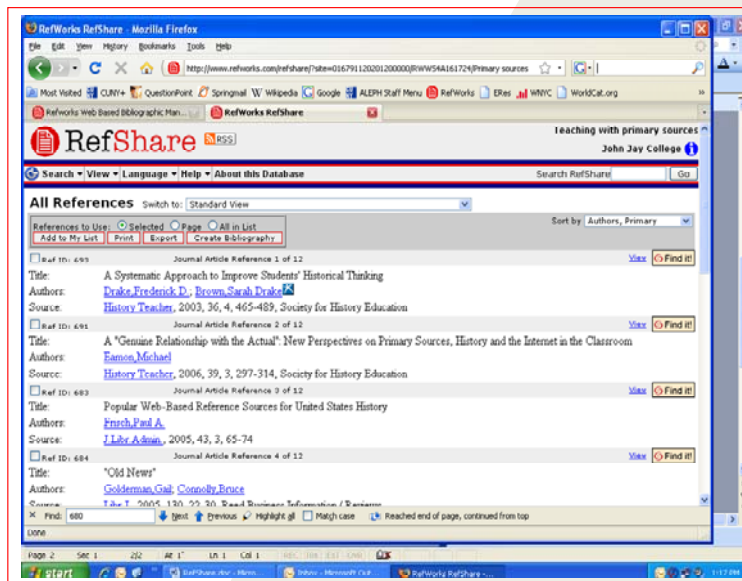
If you have a RefWorks account, you will find a link for sharing references in the Folders or the Tools menus. The RefWorks Shared Area can be found in the View or the Tools menus. To share references, go to the Folder or Tools menu and choose the folder you'd like to share. (To create a customized list for this purpose, you can add references to My List.) There is an Options button that opens up the area from where you email the URL and where you make choices about the functions available to a recipient, such as whether to reveal your identity and contact info as the database creator and whether to place the list in the Shared Area. Database owners can also track how many hits each shared list has received. Recipients of RefShare bibliographies can also subscribe to an RSS feed for any updates or new items added.

## Some ideas for using RefShare:

- Share readings on a topic with selected colleagues, your department, your class, any colleague outside John Jay.
- Uses an alternative or in addition to class readings on electronic reserve or in BlackBoard.
- Maintain a list of faculty publications.
- Share class reading lists with new professors or students seeking extra credit assignments.
- In many databases, you can save search alerts as RSS feeds that will automatically add new citations. These feeds can also be added to a RefWorks database and shared.

If you are interested in brainstorming on ways that faculty and/or students can use RefShare at John Jay, please let us know. If you are not currently a RefWorks user but are interested in learning the basics, please contact Kathleen Collins at [kcollins@jjay.cuny.edu](mailto:kcollins@jjay.cuny.edu) or set up an account and try out the RefWorks tutorial. The link can be found on the right hand side on the Library home page.

- Kathleen Collins



## Introducing Westlaw CAMPUS research™

The Library has purchased a new database, Westlaw Campus, to add to our already extensive collection of electronic resources. While we have had a Westlaw database for several years, that version could only be used in the Library via a password. Westlaw Campus is now available and readily accessible anywhere on or off campus like all of our other databases. Simply go to our alphabetical list of databases from the Library's homepage and choose "W." Then, Choose Westlaw Campus from the two Westlaw databases listed there.

Like LexisNexis, Westlaw Campus contains a tremendous amount of primary and secondary law materials as well as a large multidisciplinary magazine and journal collection. LexisNexis is still a valuable legal resource and many of you will find everything you need there. However, there are some functions that seem to work better in Westlaw Campus and many times, it is worth examining both when you are performing your legal research. For example, Westlaw Campus allows you to search for a particular state's case law. In LexisNexis, you can no longer search only by state law cases. Instead, these must be searched in combination with federal law cases. Also, Westlaw Campus is far easier when you are performing a citation search as it does not require that you enter the citation in strict Blue Book fashion. In Westlaw Campus, you can also search for statutory law by index and it is the only electronic source for the *American Law Reports (ALR)*.

