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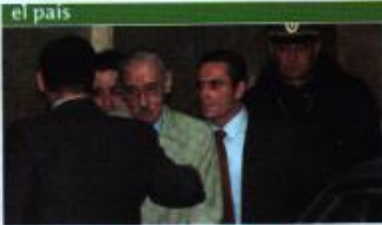
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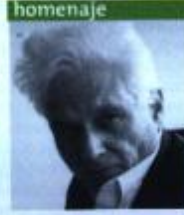
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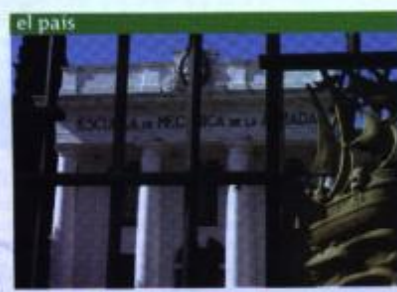
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Research, Reference Service, and Resources for the Study of Africa

The Reference Librarian
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<i>Gretchen Walsh</i>	

This introduction to Africana reference describes the populations of researchers, the kinds of questions they ask, and how librarians—both specialist and generalist—may respond. It explores issues in "known-item" searches, including name authority and access to material in collected works and series. Choices made by authors, publishers, indexers, librarians, and researchers themselves have an impact on topic searches. Terminology for African languages, ethnic groups, place names, and topics cause problems for novice researchers, but library policy decisions can also impede access. Errors of all kinds—minor or major—can block access to information. The speed of electronic desktop publishing seems to have encouraged reduced care with proofreading, indexing, and verification of quotations and citations. The need for accurate information about Africa is great, but the market for publications and electronic resources focused on Africa is relatively small. This low market share can result in less coverage of Africa in indexes and reference tools. Despite the difficulties encountered in researching Africa, researchers and the librarians who assist them benefit from the tools, services, and initiatives of specialist Africana librarians and from a number of commercially produced resources.

KEYWORDS. Africa, Africana Librarians Council, African Studies Association, reference functions, name authority, contents notes, analytics, access, keywords, subject headings, search strategies, indexing, full-text searching, terminology, cataloguing, errors, citations, indexes



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Teaching African Studies Bibliography–Information Literacy for 21st Century Scholars Marion Frank-Wilson

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Indiana University has a long tradition of teaching African studies bibliography. It began in 1964 with Alan Taylor and was taught successively by Jean Meeh Gosebrink, David Easterbrook, Nancy Schmidt, and, for the last four years, by this author. This article discusses developments of the class as they have been implemented over the last four years. In the past, bibliographic tools in African studies disciplines were scarce, and the goal of the class consequently was to introduce the students to those tools. Nowadays, with the proliferation of sources in the field, both in electronic and print formats, the focus of the class has shifted. While various elements of the class have been maintained, the course now has several new elements, primarily in the form of discussion sessions based on the reading of articles and other sources. The focus of the class is no longer on how to find scarce, hidden materials, but rather to develop strategies and techniques to find a wide variety of materials ranging from print sources to oral accounts in libraries worldwide.

KEYWORDS. African studies, bibliography, bibliographic instruction, information literacy

Africa Business and Economic Resource Index: Selected Internet Resources Angel D. Batiste

109

Increasingly, the global business community is viewing Sub-Saharan Africa as a continent of rich business, trade, and investment opportunities. A major challenge to political and business leaders is access to accurate and time-critical information on business, economic, political, and social developments in the Sub-Saharan African countries. This resource guide will provide an organized collection of major African business and economic information resources available via the Internet. Additionally, it includes an appended selection of information sources available in print format. The information originates from multiple Internet-based sources, including African commercial and government agencies, U.S. commercial and government agencies, and international organizations engaging in economic, business, and trade issues in the Sub-Saharan African countries.

