



**Globaldisciplinarity: Collaboration Across the Traditional Areas**

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**International Federation of Library Associations, Social Science Libraries Section, Satellite Conference**

**Disappearing disciplinary borders in the social science library - global studies or sea change?**

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**Abstract:**

“Globalization” is overshadowing all realms of knowledge, operational undertakings, and interactions throughout the world. Academic institutions are no exception. The scope of academic programs is blending very intricately various disciplines and geographical spheres. Areas within “Social Sciences,” “Humanities,” “Sciences,” “Technologies,” and “Health Sciences” are seeing the addition of the prefix “GLOBAL.” As libraries have been considered a gateway of knowledge for academic pursuits of all kinds, the effect of globalization is posing new challenges. This presentation will report on possible ways libraries may confront this challenge through:

- Realignment of funds,
- Changing responsibilities of subject specialists,
- Merging of various disciplines,
- Acquisition of special sources to encompass global information,
- Dissemination of information about new sources and tools,
- Ways in which faculty and users are assisted in using these sources effectively.

Additionally, we will discuss some of the grey areas and unsolved challenges, soliciting feedback and suggestions.

**GLOBALDISCIPLINARITY IN ACADEMIC LIBRARIES**

With reference to Syracuse University Libraries, Syracuse, NY (USA)

This paper will be presented in two parts:

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**Part I. *GlobalDisciplinarity***, Uma Sharma, Librarian- Education, Psychology, South Asian Studies, and Reference)

**Part II. *Strategies of libraries and librarians to meet the challenges of GlobalDisciplinarity***, Tasha Cooper, Social Sciences and Area Studies Bibliographer

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**Part I. *GlobalDisciplinarity***, Uma Sharma, Librarian- Education, Psychology, South Asian Studies, and Reference)

This presentation is based on my personal experiences, observations and interactions with the faculty and students of Syracuse University as a librarian in the areas of Education, Psychology, South Asian Studies, and Reference.

Its primary focus will be to review the current status of Social Sciences with reference to the academic pursuits of the faculty and students at Syracuse University. Further, an attempt will be made to assess its impact upon the operation of Syracuse University Libraries in terms of the following:

Emerging needs for new sources

Acquiring special sources

Allocating acquisitions' budget,

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Modifying collection development policies,

Changing responsibilities of selectors and or subject specialists,

Developing new strategies to disseminate information about the effective use of new sources

Many of the facts, challenges, and strategies related to these issues may be fairly identical to other institutions of higher learning. A few may be very specific to Syracuse University Libraries. But there are likely to be some unsolved challenges for which we will seek some feedback from our partners here in this conference.

### **GlobalDisciplinarity:**

Syracuse University is one of the leading universities in the north east region of the United States of America with a student population of 19,084, and 910 faculty members. Among them, 7,852 students, and 189 faculty members are of diverse ethnicity.  
([oira.syr.edu](http://oira.syr.edu))

A close look at the current college catalogs of courses ([coursecatalog.syr.edu](http://coursecatalog.syr.edu)) offered for undergraduate and graduate students clearly reflects the emerging needs for new programs and not courses which demand collaboration of multi- disciplines, cross-cultural comparative studies, with international perspective. Academic pursuits of the faculty are also following the same trends. What is causing all this change?

This is an era of rapidly advancing technology of information and communications. The computer age has introduced internet, website, search engines, and emails. These have annihilated the barriers of time and space for the scholars. Events of the past or present; socio-economic, ethnic, racial, and political events happening any where in the world do not remain isolated. Latest developments in the field of aeronautics have revolutionized the mobility in the skies. Air travel has made the whole world physically accessible to every one. Far away geographical places, unheard of resorts, fantasy lands are no more dreams of the yore. These are within an easy reach. Skies above seem to be one. This reminds me of a saying of the sages of India which is “**Vasudhaiva kutumbakam**”. This means the whole world is like a family. It may be metaphorical or in reality, one can sense “**disappearing** (political and geographical) **borders**” ... “**changing seas**”. Oneness of the world which may be called “global”, “universal”, “international” or what now is rapidly expanding all around. Its impact can be seen in all spheres. Academic arenas of the scholars are no exception to the tsunami of this trend.

