

Book Reviews



Information Literacy Instruction that Works: A Guide to Teaching by Discipline and Student Population, 2nd ed. Ed. Patrick Ragains. Chicago: Neal-Schuman, 2013.

Patrick Ragains has updated his popular and award-winning *Information Literacy Instruction that Works: A Guide to Teaching by Discipline and Student Population* in this informative second edition. Ragains is Business and Government Information Librarian at the University of Nevada, Reno, and is involved in the ACRL Instruction Section. This second edition involves several new contributing authors who provide background on the history and development of information literacy instruction and introduce librarians to information literacy instruction for a variety of post-secondary student populations and subject disciplines.

Part one of *Information Literacy Instruction that Works* gives a brief history of information literacy instruction. This is followed by a guide to building relationships with post-secondary faculty, tips for integrating information literacy instruction into course delivery, and strategies for how librarian-faculty collaboration can be most effective.

Part two contains chapters on the needs of specific student groups: college and university freshmen, community college students, students with disabilities, and online or distance learning students. These chapters are useful for a librarian who has no background as a student in certain contexts. Roselle (chapter 4) provides insightful notes on working with community college students who are likely part-time and will probably terminate their studies after a community college degree, or who may be pursuing their studies in a non-continuous path. Mulliken and Lear (chapter 5) are new authors for this edition and have re-written the chapter on disabilities, contributing a

well informed and inspiring discussion. They introduce librarians to adaptive technologies, describe ways to change or adapt teaching methods, and encourage librarians to capitalize on each student's individual strengths. The web extras (available at www.alaeditions.org/webextras) for this chapter are especially thorough, pointing librarians to additional reading, adaptive software, software training tools, and helpful organizations and websites.

Part three contains strategies for delivering information literacy instruction in specific post-secondary disciplines. Chapters include: English literature, art and art history, film studies, music, history, psychology, anthropology, scientific literacy, agricultural sciences and natural resources, engineering, and business. Several of these chapters have been significantly revised or completely re-written from the first edition of the book. Music, anthropology, and engineering are completely new subject areas in this edition; the business chapter is also new, but draws on content from marketing and hospitality chapters in the previous edition. The chapter on scientific literacy stands out as a significant and immensely useful re-write from the first edition; author Elizabeth Berman is aware of changing trends in education and promotes inter-disciplinary scientific literacy rather than information literacy instruction geared solely for science students.

Part four gives an introduction to three specialized types of information: patents, government information, and legal research. Many librarians have little or no background in these areas, and having a copy of *Information Literacy Instruction that Works* on hand will help with quick preparation to assist students or faculty.

Part three is the most hands-on section of *Information Literacy Instruction that Works*. A librarian who is pressed for time could skip to the chapter in part three that addresses their subject area. Each chapter describes the information behavior of students, researchers, and faculty within a specific discipline; outlines effective teaching techniques; provides strategies for collaborating with faculty; suggests assessment tools; offers an extensive list of key resources within that field; and points to trends and expected changes in the field. While some authors include general suggestions for instruction methods and program design, many provide detailed lesson plans or sample search strategies that students within the discipline should learn.

The discipline-specific lists of key resources in part three are useful, not only as a guide towards source locations and best titles, but also as an introduction to discipline-specific source types. For example, history students may emphasize primary or secondary sources (169); music students will need to use scores and sound recordings (159); anthropologists will be interested in ethnographies (201); business students will need to familiarize themselves with many sources that are not scholarly (265).

Librarians will also learn from chapters written about disciplines other than their own. In her chapter on agricultural sciences and natural resources, Allison V. Level provides an introduction on how to educate students about Open Access journals and databases, and how to determine the quality of these sources (240). Martin K. Wallace makes excellent mention of the value of gray literature in his chapter on engineering (256), and librarians in other disciplines would do well to recognize the benefit of teaching students to find and evaluate gray literature in other disciplines. Neal Baker examines the importance and value of free Web sites specifically within film studies, and he cautions librarians to not scorn the free Internet but rather to teach students how

to navigate and evaluate it (149). Librarians from any discipline can learn from these lessons: we should champion Open Access in every discipline where credible Open Access sources are available; we must prepare students for the major role that gray literature plays within career sectors they may follow; and we would be remiss if we did not teach students how to wisely navigate the free internet.