These are just a few of the features. If you would like a guide that compares searching in LexisNexis to searching in Westlaw Campus, a personal instruction session, or have any other questions concerning these or any electronic databases, please contact the Electronic Resources Librarian, Nancy Egan.

- Nancy Egan

## Factoid

When asked whether it was true or false that "All web pages are routinely checked for accuracy by the Internet Monitoring Service," on average 61% of John Jay students answered "true."

(Survey based on 215 respondents after library instruction class, mostly freshman, since Fall 2007. For the complete survey, go to <http://wotan.liu.edu/~kcollins/survey.html>)

The Lloyd Sealy Library subscribes to over 100 different databases and indexes, yet over 50% of database use comes from just five databases. To let you know about some of our lesser-used, but very valuable databases, we are highlighting a few of them below:

*Sage e-Reference* is a collection of over 70 reference books from Sage, the well-known and respected publisher of scholarly reference works, journals, and books. Sage publishes heavily in the social sciences and its titles vary from criminal justice (e.g., *Encyclopedia of Law Enforcement* edited by our own Larry Sullivan), to psychology and counseling (*Encyclopedia of Multicultural Psychology*) to research methods (*Encyclopedia of Evaluation, Encyclopedia of Measurement and Statistics*). There is a quick search box on every page, allowing you to search within the database as a whole or just within one title. Advanced search is available as well. You can browse the table of contents and index of individual encyclopedias and then email articles when you find them or get article citations formatted in the style you need (APA, MLA or Chicago Manual of Style). This is a wonderful place to get scholarly overview articles on subjects you know little about.

*Index to Current Urban Documents* is a database that contains full text (usually in PDF) of municipal documents from around the country. As of October 31, 2008 there were 20,767 such documents from 500 selected cities in the U.S. and Canada. Municipal budgets are included, of course, but so are audit reports, police annual reports, law enforcement statistics, agency organizational charts, and reports on services for the aged, airport planning, water treatment, and traffic planning. Researchers can compare different approaches to issues across municipalities, or pick a city and get a good overview of how it functions.

*Black Thought and Culture* is a unique resource from Alexander Street Press. It contains 1,297 sources with 1,100 authors, covering the non-fiction published (and occasionally unpublished) works of leading African Americans, including speeches, pamphlets and essays. Besides the usual search possibilities, the collection can be browsed by author, year, historical event (e.g., Harpers Ferry Raid, Assassination of Malcolm X), geographical locations, organizations and institutions (Black Panther Party, Howard University), and broad or narrow subject terms. While some material dates to the early 18<sup>th</sup> century, the collection is particularly rich in documents from the 1970s. Some audio interviews are included as well.

*GreenFILE* is a new EBSCOhost database that focuses on the human impact on the environment: global warming, green buildings, alternative energy, recycling, etc. It indexes scholarly (particularly engineering), government, and general-interest titles and contains a significant amount of open access full text. As with all EBSCOhost databases, results can be limited to full-text or filtered by date, source (e.g., academic journal), or subject.

- Bonnie Nelson

## News from the Media Collection

- Nancy Egan

This semester, we are in the process of purchasing DVD copies of some of the more popular VHS tapes. This will insure that we not only have many classic feature films and documentaries in the more popular format but also, that there will be a back-up copy (or copies) of many of the videos that are in large demand. We are continuing to purchase new films that faculty have requested as well as films that the Library selects. Please continue to send any purchase suggestions through the "videos" link on the right hand side of the library's homepage, under Sealy Library Information, and forward any questions about the collection to the Media Librarian, Nancy Egan. The following are some of the titles that we have purchased for the Library this semester:

Adelman, L. (Series Producer). *Unnatural causes: Is inequality making us sick?* Sounds the alarm about our socio-economic and racial inequities in health and searches for their root causes. **DVD-486.**

Allain, C. (Director & Co-Producer) & Ray, D (Co-Producer). *A safer sex trade.* Three women share their experiences in the sex industry in the City of Vancouver, where Robert Pickton stands trial for the murders of twenty-six women. **DVD-493.**

Brook Lapping Productions (Producer) and Barnes, J. (Director). *Evil among us: Hate in America. Trail of terror.* Focuses on domestic groups like the Ku Klux Klan, Aryan Nations, Posse Comitatus, and Covenant, the Sword, and the Arm of the Lord (CSA), which inculcate members into hatred. **DVD-528.**