At present teaching, learning, and research interests encompass almost all the fields of knowledge which are traditionally known as humanities, social sciences, and sciences. All these disciplines are not being seen as rigidly compartmentalized entities. “**Blurring of traditional disciplinary boundaries**” is very much evident. More and more **interdisciplinary** ( Psychology & education, health, sports, crime, religion ); **multi-disciplinary** ( *Women Studies Program* involving Psychology, education, health, literature, policies, literature, etc); **cross-cultural** and or **comparative studies** (

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*Teacher education* in USA/ UK/ Canada); area studies ( *asian studies, afro-American studies, middle-eastern studies, Latin-American studies, and the like* ) are on the rise.

Program co-coordinators, faculty, and students are constantly grappling with this “blurred phenomena”. They are searching for new programs to meet the demands of the time. Students are keen on enrolling for dual, triple, majors in the fields of Business, Communications, Applied Sciences, and Behavioral Sciences.

We can not deny the fact that any socio-economic, political, religious, ethnical and/or racial upheaval any where in the world is likely to create a stir every where. This may be due to any reason - “**Vasudhaiva kutumbakam,**” whole world as one family, or changing seas, or disappearing borders, or technological advances in the fields of telecommunications and aeronautics. Universities are not left unaffected. Scholars are targeting these new challenges by incorporating international, universal, global, world perspectives in their academic efforts. They are feeling motivated to venture out to other shores of the world to explore the emerging “**discrete fields**” of knowledge. As such programs like study abroad, field works/ internships in other countries, exchange programs, joint projects, global or globalization studies” are on the rise. All this is likely to “**encompass ...perception and reality of an inter-connected world and society**”.

In the light of all this it may be quite appropriate to say that at present:

- Status of Social Sciences is in a great flux.

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- Pendulum is swinging towards interdisciplinary, multi-cultural, cross-cultural, comparative, and area related studies.
- New programs demand increased collaboration of almost all disciplines of knowledge- humanities, sciences, social sciences, applied sciences, and allied health sciences.
- Programs involving global studies, globalization studies are gaining more popularity.
- Programs like study abroad, field works, internships abroad, exchange programs, joint research projects are becoming more popular. Scholars are keen on gaining personal experience while being in different places.
- In spite of all these new surges of Global inter-disciplinarity in the field of Social Sciences, traditional core disciplines of Philosophy, History, Languages, Sciences still maintain their strong hold.

Syracuse University Libraries administration is constantly seeking appropriate strategies to meet the current academic needs of the students and faculty. More funds are being

sought to buy electronic sources with global coverage so that scholars can access information in distant lands while being abroad.

Individual subject related funds have been merged into bigger pools for the areas of Social Sciences, Sciences, and Arts and Humanities. Responsibility for collection development has been centralized. Bibliographers monitor pooled funds and acquisition of new sources.

Policies for acquiring new materials for the libraries are being revised frequently. Preference is given to the faculty requests and electronic sources.

For the effective use of library resources and services, online links to subject guides, new acquisitions, and other useful sources of information are kept up-to-date and posted.

Natasha Cooper, Social Sciences and Area Studies Bibliographer, at Syracuse University Libraries, will share thoughts about possible responses to globaldisciplinarity.

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## **Part II. *Strategies of libraries and librarians to meet the challenges of***

***GlobalDisciplinarity***, Tasha Cooper, Social Sciences and Area Studies Bibliographer  
at Syracuse University Library

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This portion of the presentation focuses on planning for “globaldisciplinarity,” exploring possible models and ideas, from a United States academic library perspective.

Personal note: I recently became social sciences and area studies bibliographer at Syracuse University Library at the time of a re-alignment of librarians’ responsibilities, as well as collections allocations. These changes provided impetus for thinking about how to support area studies, as well as global and interdisciplinary needs.

What do we do in these situations? Look at other models, read, and share thoughts.

This portion of the paper summarizes some of the ideas resulting from these explorations.

### **Dividing knowledge**

As McGrath, Quehl, Gee and others noted in 1977<sup>1</sup> there are numerous ways to design a curriculum for higher education. A course of study does not need to be divided into arts and sciences, or social sciences, but can be “experience-based,” “competency-based,” or “futures-based” (to name just a few).<sup>2</sup> If we accept the idea that the higher education curriculum in the United States is “becoming more international and

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<sup>1</sup> Earl J. McGrath, “Introduction,” in *Developing the College Curriculum: A Handbook for Faculty and Administrators*, eds. Gary H. Quehl and Marguerite Gee (Washington: Council for the Advancement of Small Colleges, 1977): iv-vii.

