

There are other lessons that apply to libraries, one of the more important of which is both political and economic in origin. Because the Cold War is over, market capitalism has acquired a hitherto unknown hegemony; and because networked information technology, though largely a creation of the federal government, is developed in the private sector, entrepreneurialism has acquired an unprecedented prestige. For many, it supplies a fundamental cultural and ethical framework increasingly embraced by a wide variety of professionals who once looked to independent intellectual and critical models of our high culture. Intellectuals, and many writers as well, eagerly try to become businessmen, and many librarians seem bent on joining them. But our ability to profit from books such as *The Social Life of Information* depends very much on our ability to resist this temptation.

Clearly, there is much to admire and learn from here, but there is nonetheless a kind of Victorian faith in progress and problem solving through invention, innovation, and exploitation of the market. I suspect that the key underlying assumption of the book is that networking is an unquestioned good. Although there can be little doubt about how useful electronic networks can be, we need to be able to frame a larger context in which we can evaluate how networks function, something like the systems theory of the German writer Niklas Luhmann. Perhaps then we could recover some of the privacy and security of the stand-alone models of the past and the connectivity of the network models of the present and the future. Thus there may be a particularly relevant connection between networking and the productivity paradox, but unless we can find this larger context, we would never be able to see it.—*Michael F. Winter, University of California-Davis.*

The Collaborative Imperative: Librarians and Faculty Working Together in the Information Universe. Eds. Dick Raspa and Dane Ward. Chicago: ACRL, 2000.

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The Collaborative Imperative addresses a broad, amorphous, but clearly important, aspect of academic librarianship—cooperative working relationships with classroom faculty. The editors, a professor of interdisciplinary studies at Wayne State University and the coordinator of instruction services at Central Michigan University library, also cowrote three of the chapters, which seems particularly appropriate given the subject matter. Wisely dispensing with the need to establish the importance of collaboration, the book quickly moves on to deal with both the theoretical and practical aspects of collaborative undertakings. The central themes of the work are the need for active listening, creative dialogue, and the kind of mutual trust and respect that can grow only from personal connections.

The primary focus of *The Collaborative Imperative* is on projects that go significantly beyond the scope of librarian-faculty interactions generally expected in realms such as bibliographic instruction and collection development. These more common forms of interaction are identified in the book as “cooperation” or “coordination,” and although they are addressed throughout, most chapters assume these kinds of interactions already exist. Much of what is said in the book is relevant to these less complex forms of interaction and might serve to enhance them, but it is the overt hope of the authors to inspire more ambitious, “out-of-the-box” collaborative projects.

The book consists of eight diverse chapters that collectively deal with a broad range of different aspects of collaboration. Conceptual and psychological issues share the pages with accounts of successful programs, tips for successful collaboration, and other more concrete information. As in any compilation of texts by different authors, the whole is somewhat uneven and written in very different voices. Each chapter, however, clearly revolves around the central theme, and by dealing with different facets of the

topic, each manages to reinforce the whole in its own way.

Two of the more conceptual chapters were cowritten by the editors, Dick Raspa and Dane Ward. "Listening for Collaboration" is largely an encomium to collaboration, casting it in an almost mystical light. The chapter's title accurately reflects its primary theme, which recurs throughout the book. On a more concrete level, the authors also lay out their Five Ps of Collaboration—Passion, Persistence, Playfulness, Project, and Promotion. Perhaps the most enjoyable chapter in the whole book is "New Science and Collaboration in Higher Education," in which they discuss collaboration through such diverse lenses as quantum mechanics, Myers-Briggs types, and the psychological flow state. (Although not stated, the reviewer is firmly convinced that the authors represent Myers-Briggs Intuitive types!)

Two chapters provide access to additional resources on the topic. "Creating Connections" serves as the more traditional literature review. The author, Doug Cook from Shippensburg University, acknowledges the impossibility of a comprehensive treatment of literature on the subject and addresses broad categories of articles through example. In doing so, he identifies several areas that typify librarian-faculty collaborative projects, such as curriculum-integrated library instruction, team teaching, and Internet instruction. A different tack is taken by Cook and Ward in "A Postmodern Directory of Electronic Resources," which represents an attempt to provide long-term access to Internet resources by providing both a Web bibliography and suggestions for strategies and search terms for ongoing research. Whether this is an effective way to deal with the ephemeral nature of information on the Web remains to be seen, but the sentiment behind the attempt is noble.