Curry, M. (Producer & Director). *Street fight.* Follows the race between Cory Booker and four-term incumbent Sharpe James for Mayor of Newark, New Jersey. **DVD-506.**

Guila, R. (Producer) and Pérez, F. (Director). *Hello Hemingway.* Part of the Cuban Masterworks Collection, a young girl in love with Elvis, Hemingway, and her rebellious friend, Victor, is inspired by her own fantasy life. A story written by Hemingway mirrors her own life. **DVD-509.**

Nelson, S. (Producer & Director). *Jonestown: The life and death of the Peoples Temple.* A startling look at preacher Jim Jones, his life prior to the mass-suicides at Guyana, and the events that led up to that day. **DVD-514.**

Richie, C. & Heape, S. R. (Producers) and Richie, C. (Director). *Black Indians: An American Story.* Examines the coalescence among Native and African Americans in American history. **DVD-491.**

Rosenfeld, D., Wolf, D. & Burns, R. (Producers) and Burns, R. (Director). *Andy Warhol: A documentary film.* A thorough examination of the life and work of the most famous artist of the second half of the twentieth century. **DVD-515.**

Sentenced Home Productions (Producer) and Grabias, D. & Newnham, N. (Directors). *Sentenced home.* Traces the lives of three Cambodian refugees who settled in Seattle as children in the 1980s and were drawn into gang life. Years after they serve time in jail, they are deported after Sept. 11, 2001. **DVD-527.**

Zahm, B. (Producer & Director). *The last graduation: The movement for college programs in New York State prisons after Attica.* Discusses the uprising, the college program and the eventual decision by Congress to eliminate Pell Grants for prisoners. **DVD-504.**

## 6 *Current, non-discipline specific information literacy textbooks*

Faculty thinking of incorporating a substantial information literacy component into their courses may be interested in examining some current textbooks. The Library owns only one of them at the moment, but I hope the others will be here by the spring semester. For now, request them through interlibrary loan, read the publisher's information on the website, or consider asking the publisher for a desk copy. You may decide to adopt an entire text, or enrich your course readings with a carefully selected chapter.

List-Handley, Carla, (2008). *Information Literacy and Technology*. 4<sup>th</sup> Edition. Dubuque, Iowa: Kendall/Hunt. \$55.

Don't be confused by the title – this is not an introductory computer text – hardware is discussed only in a non-technical way. The book is thoroughly up to date. Its focus is on information – organization, presentation, evaluation, use, and of course, search. The book is appropriately logical and well organized, with each chapter starting with objectives and concluding with a summary and exercises. Appropriate at the lower undergraduate level, or use it at higher levels supplemented by other materials.

Badke, William B., (2008). *Research Strategies: Finding Your Way Through the Information Fog*. 3<sup>rd</sup> Edition. New York: iUniverse. \$19.

Badke is well respected as a leader in information literacy education, with librarians forwarding his articles to each other with great enthusiasm. His writing style is accessible, and often amusing. An online abridged version of an earlier edition is at

<http://www.acts.twu.ca/lbr/textbook.htm> – while no substitution for the current edition, it does provide a taste.



Riedling, Anne. (2006). *Learning to Learn: A Guide to Becoming Information Literate in the 21st century*. 2<sup>nd</sup> Edition. New York: Neal-Schuman Publishers. \$30.

Aimed at lower-level college students. Includes chapters on plagiarism, citing courses, evaluating resources, choosing and narrowing topics, how the library can help, and what it means to be information literate. Traditional print resources in both their old and contemporary electronic formats are given cursory attention – the main emphasis is on internet resources.

Bolner, Myrtle S. & Poirier, Gayle A. (2007). *The Research Process: Books and Beyond*. 4<sup>th</sup> Edition. Dubuque, Iowa: Kendall/Hunt. \$60.

Don't be put off by the apparent length of the book – many of its 470 pages are devoted to fill in the blank and short answer exercises. Promising chapters include government information, periodicals, statistical sources, classification systems. The only drawbacks are the rare occasional dated technology allusions which seem to have evaded the editor's notice.