Information Literacy Instruction that Works occasionally steps outside its focus on practicalities to look at the broader picture of what it means to be information literate. In her chapter on community college students, Roselle calls for information literacy programs to have an underlying vision (56). Roselle is wise to point out that librarians often become lost in the details of teaching “how to” and forget the broader; I hoped Roselle herself would imagine even larger possibilities than the visions she suggests. In her chapter on instruction for distance learning environments, Amy Elizabeth Hughes provides program learning objectives that could serve as a useful model. Her last objective, “the student will be able to articulate the relevance of multiple perspectives, recognizing the interconnectedness of information in a global community” (96), serves as an excellent reminder that librarians should teach information skills not only to allow a student to succeed on an assignment or course, but to enable students to more fully participate in an information society.

The theme of assessment runs throughout *Information Literacy Instruction that Works*, beginning with an introduction to assessment tools in chapter one and continuing this conversation in each discipline-specific chapter. If the content seems repetitive, the strong focus on assessment serves as a reminder that methods for information literacy instruction continue to evolve and can benefit from continued evaluation of strengths and weaknesses. Lengthy discussion of assessment also reinforces that libraries are constantly accountable to a larger institution and must

be able to speak to the effectiveness of the services they provide.

Information Literacy Instruction that Works will be useful for new and veteran academic librarians in any post-secondary context. It capitalizes on the fact that librarians are not usually trained teachers, and provides quick-and-dirty advice on how to be an effective instructor. Step-by-step search strategies in supplied teaching exercises will be just as useful for a librarian who is new to a discipline, as for instruction planning. This book will also be useful for library school students who are interested in information literacy instruction, and for researchers looking for areas of study; each discipline-specific chapter highlights emerging information behavior and usability issues within that field.

The book contains lesson plans, suggested resources, and a detailed index. Supplemental materials found on CD with the first edition of *Information Literacy Instruction that Works* are available with this second edition as free web extras at www.alaeditions.org/webextras. — Jennifer Hoyer, *Interference Archive*

Robert Spoo. *Without Copyrights: Piracy, Publishing, and the Public Domain*. New York: Oxford University Press, 2013. 384 p. Paper, \$35.00 (ISBN: 978-0-19-992787-6). LC 2012-040019.

Robert Spoo's latest offering, *Without Copyrights*, balances the legal and historical with a skillful narrative style. Those who were intrigued by Spoo's earlier chapter on Ezra Pound in Saint-Amour's *Modernism and Copyright* (2011) will be rewarded with more context and detail in this engaging work. His focus on United States copyright law and its effects on foreign authors adds to the coherence of his work. As in Carys Craig's *Copyright, Communication and Culture* (2011), we are prompted to rethink copyright. In their own respective examinations of copyright, both Craig and Spoo challenge us to remember the public good. Craig provides us with a framework for

re-imagining copyright while Spoo's account leaves us questioning its purpose.

Spoo's credentials as Chapman Distinguished Chair at the University of Tulsa College of Law are immediately apparent as he begins his work with a description of the early legal landscape and the state of the public domain. We learn that the first U.S. federal copyright act of 1790 allows no copyright protection for foreign texts, and that the 1891 Chace International Copyright Act enables foreign authors to claim copyright protection with the caveat of a prohibitive U.S. manufacturing requirement. Foreign texts remain largely unprotected.

In this copyright vacuum a system of self-regulation that Spoo refers to as "trade courtesy" emerges. There is "order without law" (36), as agreements between authors and printing firms for use of their uncopyrighted material in this system are often honored by other firms. Here Spoo argues that all the copyright actors are satisfied: the author receives voluntary payment, the public enjoys distribution, and printing firms make a profit. We are shown throughout the book how trade courtesy enforcement measures such as public shaming and the undercutting of the "pirates" (violators of courtesy rules) continue to remain effective in the 20th century.

The second chapter describes a subsequent round of significant changes to the copyright act in 1909 that provides authors with added time to comply with the US manufacturing clause. As with the 1891 act, Spoo reminds us that popular authors with unobjectionable material are favored. Those without a willing publisher are left with the untenable option of self-financing a U.S. print run at an exorbitant cost. In this chapter it would have been helpful to see empirical data depicting the magnitude of the effect of the manufacturing clause on foreign authors, so that the scale of the problem can be visualized. Spoo instead turns to vivid examples of alternative strategies by foreign authors to attempt to claim