<sup>2</sup> William Bergquist, “Chapter 5: Diversity in the College Curriculum” and “Chapter 6: Eight Curricular Models,” in *Developing the College Curriculum: A Handbook for Faculty & Administrators*, eds. Gary H. Quehl and Marguerite Gee (Washington: Council for the Advancement of Small Colleges, 1977): 87-109.

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interdisciplinary,”<sup>3</sup> we could ask: how are libraries responding to globalization and interdisciplinarity?

Using Syracuse University as an example, one can find a number of courses dotted throughout the offerings of several schools and colleges that include a global focus; for example, the following course names appear in the 2007-2008 online catalog:

- Gender in a Globalizing World
- Anthropology of Global Transformations
- The Rise of Global Pop
- Global Marketing Strategy
- Religion Today in a Globalizing World
- Topics in International Perspectives includes: “In-depth examination of issues and practices involved in international television and film. Topics alternate from semester to semester. Examples include: Global Communication...”
- Technical Communication in Global Environments

Course prefixes are omitted from the above, but the departments offering these courses include anthropology, geography, women’s and gender studies, fine arts, marketing, religion, television/radio/film and writing (some courses are cross listed in more than one). Course listings are from the Syracuse University Online Course

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<sup>3</sup> Among others: Daniel C. Mack, “Library Liaisons and the Organization: An Open System View of Collection Development in the Academic Library,” *Against the Grain* 19, no. 3 (June 2007): 32. International Federation of Library Associations, Social Science Libraries Section, Satellite Conference, *Disappearing disciplinary borders in the social science library - global studies or sea change?* University of Toronto, Toronto, Canada, 6-7, August 2008

Catalog 2007-2008, available online at: <http://coursecatalog.syr.edu/>; retrieved 5/11/08.

Programs and Centers at Syracuse University include:

- Public Diplomacy, a graduate degree program combining study in public relations and international relations (<http://publicdiplomacy.syr.edu/>)
- The Walter and Olivia Kiebach Center for International Business, which is housed in the Whitman School of Management (<http://whitman.syr.edu/Centers/Kiebach/>)
- COTELCO (Center for Research on Collaboratories and Technology Enhanced Learning Communities). The description of this iSchool based Center reads: “Cotelco is a social science research center organized to explore the socio-technical infrastructure required to support geographically distributed collaboration and knowledge work, particularly between developed and developing countries.”<sup>4</sup> (<http://cotelco.syr.edu/>)
- SUAbroad, Syracuse’s active study abroad program (<http://suabroad.syr.edu/>)
- A recently announced endowed professorship and internships that focuses on “international engineering in the developing world.”<sup>5</sup>

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<sup>4</sup> School of Information Studies, “Research Centers,” available from <http://ischool.syr.edu/research/researchcenters/index.aspx>. [accessed 18 May 2008]

<sup>5</sup> Tricia Hopkins, “International Developer Abdallah Yabroudi Pledges \$5 million to his Alma Mater, Syracuse University's L.C. Smith College of Engineering and Computer Science, to Create International Engineering Professorship and Dubai Internship Program,” *Syracuse University News* (May 6, 2008), available from [http://sunews.syr.edu/story\\_details.cfm?id=5049](http://sunews.syr.edu/story_details.cfm?id=5049)

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Additionally, Syracuse University's Maxwell School of Citizenship and Public Affairs is home to the Moynihan Institute of Global Affairs. This institute houses programs focusing on several regions of the world, as well as study of three themes: Transnational NGOs, Transnational Mobility, and Transnational Human Security and several "topical programs" such as Transboundary Crisis Management and The Space and Place Initiative: Global to Local. A full description of the Moynihan Institute is available online (as of May 2008) at <http://www.maxwell.syr.edu/moynihan/>.

What kinds of library and information resources and services support courses and programs such as these? What collection area is responsible for "global"? Traditional collection areas frequently include humanities, social sciences, sciences, and area studies. Following the thoughts of Berquist, et. al. are there other ways to divide, and support the local as well as the global?