KEYWORDS. Africa, business, commerce, investment, trade, Internet resources

PART II: COLLABORATION AND INNOVATION IN AFRICA AND THE UNITED STATES

Partnership as a New Paradigm for Reference Librarians in African Studies Peter Limb

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This article examines the changing paradigms of reference librarianship as they relate to the study of Africa. It discusses important issues to do with the role of the



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reference librarian in assisting future scholarly research. Particular attention is given to how electronic resources are influencing the nature of Africana reference services and collection development. Given the problems faced in accessing information from Africa, emphasis is also placed on how partnerships between U.S. and African libraries and scholarly institutions can help improve information access in and about Africa.

KEYWORDS. Africa, libraries, reference, electronic resources, partnerships

Reading African Women's Writing: The Role of Librarians in Expanding the Canon Miriam Conteh-Morgan

163

This paper will briefly review the canon debate in African literature, situating it within a wider context of debates on other non-Western, non-central or emerging disciplines. It will then examine ways in which reference services can respond to the challenge of canon expansion, and how librarians can impact the study of African women writers in universities and colleges. I will approach these topics from two perspectives. The first involves reference librarians in their traditional role as information mediators. Using the works of female writers as examples in instruction sessions and reference guides are ways in which traditional methods can be given a new twist. In so doing, reference librarians will be combining intercultural literacy with information literacy. A bibliography of selected works will also be given that will help general reference librarians strengthen their collections and educate themselves on the subject.

*The second will be on ways in which librarians can add a layer to traditional mediating by becoming academic activists. In other words, instead of passively waiting for courses to be created and then supporting them, librarians can market to faculty ideas for possible uses of the Africana collection and thus provide impetus for new course development. Suggested initiatives include developing theme-related guides or readers' advisory based on African women's texts, and distributing them to other Area Studies faculty—an obvious way to encourage comparative, interdisciplinary research and teaching. Librarians can also hold workshops to demonstrate how works such as Aidoo's *Changes* or Dungaremba's *Nervous Conditions* that examine the many faces of modern Africa can be discussed in social history, politics, or education courses; or Alifa Rifaat's works dealing with women in Islamic communities in a religion or comparative law course. Additionally, libraries need to go beyond in-house, library-only lectures to organizing, for example, campus-wide author lecture series.*

To effectively implement these initiatives, reference librarians should collaborate more closely with Africana and Area Studies bibliographers. As librarians in the 21st century, we should be more proactive in our academic communities. We can generate impetus for breaking the literary canon and broadening literary research, foster greater understanding of African culture, while still playing our time-honored roles of guide, mediator, culture-keeper, and agents of change.

KEYWORDS. Africa, women writers, literature, canon, teaching



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Designing an Anglophone University Undergraduate Library Collection for a Francophone West African Environment 179 *Akilah Shukura Nosakhare*

In 1997, the Office of West Africa Programs at Georgia State University in Atlanta, Georgia, USA, and the Ministry of Education of Cote d'Ivoire embarked on a venture called Project Link to develop an English-speaking international university in Grand Bassam, Cote d'Ivoire. The mission of the proposed International University for Development in West Africa in Cote d'Ivoire is to offer educational opportunities based on the American Higher Education Model presented in English to Ivorians and other West African students within the West Africa region. The proposed undergraduate university curriculum is designed to offer life-long educational opportunities that appeal to the whole West African region as well as to the prospective students living in and near Grand Bassam, Abidjan, and Yamoussoukro. In January 2002, the Agency for Education and Development of Abidjan, one of the sponsors of the international university, invited a group of six specialists from Georgia State University (GSU) to visit the proposed site and work with an Ivorian team of technology and curriculum experts to produce a work plan for the renovation of an existing campus in the scenic coastal town of Grand Bassam about 50 miles east of Abidjan. In addition to recommending physical and technical upgrades to the campus site, the American and Ivorian specialists were to advise AED on the administrative organization of the proposed institution, develop a curriculum model and suggest resources for the university library. This paper will highlight the role of the GSU Collection Development Specialist during the 10-day site visit in January 2002 and provide an update since the 2002 site visit.

