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In light of social justice issues that have gained widespread attention in the past few years, such as #blacklivesmatter and immigration debates in the United States, the editors of *Teaching for Justice: Implementing Social Justice in the LIS Classroom* make the case that teaching LIS students about social justice issues has never been more important.

The impetus for the book was a half-day professional development workshop at the Association of Library and Information Science Educators’ (ALISE) conference in 2015 called “Social Justice in the LIS Classroom: Making It Happen,” organized by the editors and one of the chapter authors. The purpose of the workshop was to address “issues of social justice and their potential application in the library and information science classroom” (5). The book is intended to serve as an extension of the workshop as a way for the participants to expand on the discussion and share their ideas with a wider audience.

The intended audience for this book is instructors in LIS programs who are already engaged in or seeking to find ways to incorporate a social justice framework in their course curriculum. The book offers ideas and strategies for how to prepare students to “engage in justice oriented professional practice” (5). The term *social justice* is nuanced and is defined in a myriad of ways. The editors operationalize the term by saying that “social justice implies action” (6), and they believe that what various definitions of the term have in common is “the desire to disrupt the status quo” (7).

The structure of the book builds the reader’s knowledge of social justice teaching through stages. The introductory section on social justice theory, titled “Theoretical Frameworks for Social Justice in the LIS Curricula,” establishes various rationales for why this topic is important. The book then moves into examples of work being done by faculty and instructors in LIS classrooms, in the section aptly titled “Teaching Social Justice in the Classroom.” In particular, this section focuses on the challenges of implementing a social justice approach in one’s teaching. The final section of the book, “Teaching Social Justice outside the Classroom,” extends classroom teaching to...
examples of non-traditional classroom settings, like service learning and program exchange opportunities. Moving from theory to practice and presenting examples of social justice situated in real contexts mirrors the way an effective course would be taught, grounding the organization of the book in best teaching practices.

Overall, this book is a practical and accessible read, with each chapter's author clearly laying out their objective and focus and providing practical strategies and considerations for including social justice in LIS courses. The introduction includes succinct chapter summaries, and the appendices propose useful further reading as well as lesson plans and suggestions for syllabi. Authors are generous in sharing activities, readings, and pedagogical approaches they undertake in their classes. However, chapter 2, “Teaching for the Long Game: Sustainability as a Framework for LIS Education,” presents a theoretical work based on sustainability theory that seems out of place in this book. The author, John Burgess, writes that this chapter is both practical and persuasive, but it reads more as persuasive, to “make a case that incorporating sustainability theory into the LIS curriculum is beneficial” (51). A large portion of this chapter lays out what sustainability theory is and how the author connects it to social justice, making the chapter seem distinctly different from the more personal, experience-driven approach to teaching social justice shared by the other chapter authors. This chapter might be better suited to an edited volume dedicated to ecology and sustainability in LIS education.

A particular strength of this book is the frank honesty of the chapter authors in detailing the difficulties they have encountered in integrating social justice frameworks into their teaching. The authors are explicit about inherent vulnerabilities in taking on uncomfortable or difficult topics. Sometimes, these challenges relate to interactions with colleagues. In chapter 1, for example, Kevin Rioux recognizes a hesitation to use certain words (like activist or advocate) around colleagues who may believe in the traditional idea of libraries as neutral spaces. Rioux also writes that in an age of increased accountability in higher education, an impetus for assessment may reduce the space for social justice discourse. Or in other words, the often-heard question: It's not that X (i.e., social justice) isn't important, but how do we fit it into an already busy curriculum?

For others, the challenges are more personal in nature. In chapter 6, Sarah Park Dahlen writes about teaching a course entitled “Dismantling Racism: Social Justice and Children’s Literature” to non-LIS students. Using a particularly difficult disagreement with a student as an example, Dahlen unpacks the unspoken forces at play as the “uphill battle” of being a young non-white female and being perceived as less authoritative and more frequently challenged by students (183). In chapter 3, titled “Transgressing LIS Education,” Robin Kurz writes that from her conversations with colleagues, creating courses with social justice objectives “is likely to be more
contentious if you are a faculty member of color” (85). She shows the importance of institutional support and is candid about editing syllabi for approval and how changing the word *race* to *multicultural* in a course title made it more palatable for a majority-white faculty. Kurz demonstrates an artful negotiation to incorporating social justice into the curriculum, writing that “as a tenure-track faculty member, I decided that using less potentially objectionable language seemed the best path to teaching the course in the near future” (86).

The challenges of the changing landscape of teaching are also explored. As many courses are now taught online, difficult conversations about equity are further complicated when students will not have face-to-face time to establish classroom community. In chapter 7, Kafi Kumasi writes about replicating a “privilege walk” exercise for an online course; the pedagogical considerations shared in facilitating this activity are a valuable resource for educators navigating the complexities of an online learning environment. While several challenges are presented in the book, they are offered as learning opportunities, not as obstacles to discourage others from taking up an equity framework.

As this book focuses on examples of social justice in classrooms in the United States, extending the conversation to how this work is being taken up in a global context would be valuable. In addition, the social justice ethos presented in this book is strongly linked with the mission of public libraries. In his introductory chapter, Kevin Rioux explores the history of social movements as seen through the lens of the public library. Though he writes that public libraries are not the only library spaces where social justice work occurs, other authors in this book contribute additional examples of social justice in a public library setting. For LIS educators teaching students who may take up work in a variety of different settings, presenting ways to adapt principles of social justice to other types of libraries would be important for further exploration.

The book poses practical considerations that provide a realistic portrait of what it’s like to take up social justice issues in one’s classroom. The editors hope that this book will “spark conversations, creativity, and solidarity among LIS educators towards teaching for justice” (4). This goal is achieved, and the book provides a space to consider how social justice teaching might be infused throughout LIS curriculum. Altogether, this book provides a solid foundation on which others writing and working in the same area can build.