Stebbins, Leslie. (2006). *Student Guide to Research in the Digital Age: How to Locate and Evaluate Information Sources*. Westport, CT: Libraries Unlimited. \$48. This title is in our library – on the lower floor, in the stacks, at call number ZA3075 .S74 2006

Includes a chapter each on government documents and legal research, both of which topics are particularly relevant to criminal justice students. Step by step directions on how to approach researching a topic are provided in the first chapters, with the scholarly communication process directly referred to and discussed. The author advises on when and how to use books, articles and other sources. This could work well at higher-level courses, including postgraduate, but it may not be the best choice for a freshman class. Unfortunately it does not include exercises or assignment questions.

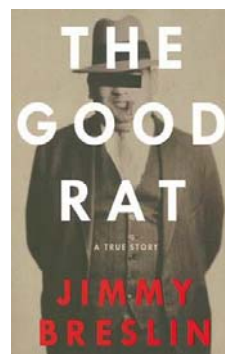
- Ellen Sexton

## *Book Browsers, Fall 2008*

Kendall, Joshua C. *The man who made lists: Love, death, madness, and the creation of Roget's Thesaurus*. New York: G.P. Putnam's Sons, c2008. **CT788.R534 K46 2008**

Zangana, Haifa. *City of widows: An Iraqi woman's account of war and resistance*. New York: Seven Stories Press, 2007. **DS79.76.Z357 2007**

Bass, William M. *Beyond the body farm: A legendary bone detective explores murders, mysteries, and the revolution in forensic science*. New York: William Morrow, 2007. **GN69.8.B35 2007**



Breslin, Jimmy. *The good rat: A true story*. New York: Ecco, 2008. **HV6452.N72 B74 2008**

Gado, Mark. *Death row women: Murder, justice, and the New York press*. Westport, Conn.: Praeger, 2008. **HV6517 .G33 2008**

Delaney, Bob. *Covert: My years infiltrating the Mob*. New York: Union Square Press, 2008. **HV8079.O73 D45 2008**

King, Gilbert. *The execution of Willie Francis: Race, murder, and the search for justice in the American South*. New York: Basic Civitas Books, 2008. **HV8699.U5 K55 2008**

Winograd, Morley. *Millennial makeover: MySpace, YouTube, and the future of American politics*. New Brunswick, N.J.: Rutgers University Press, 2008. **JK1764.W635 2008**

Barber, Charles. *Comfortably numb: How psychiatry is medicating a nation*. New York, N.Y.: Pantheon Books, 2008. **RC483.B28 2008**

- Marlene Kandel

## *Testing Information Literacy Skills*

Do your students think they are information literate? This semester the library will be testing the skills of 200 undergraduate students with over 30 credits. If you'd like to bring your class to the library to be tested, contact Ellen Sexton [esexton@jjay.cuny.edu](mailto:esexton@jjay.cuny.edu).

More information is at <http://www.lib.jjay.cuny.edu/infolit/iskills.html>.

# Finding Data on NYC Neighborhoods

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Finding data on a particular New York City neighborhood is not as difficult as it first seems.

*Infoshare Online* is a database that was started by two Queens College professors. It consists of data files for New York City, including its neighborhoods, boroughs, zip codes, police precincts and many other geographic units. The source for all data files are city, state or federal agencies, who are credited accordingly. Many studies in public health, criminology, and urban affairs have relied on this database.

Infoshare Online gives the information from its data files in table form. You can profile an area, compare areas using selected data, or create your own table of information. Start by using the “Area Profile” feature—the interface is so user-friendly that just playing around with the data will give you a feel for the database. You can search for a neighborhood’s demographic, socio-economic, or health information. Demographic information includes data sets for population, housing, work, school, and income from the 1980, 1990, and 2000 United States Census of Population, as well as the 2005 and 2006 American Community Surveys.

For socio-economic information, there are data files for land use, public schools, public assistance, food stamps, WIC participation and more. Data files are stored by years, and each year has different tables of information.

Health information has numerous data files, such as hospital admissions, births, deaths and communicable diseases. Data files have different years of availability; the most recent data for one file may be 1994, for another 2006.