Might the model provided in our case by the Moynihan Institute be something to consider as libraries work to support humanities, social sciences, sciences, and area studies, as well as the "global" offerings that may not fall neatly into these areas? The Moynihan model retains a specific focus on regions of the world, through its Center for European Studies, European Union Center, Program on Latin America and the Caribbean, South Asia Center, Middle Eastern Studies Program, and East Asia Program. Yet it provides for cross-area and interdisciplinary discussion through its thematic focuses.

This thought led to an exploration of resources and models currently in place to support both the “local” and the global, acknowledging the surrounding interdisciplinary connections.

An explanatory note: The terms area studies, globalization, international studies, etc. are not used precisely in this document, but are used imprecisely, but with respect to the differences, to refer to the range of resources that provide support for all of them. Informative discussions about the meaning of “area studies” and other terms appear in *Localizing Knowledge in a Globalizing World: Recasting the Area Studies Debate*, by Ali Mirsepassi, Amrita Basu and Frederick Stirton Weaver, 1st ed. Syracuse, NY: Syracuse University Press, 2003, and. *Learning Places: The Afterlives of Area Studies*, edited by Masao Miyoshi and H. D. Harootunian, Durham and London: Duke University Press, 2002, as well as other sources.

### **Collection collaboration**

C. David Hickey, in “Area Studies Libraries in the Global Studies Milieu: Implications for Non-Roman Script Print Resource Management and University Library Budgets and Staffing” supports integrating language collections in the stacks and supports allocating for

...interdisciplinary/inter-area works that would be of interest to many academic fields with a trans-regional studies focus. From the viewpoint of individual

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collection managers and area studies bibliographers, book moneys, perceived as rigidly compartmentalized in subjects and discrete geographic areas, stemming from the reliance on organizing budgets based on classification schemes like LC might be constructively loosened in favor of the bigger picture through this supplementing strategy.

... The fiscal support structure could alternatively be divided into entities such as a transnational and global studies pot and several supra-field pots....<sup>6</sup>

Hickey also advocates for closer relationships between area studies librarians and other subject specialists (for example: "...an area studies bibliographer and the political science and business selectors to capture fully the relevant library digital and print resources for those scholars interest in transnational conceptions of society and commerce.")<sup>7</sup> and suggests the development of "...a 'Trans-Area Studies Research Room,' if building and resources and budget permit, that would provide reference and other services related not only to the individual sociocultural areas involved, for example the regions of Africa, Asia, or Latin America, but also the larger context of addressing inter-area and global research agendas."<sup>8</sup>

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<sup>6</sup> C. David Hickey, "Area Studies Libraries in the Global Studies Milieu: Implications for Non-Roman Script Print Resource Management and University Library Budgets and Staffing," *Library Collections, Acquisitions, & Technical Services* 30 (2006): 80-81. [Online] and David Hickey and Shelley Arlen, "Falling Through the Cracks: Just How Much 'history' is 'history'?" *Library Collections, Acquisitions & Technical Services* 26 (2002): 97-106. [Online]

<sup>7</sup> Hickey, "Area Studies Libraries...", 82-83.

<sup>8</sup> Hickey, "Area Studies Libraries...", 83.

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Dan Hazen also suggests thinking differently about the way collections are divided noting that “The simple distinction between the humanities, social sciences, and sciences is losing some of its force.”<sup>9</sup> He suggests thinking about resources in terms of “...how academic fields utilize information and produce new scholarship”<sup>10</sup> and looking at “...clusters of disciplines whose information needs are in some ways similar.”<sup>11</sup>

Andrea Singer writes about the development of an India studies collection, noting the importance of collaboration amongst bibliographers/subject specialists: “One of the pieces central to collection development involved enlisting the support of other bibliographers to highlight India Studies in their purchases. A collegial atmosphere for communicating with others responsible for purchase in professional schools, film and media, and social sciences and humanities including folklore ensured that bibliographers knew the relatively small size of the budgets specifically devoted to India purchase, and would continue to buy appropriate materials through their funds.”<sup>12</sup>

Several library web pages indicate recognition of “globalness” and/or interdisciplinarity, such as:

- Human Rights Library, University of Minnesota: <http://www1.umn.edu/humanrts/>  
[accessed 5/29/08]

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<sup>9</sup> Dan Hazen, “International Information and the Postmodern Academy,” *Collection Management* 28, no. 1 / 2 (2003): 167.