KEYWORDS. Africa, library, collection development, African libraries, project link

Frog Voices, Whispers, and Silences: Problems and Issues in Collecting for an African Studies Library in Africa 189 *Colin Darch*

This article is an attempt to respond to two questions about discrete special African studies collections in African university libraries. First, do we need to have such collections at all? Second, if we do, how can we write collection development policies that make sense, given the present turmoil in African studies and indeed in the social sciences in general? Librarians have a responsibility to recognise that their practice cannot be value-free, and that their collections are biased by the choices made by writers, by publishers, and by themselves. Their duty, especially in Africa, may simply be to ensure that African voices are not drowned out in their collections.

KEYWORDS. Academic libraries, African studies, African librarianship, collection development policies



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- Library Capacity Building in Africa or the Exportation
of Technolust? Discerning Partnership Models
and Revitalization Efforts in the Age of Globalization 209
Deborah M. LaFond

Africana librarians in the United States work to sustain a larger dialogue, one that contributes to democratic futures in Africa through the support of libraries and indigenous publishing in Africa. Yet we are also products of colonial legacies which have engendered Western domination to the detriment of Africans. Can librarians from the West contribute to sustainable democratic futures by supporting the catalytic role of librarians in Africa who strive to support African-centered scholarship and struggles against legacies of colonialism? Or will we re-inscribe colonial legacies through our partnerships and promotion of Western centered models? Based upon the author's tour of selected higher education settings and academic libraries in Kenya and South Africa in 2001, the author reflects upon libraries in the context of "development" in Africa. The author begins to discern potentially viable models and develop criteria for partnerships by comparing methods of advocacy, collaboration and projects for information and digital futures. Descriptions of efforts to "build capacity" within African librarianship include those of African librarians and their associations, The Association of African Universities (AAU), The Africana Librarians Council (ALC), The World Bank, and The International Network for the Availability of Scientific Publications (INASP). The author observed the marketing of technology in Africa and characterizes some of the privileged dialogue on Information Communication Technologies (ICT) as the exportation of "technolust" which the author argues, contributes to increased privatization and the sacrifice of support to public universities. Such privatization reduces the broad social role of librarians and further marginalizes reference services. The author identifies critical literacies and sharing of cross-continental experience as essential in creating "mutually beneficial partnerships" to support cooperative, sustainable, democratic, information futures. In an effort to continue this important conversation and develop "true partnerships," the author shares her experience and reflection. Calls for dialogue throughout the African diaspora and beyond to promote community-based, democratic education and a sustainable intellectual, reading culture in Africa are recommended.

KEYWORDS. African publishing, libraries, higher education, aid and development discourse, models for sustainable digital futures, partnerships

SPECIAL REPORTS

- The Reference Librarian as Non-Expert: A Postmodern
Approach to Expertise 273
Mark Stover

This article explores the postmodern psychotherapeutic view of the therapist as a non-expert. The author seeks to draw an analogy between the professional expertise and knowledge of the reference librarian and the expertise of the psychotherapist.



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pist, with special reference to the postmodern idea of the posture of non-expertise. Reference librarians will provide a higher degree of user satisfaction to patrons when the reference interview is approached as a collaborative and dialogic process that is grounded in the attitude of non-expertise. The stance of the reference librarian as non-expert will move the profession of librarianship away from the technocrat/expert model and back towards its earlier mission of service and human-centered values.

KEYWORDS. Postmodernism, reference services, expertise

Should There Be "Privilege" in the Relationship Between Reference Librarian and Patron?

Brice Austin

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Certain professional-client relationships fall under the legal umbrella of "privilege," an evidentiary rule which protects the client from unauthorized disclosure of confidential information by the professional, and which shields the professional from demands to reveal such information in court. The reference librarian-patron relationship does not currently enjoy any such protection, although it shares many characteristics with those professional relationships which do. Some of the possible reasons for this exclusion are explored, and the question of whether or not privilege should be extended to the reference librarian-patron relationship is considered.

KEYWORDS. Reference, privilege, confidentiality, ethics, librarianship





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