With the “Area Comparison” feature, you can compare neighborhoods in the same borough, or all neighborhoods in the city. (You cannot limit your comparison to two neighborhoods, however.) You can also compare census tracts or zip codes within a neighborhood. Or, match up a neighborhood’s statistics—for example, the number of people on public assistance—with those of the entire borough or city. While abundant data can be compared on the neighborhood level, the smallest units of availability for crime statistics are community districts, which were established by local law in 1975 and consist of two or more neighborhoods. No crime data after 2001 is available, a further weakness.

You may also create a two-way table using data of your choosing and applying numerous filters, but again, not for neighborhoods. The closest area offered is a sub-borough area, which technically is a group of census tracts that has 100,000 people or more; practically, it is one neighborhood or two or more bordering each other.

Whether you profile an area, compare two areas, or create your own table, you can easily download your data into an Excel Spreadsheet or other file types for further statistical manipulation.

For students, Infoshare Online is an excellent introduction to data analysis. For faculty, it is great way to get data quickly on New York City neighborhoods. You may access Infoshare Online by using the databases link on the library home page.

- Austin Duffy



*ebrary* is an electronic collection of over 37,000 books written for the academic world on a wide range of subjects. Scholarly books from many academic publishers such as University of Chicago Press, Cambridge University Press, Greenwood, Knopf, Oxford University, Sage, and many others are included. You may access *ebrary* by using the Databases link on the library home page. In the near future, each book will be listed in *CUNY+* by title and subject with a URL link to the electronic database. Other CUNY libraries have the *ebrary* collection, but readers may only access the collection that is specific for their home library.

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- Gretchen Gross

## Environmental Justice Resources

The environmental justice movement emerged in the early 1980s after protests against a proposed toxic waste site in Warren County, North Carolina brought attention to the environmental risks and hazards faced disproportionately by low income communities of color. A predominantly African American community, Warren County residents used Civil Rights era organizing strategies such as blockades to prevent the dumping of PCB laden soil on their community. Since then, a 1987 report entitled *Toxic Waste and Race in the United States* by Benjamin Chavis and the United Church of Christ's Commission for Racial Justice found that waste facilities were located disproportionately in communities of color. The term "environmental racism" is attributed to Chavis and describes this discriminatory siting of environmentally hazardous facilities and industries in communities of color. The First National People of Color Environmental Leadership Summit in Washington, D.C. in 1991 further solidified the environmental justice movement by drafting the 17 Principles of Environmental Justice. Environmental justice has since then been defined by the Environmental Protection Agency as "the fair treatment and meaningful involvement of all people regardless of race, color, national origin, or income with respect to the development, implementation, and enforcement of environmental laws, regulations, and policies." In addition to the siting of toxic facilities, the environmental justice movement has addressed transportation issues, air quality concerns and more recently climate change issues and its impacts on marginalized communities.

The Lloyd Sealy Library has the following environmental justice and environmental racism titles:

Bullard, R.D. (Ed.). (1993). *Confronting environmental racism: Voices from the grassroots*. Boston: South End Press. **HC 110 .E5 C665 1993**

*Environmental justice quarterly*.

- Available electronically, this newsletter is produced by the Environmental Protection Agency.

Markowitz, G.E. & Rosner, D. (2002). *Deceit and denial: The deadly politics of industrial pollution*. Berkeley: University of California Press. **RA 566 .M265 2002**

Sze, J. (2007). *Noxious New York: The racial politics of urban health and environmental justice*. **GE 235 .N7 S94 2007**

United States Environmental Protection Agency. Environmental justice. Retrieved October 14, 2008, from <http://www.epa.gov/environmentaljustice/>.



Residents of Warren County, NC, block PCB Landfill Delivery Trucks, 1982. Photo: Jenny Labalme, from [http://www.ggu.edu/school\\_of\\_law/academic\\_law\\_programs/llm\\_jd\\_programs/llm\\_environmental\\_law/fall\\_2005\\_environmental\\_law\\_symposium](http://www.ggu.edu/school_of_law/academic_law_programs/llm_jd_programs/llm_environmental_law/fall_2005_environmental_law_symposium)

- **Karen Okamoto**

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