Book Review

Cooke, N. A. & Sweeney, M.E. (Eds.). (2018). *Teaching for Justice: Implementing Social Justice in the LIS Classroom*. Libraries Juice Press.

The book begins with an introduction to its genesis, a 2015 Association for Library and Information Science Education conference session, which invited Library and Information Science (LIS) professionals to share experiences and plans towards implementing social justice in the LIS classroom. The two editors of the book, Nicole A. Cooke (Assistant Professor of LIS at the University of Illinois) and Miriam E. Sweeney (Assistant Professor of LIS at the University of Alabama), helped organize the conference (and the resulting volume) in response to the current cultural climate concerning awareness of social justice issues. In a field such as LIS that often takes place in the public arena, there is a need to integrate social justice frameworks into the instruction of forthcoming information professionals. The library neutrality debate should not filter out potential readers; without taking sides in a debate, one can plainly observe that libraries have room to grow in diversity.

The first section contains chapters that delve into higher level critical theory surrounding social justice and its place and function in LIS. Subjects range from a groundwork for the history of social justice in librarianship, to connections between the sustainability of libraries achieved through the parallels of library and planetary ecology, economy, and equity. The book progresses into practical considerations for the implementation of social justice elements in the second section, including a call to action for a Critical Race Theory course as part of LIS academic course offerings (such

a course would be especially prudent in Canada, given the Canadian Federation of Library Association's Truth and Reconciliation Report). The third and final section broadens the scope of teaching social justice outside of traditional classroom settings, such as study abroad trips. The book ends with appendices for further resources and readings, as well as an index.

Overall, this volume was a good mix of higher-level critical thinking about overarching structures that bear upon social justice in LIS classrooms, as well as resources and ideas instructors could take to aid in their own implementation of social justice in their classrooms, both on campus and online. A prevalent theme agreed upon by most authors was that there does not need to be a special "social justice in LIS" class, but rather, the social justice lens should take the place of the dominant normative lens that tends to pre-exist. Whether or not the reader is in an instructional role in libraries, several points made problematize the current LIS discourse surrounding social justice issues. For instance, the notion of librarians "helping people" in fact places librarians in positions of power over users, which warrants a paradigm shift towards "partnering with users as equals" (p. 30). Similarly, the book draws attention to the language used in these social justice discourses: "Margins describe not the person or the group indicated, but power relationships [...] when we say 'public libraries are reaching out to marginalized youth' whose margins are we using?" (p. 155). This attention to language and power relationships is a particular strength of the book that makes it valuable to a wide audience.

Nicole Doro

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