<sup>10</sup> *Ibid.*, 167

<sup>11</sup> *Ibid.*, 168.

<sup>12</sup> Andrea Singer, “Providing Access to Sources for India Studies at Indiana University Libraries: Piecing a Quilt,” in *Acquisitions in Different and Special Subject Areas*, ed. Abulfazal M. Fazle Kabir (Binghamton, NY: Haworth Information Press, 2003): 55-56.

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- Global Studies Virtual Library, University of Illinois at Urbana-Champaign:  
<http://www.library.uiuc.edu/cgs/> [accessed 5/29/08]
- Global Studies Collection Home Page:  
<http://www.libraries.iub.edu/index.php?pagelid=5420&subjectid=22> [accessed 5/29/08]
- Global Studies Research Guide:  
<http://www.newhaven.edu/library/Guides/Subject/GlobalStudies/> [accessed 5/29/08]
- About Global Studies, Penn State University Libraries:  
<http://www.libraries.psu.edu/socialsciences/globalstudies/index.htm> [accessed 5/18/08]
- Yale University Libraries' International Collections web page lists "Area Collections," but also lists "Collections with International Strengths" and "Interdisciplinary Fields" (for example: Film and Theater Studies):  
[http://www.library.yale.edu/area\\_studies/](http://www.library.yale.edu/area_studies/) [accessed 5/08/08]

All of the above represents some degree of infusion of global/international into collection building. Advantages to a collective/global approach to collection building may possibly include:

- Increased support for "cross-disciplinary/area" issues, assuming good communication between global group members;<sup>13</sup>

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<sup>13</sup> See also: David Hickey and Shelley Arlen, "Falling Through the Cracks: Just How Much 'history' is 'history'?" *Library Collections, Acquisitions & Technical Services* 26 (2002): 97-106. [Online] International Federation of Library Associations, Social Science Libraries Section, Satellite Conference, *Disappearing disciplinary borders in the social science library - global studies or sea change?* University of Toronto, Toronto, Canada, 6-7, August 2008

- Increased usage of resources; for example: news resources with extensive international coverage may not have been acquired as “area studies” resources, but may indeed provide support for global study;
- Sharing responsibility for “global” may encourage “global support” to be routinely considered as all resources are reviewed and selected;
- Support for students and researchers working at a distance would be shared;
- Continuing a focus on resources specifically for the support of study of individual regions, yet as a group acknowledging the importance of understanding all aspects of that area (social, humanistic, scientific, etc.).

### **Collaboration beyond the library**

A shared approach to collecting for area studies and other interdisciplinary areas is also advocated across institutions, as libraries work collaboratively to develop collections in different regions and in fields that cross boundaries.

James T. Simon notes that the Center for Research Libraries (CRL) adopted a plan that includes (among other things) efforts to “...promote and support action on the North American and global levels for cooperative preservation of print and digital scholarly materials...”<sup>14</sup> Simon discusses the Political Communications Web Archiving Project, which looked at “...sites produced by or for political parties and organizations, protest and social movements, activists, electoral bodies, or non-governmental

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<sup>14</sup> James T. Simon, “Cooperative Digital Initiatives: A Prescription for Success,” *Slavic & East European Information Resources* 7, no. 1 (2006): 66.

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organizations.”<sup>15</sup> CLR also held a Latin Americanists forum that “brought together leading scholars from the fields of history, cultural studies, public policy, law, and economics to discuss what source materials, particularly digital materials are needed to support new and emerging lines of inquiry.”<sup>16</sup> These projects bring to light collaborative activities and needs, but also an interdisciplinary/global focus.

CRL efforts also include the Global Resources Network (with the Association of American Universities and the Association of Research Libraries), which is described as follows: “GRN supports a series of discrete projects that focus on expanding the depth, breadth, quantity, range of formats, variety, and access to international information resources available to students and scholars. GRN also works to coordinate international acquisitions more effectively in order to expand overall coverage and reduce unnecessary duplication by making dispersed collections more interdependent and complementary.”<sup>17</sup> Additional information about the Global Resources Network is available at: <http://www.crl.edu/grn/index.asp>.