Two chapters consist of exposition on successful collaborative projects that exemplify the themes of the book. In "Case Studies in Collaboration," Scott Walter

from Ohio State University brings together five accounts of exemplary programs, which are treated in depth. Most of these projects are well documented in library literature (the bibliographic instruction program at Earlham College, the UWIRE program at the University of Washington, etc.). The author of each case study uses quotes from the participants that illustrate lessons for collaborative enterprises in general. In "Collaborations in the Field," Bee Gallegos of Arizona State University West and Thomas Wright of Brigham Young University provide short overviews of a wide variety of collaborative projects reported in a 1998 survey. These projects cover a much more diverse field than the case studies; most are less well known. Most of the treatments are just long enough to whet the appetite; luckily, each includes a contact source for additional information.

In "The Librarian as Networker," Shellie Jeffries of Wayne State University discusses the findings of a survey of librarians and faculty members concerning their perceptions and preferences regarding collaborative projects. It is unfortunate that the sample of returned surveys was relatively small (twenty-one from each group), so its findings must be regarded as anecdotal. Still, the comments reveal some evident patterns, which the author has framed as useful tips for librarians who want to optimize their cooperative relationships with classroom faculty.

In the final chapter, "The Future of Collaboration between Librarians and Teaching Faculty," Jean Caspers of Oregon State University and Katy Lenn of the University of Oregon make predictions about the continuing impact of information technology in higher education and suggest ways to promote the unique contribution of librarians in this environment.

The eclectic nature of the contributions to *The Collaborative Imperative* may frustrate some readers. There is a distinct mental whiplash factor in moving from one chapter that is theoretical to the point of abstraction to another that consists pri-

marily of "how we done it good" accounts of specific projects. Of course, the positive spin on this is that the book has something for everyone. On the whole, it is an enjoyable treatment of its subject matter, with useful insights and tips on enhancing librarian-faculty collaboration for the benefit of both their academic constituents and the collaborators themselves. — *John Payne, Furman University.*

Hakken, David. *Cyborgs@Cyberspace?: An Ethnographer Looks to the Future.* New York and London: Routledge, 1999. 264p. \$60, alk. paper, cloth (ISBN 0-415-91558-9); \$18.95, paper (ISBN 0-415-91559-7). LC 98-38185.

This is a difficult book to read and sufficiently marginal to librarianship that the value for us of Hakken's insights probably is not worth the trouble it will take to read them. The reason for reviewing the book here at all is that the "cyberspace" that concerns Hakken is not Internet chat or patron information-seeking behavior but, rather, the manner in which culture influences "information systems development," which he abbreviates as ISD.

Hakken is writing from a multiply marginal position. He is an anthropologist in a technical institute, working with engineering colleagues who, as often as not, do not see the value of social science in general. Because he is an enthusiastic proponent of STS (Science, Technology, and Society studies, investigating the "cultural construction of techno-science"), he faces, as well, opposition from those who see science as objective and universal. Within anthropology he is in the more recently respectable, but still defensive, community of scholars who study Europe and North America rather than non-Western cultures; and among them, he studies work, workers, and workplaces rather than larger communities. Finally, he is a Marxist and a Post-Modernist, expressed in almost unreadable prose.

If all that were not enough, a good part of the literature Hakken and his colleagues are producing analyzes something whose very existence, much less

definition(s), is argued: Does the fact that many claim we are undergoing a "computer revolution" that is creating new forms of work mean much, anything, or something different when work and workers are studied?

Hakken seemingly never met jargon he did not embrace. My saying this is partly a question of theoretical differences with Hakken. I see nothing gained by the Marxist term *social formation* in place of society or social organization, but Hakken defends the term as "not giv[ing] unwarranted priority to any one level," like *national*.

But in other cases, it is a matter of Hakken apparently wanting to frame every thought with a unique term, regardless how opaque the result. An important point is the differentiation of views of computers and computing as either good or bad for the larger society, in terms of jobs lost, benefits gained, shifts in locations of power, etc. But to label the contrasting views "computopian" and "compptropian," and then to use the terms frequently, impedes reading, as do neologisms such as "cyborgification," "machinofacture," and "cyberfacture," or "preanthropic" versus "transanthropic," to cite only a few.

Hakken's view of social theory emphasizes individual actors rather than structures, which leads him to use (mostly as abbreviations) many unfamiliar terms: TAN (Technology Actor Network), ANT (Actor Network Theory) and ANTERS who practice it, not to mention RANT (Realist ANT) and TANT (Technocist ANT.) More familiar terms such as "labor theory of value," "computer revolution," and "computer-mediated communication" almost always occur, chapters away from their introduction, as LToV, CR, and CMC. And so on, very far on, indeed.

As a post-modernist writer who would deny the possibility of an authoritative text ("my personal walkabout in cyberspace has given me glimpses of a truly different world, and I wish to share them"), Hakken would likely object to a reviewer pointing out omissions from the