John Haar also points to collaboration across libraries, in “Assessing the State of Cooperative Collection Development: Report of the Working Group to Map Current Cooperative Collection Development Projects.” Haar’s article includes examples of several academic library collection development collaborations related to area studies.<sup>18</sup>

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<sup>15</sup> Ibid., 66.

<sup>16</sup> Ibid., 66-67.

<sup>17</sup> Mary E. Jackson, Lynn Silipigni Connaway, Edward T. O’Neill, and Eudora Loh, “Appendix A,” *Changing Global Book Collection Patterns in ARL Libraries* (Washington, DC: Association of Research Libraries, 2006), available from [http://www.arl.org/bm~doc/grn\\_global\\_book.pdf](http://www.arl.org/bm~doc/grn_global_book.pdf)

<sup>18</sup> John Haar, “Assessing the State of Cooperative Collection Development: Report of the Working Group to Map Current Cooperative Collection Development Projects,” *Collection Management* 28, no. 3 (2003): 188-89. [Online] International Federation of Library Associations, Social Science Libraries Section, Satellite Conference, *Disappearing disciplinary borders in the social science library - global studies or sea change?* University of Toronto, Toronto, Canada, 6-7, August 2008

Miller and Pellen's *Cooperative Efforts of Libraries* describes the challenges and importance of collaboration. A contributor to the above, Robert A. Seal observes in "Interlibrary Loan: Integral Component of Global Resource Sharing": "...resource sharing has become more critical in today's environment of global information where demand is up and acquisitions budgets are unable to keep pace with user requests. Increasingly resource sharing means partnering with libraries overseas to respond to the demands of scholars who require a broader array of publications for their interdisciplinary research."<sup>19</sup>

### **Internationalizing instruction**

Adopting a global approach to instruction may also be a benefit. Becker reports on globalization trends in Australian libraries commenting on, among other things, the internationalization of library instruction, as Australian libraries increasingly serve students from a distance and need for librarians to think globally in their instructional roles.<sup>20</sup>

Guo-han Wang makes a case for "language-centered library instruction" noting "Because of the diversity of Area Studies collections (in different languages) and the unique feature of each area studies, conducting library instruction in the globalization

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<sup>19</sup> Robert A. Seal, "Interlibrary Loan: Integral Component of Global Resources Sharing," in *Cooperative Efforts of Libraries*, eds. William Miller and Rita M. Pellen (New York/London/Oxford: Haworth Information Press, 2002): 228-229.

<sup>20</sup> Linda K.W. Becker, "Globalisation and Internationalisation: Models and Patterns of Change for Australian Academic Librarians: A Literature Review," *Australian Academic and Research Libraries* 37, no. 2 (June 2006): 82-99; Online sections: "Teaching, Learning and Information Literacy" and "Distance Education." International Federation of Library Associations, Social Science Libraries Section, Satellite Conference, *Disappearing disciplinary borders in the social science library - global studies or sea change?* University of Toronto, Toronto, Canada, 6-7, August 2008

age has become a challenging issue. At the same time, such a challenge also offers a great opportunity to develop new ways of library instruction.”<sup>21</sup> Wang advocates offering library instruction in the language of the area being studied, thus fostering familiarity with the language (for those learning the language), and with library resources at the same time.<sup>22</sup>

Both of these articles suggest that libraries consider a global approach that extends into services, as well as collections.

### **Professional development**

Becker comments on the importance of librarians becoming “global” by participating in international conferences and collaboration<sup>23</sup> and Jankowska reports on a positive experience resulting from participation in the Fulbright program, commenting that “...each library is different because of its specific institutional background, history, mission, position in the national culture, and approach to meeting users’ information needs.”<sup>24</sup>

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<sup>21</sup> Guo-hua Wang, “LLOLI: Language Learning Oriented Library Instruction,” *Journal of East Asian Libraries*, no. 144 (February 2008): 16.

<sup>22</sup> *Ibid.*, 16-20.

<sup>23</sup> Linda K.W. Becker, “Globalisation and Internationalisation: Models and Patterns of Change for Australian Academic Librarians: A Literature Review,” *Australian Academic and Research Libraries* 37, no. 4 (December 2006): 282-98. [Online]

<sup>24</sup> Maria Anna Jankowska. “Librarianship and the Fulbright Fellowship: Challenges and Opportunities for American Librarians and Polish Libraries,” *Electronic Journal of Academic and Special Librarianship* 8, no. 2 (Summer 2007), section: Introduction; available from:

[http://southernlibrarianship.icaap.org/content/v08n02/jankowska\\_m01.html](http://southernlibrarianship.icaap.org/content/v08n02/jankowska_m01.html) [accessed 11 May 2008]

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Librarians playing a role in being part of global studies may need substantial institutional support for international engagement. Such support could attendance at international conferences, book fairs, etc.<sup>25</sup>

Librarians involved internationally may also play a role in sharing information about scholarly practices world-wide, noting copyright issues and differences, and sharing information about digitization projects that provide access to local resources as well as international/transdisciplinary resources.

Abdullahi, Kajberg, and Virkus make the case that "...international and intercultural opportunities are essential components in education and training library and information professionals."<sup>26</sup> They note that "internationalization" has become an important "goal" of the higher education community and that professional education for librarians should follow suit, particularly in their participation in exchange programs. They state: "If we do not try to meet the challenges of globalization by renewing our commitment to the education and the re-education of information professionals to come, we should have failed in our responsibilities as global citizens. We need to commit ourselves to making the interdependence of nations as part of the programmes in our colleges and universities that are part of an international network of enquiry and exploration."<sup>27</sup>

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<sup>25</sup> For additional information related to area studies collection building see: Dan Hazen and James Henry Spohrer, Eds., *Building Area Studies Collections* (Weisbaden: Harrassowitz Verlag, 2008) and John Walsh, "Bright Lights Shine at Area Studies Symposium," *Library Hi Tech News* 8 (2006): 18-21. [Online]

<sup>26</sup> Ismail Abdullahi, Leif Kajberg and Sirje Virkus, "Internationalization of LIS Education in Europe and North America," *New Library World* 108, no. 1 / 2 (2007): 8. [Online]

<sup>27</sup> *Ibid.*, 21.

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Yan Quan Liu and Xiojun Cheng's work, *International and Comparative Studies in Information and Library Science: A Focus on the United States and Asian Countries* also speaks to the role of international awareness in library professional education, and the importance of sharing knowledge across boundaries, noting that "With globalization there is clearly a need for all countries to understand and develop connections with other libraries worldwide. The Internet and the development of digital libraries and digitized library –based resources offer an incredible opportunity to make a connection."<sup>28</sup>

### **Additional Research:**

Further research into the influence of globalization in the library world could be helpful to those planning library education, but also to those seeking to find ways to support student and faculty researchers in these areas. For example, evaluating the extent of international coverage of interdisciplinary indexes/databases and online collections over time would be interesting from a collections perspective, and potentially from a scholarly perspective. Further exploration of the ways collection and service models "follow" curricula may also be of interest.

### **Conclusions:**

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<sup>28</sup> Yan Quan Liu, "Introduction," in *International and Comparative Studies in Information and Library Science: A Focus on the United States and Asian Countries*, eds. Yan Quan Liu and Xiojun Cheng (Lanham, MD; Toronto; Plymouth, UK: Scarecrow Press, 2008): xx.  
International Federation of Library Associations, Social Science Libraries Section, Satellite Conference, *Disappearing disciplinary borders in the social science library - global studies or sea change?* University of Toronto, Toronto, Canada, 6-7, August 2008

On a campus where researchers are studying the global, local, regional, area, and complexities of an interdisciplinary world, might global/local-ization be similarly infused throughout the library, in collections work, instruction, professional development, and services? As Singer notes, in her quilt comparison:

Many Hoosier (Indiana) quilts are not only pieced, but quilted or stitched through all layers, adding a subtle pattern which ties the entire piece together. The service orientation of staff in all the areas mentioned previously provides the subtle overall pattern which brings all the pieces of the program of acquisitions, cataloging, reference, interlibrary loan, and general management together so that library users can identify and make use of the sources they need. ...

The India Studies library program, pieced by librarians and library staff in collaboration with the India Studies faculty is now, in the beauty of the catalog's capacity for representing both individual books and vast websites, being used by both Indiana users and others. ...<sup>29</sup>

Singer's statement supports the idea of "infusion" throughout the library and beyond as collections and services are built collaboratively.

Thoughts about additional ways in which libraries are responding to global, as well as local needs are welcome.

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<sup>29</sup> Singer, "Providing access to...", 58.

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