

University of Toronto Faculty of Information

Reading Course – Social Justice and Information Literacy Instruction Summer 2021

Course instructor: Colin Furness Email: colin.furness@utoronto.ca

Course Support: Navroop Gill Email: nk.gill@utoronto.ca

Office hours: By appointment

Time and Location: May 3, 2021 – July 19, 2021
(virtual, synchronous, Zoom meetings)

Formal course description

Students will engage with theoretical concepts and practical considerations related to post-secondary library instruction within a social justice and critical librarianship framework. The course draws attention to issues of social justice from the perspectives of professionals and students. It also focuses on applying the learned theoretical concepts and experiences from professionals in the field to develop practical strategies, lesson plans, and effective means of engagement to foster learning spaces (remote and on site) that are respectful, appreciative of, and celebrate diversity while striving for inclusion and equity.

Goals

Explore theory and practice so that students can begin to develop a social justice perspective to information literacy instruction that can provide a solid foundation for understanding one's social location, biases, and the illusion of neutrality in library and information science.

In the process, we'll explore two broad themes:

- What does it mean to practice antiracist pedagogies? How does one's social location inform their perspective of learners? How might information professionals adopt practices to create safe spaces for learners?
- How can information professionals disrupt the dynamics of power within their organizations?

Student Learning Outcomes

Students who successfully complete this course will:

1. Plan and apply strategies for antiracist pedagogy in library instruction;
2. Develop knowledge and values appropriate to their future exercise of economic, cultural, and/or social leadership, and thereby provide leadership in defining the social responsibility of information professionals

- to provide information services for all, regardless of age, educational level, or social, cultural, or ethnic background.
- 3. Develop the ability to contribute through research and publication, to the continuous expansion and critical assessment of the body of knowledge underlying the information and archives sciences.
- 4. Evaluate and adapt the librarian's position of power within the instructional classroom;
- 5. Recognize one's social location and how it shapes attitudes and behaviours;
- 6. Develop technical and software skills to better lead one-shot instruction in a library setting (remote and onsite);
- 7. Develop empathetic engagement and educational skills to engage with students and adult learnings in instructional contexts;
- 8. Become critically reflective and active on social justice issues and gaps in library settings from social justice and critical librarianship frameworks.

Course structure

Course participants will meet with the course instructor and/or course support weekly via synchronous Zoom meetings for 90-minute sessions.

Statement of acknowledgement of traditional land

We recognize that, because of the pandemic, many of us are not on the land on which the University of Toronto operates this year. We are in different lands, with their own Indigenous histories which we wish to acknowledge and respect. So, together from those different lands, *we wish to acknowledge this land on which the University of Toronto operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and most recently, the Mississaugas of the Credit River. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.*

Course Outline

Date	Topics	Notes
Class 1 Week of May 3, 2021	<p>TOPIC: Introduction to Social Justice and Education in Libraries</p> <p>Readings:</p> <p>Pagowsky, N., & McElroy, K. (2016) Introduction. In N. Pagowsky & K. McElroy (Eds.), <i>Critical Library Pedagogy Handbook: Essays and Workbook Activities</i>, (1st ed., pp. xvii-xxi). Association of College and Research Libraries, 2016. ProQuest Ebook Central, https://ebookcentral-proquest-com.myaccess.library.utoronto.ca/lib/utoronto/detail.action?docID=4692824</p> <p>Gregory, L., & Higgens, H. (2013) Introduction. In S. Higgins & L. Gregory (Eds.), <i>Information literacy and social justice: Radical professional praxis</i>, (1st ed., pp. 205-218). Library Juice Press.</p> <p>Leung, S. Y., & López-McKnight, J. R. (2020). Dreaming Revolutionary Futures: Critical Race's Centrality to Ending White Supremacy. <i>Communications in Information Literacy</i>, 14 (1), 12-26. Retrieved from https://pdxscholar.library.pdx.edu/comminfolit/vol14/iss1/2</p>	
Class 2 Week of May 10, 2021	<p>TOPIC: Neoliberalism and Information Literacy Instruction</p> <p>Readings:</p> <p>Nicholson, K.P. (2016). "Taking back" information literacy: Time and the one-shot in the neoliberal university. In N. Pagowsky & K. McElroy (Eds.), <i>Critical Library Pedagogy Handbook: Essays and Workbook Activities</i>, (1st ed., pp. 25-40). Association of College and Research Libraries, 2016. ProQuest Ebook Central, https://ebookcentral-proquest-com.myaccess.library.utoronto.ca/lib/utoronto/detail.action?docID=4692824</p> <p>Enright, N.F. (2013). The violence of information literacy: Neoliberalism and the human as capital. In S.</p>	

	<p>Higgins & L. Gregory (Eds.), <i>Information literacy and social justice: Radical professional praxis</i>, (1st ed., pp. 15-38). Library Juice Press.</p> <p>Seale, M. (2013). The neoliberal library. In S. Higgins & L. Gregory (Eds.), <i>Information literacy and social justice: Radical professional praxis</i>, (1st ed., pp. 39-62). Library Juice Press.</p> <p>Gregory, L., & Higgins, S. (2013). Forces of oppression in the information landscape: Free speech and censorship in the United States. In S. Higgins & L. Gregory (Eds.), <i>Information literacy and social justice: Radical professional praxis</i>, (1st ed., pp. 185-204). Library Juice Press.</p>	
<p>Class 3 Week of May 17, 2021</p>	<p>TOPIC: Instructional Theory</p> <p>Readings:</p> <p>Ireland, A. P. (2016). Queering Library Instruction for Composition: Embracing the Failure. In N. Pagowsky & K. McElroy (Eds.), <i>Critical Library Pedagogy Handbook: Essays and Workbook Activities</i>, (1st ed., pp. 139-150). Association of College and Research Libraries, 2016. ProQuest Ebook Central, https://ebookcentral-proquest-com.myaccess.library.utoronto.ca/lib/utoronto/detail.action?docID=4692824</p> <p>Graf, A. J. (2016). Learning from Teaching: A Dialogue of Risk and Reflection. In N. Pagowsky & K. McElroy (Eds.), <i>Critical Library Pedagogy Handbook: Essays and Workbook Activities</i>, (1st ed., pp. 9-14). Association of College and Research Libraries, 2016. ProQuest Ebook Central, https://ebookcentral-proquest-com.myaccess.library.utoronto.ca/lib/utoronto/detail.action?docID=4692824</p> <p>Witek, D. (2016). Developing a “Critical Pedagogy Disposition”. In N. Pagowsky & K. McElroy (Eds.), <i>Critical Library Pedagogy Handbook: Essays and Workbook Activities</i>, (1st ed., pp. 207-212). Association of College and Research Libraries, 2016. ProQuest Ebook Central, https://ebookcentral-proquest-com.myaccess.library.utoronto.ca/lib/utoronto/detail.action?docID=4692824</p>	

	<p>proquest-com.myaccess.library.utoronto.ca/lib/utoronto/detail.action?docID=4692824</p> <p>Skinner, J. (2016). Information Worlds and You: Harnessing Theory for Instruction. In N. Pagowsky & K. McElroy (Eds.), <i>Critical Library Pedagogy Handbook: Essays and Workbook Activities</i>, (1st ed., pp. 243-246). Association of College and Research Libraries, 2016. ProQuest Ebook Central, https://ebookcentral-proquest-com.myaccess.library.utoronto.ca/lib/utoronto/detail.action?docID=4692824</p> <p>Van Arnhem, J-P. (2016). How to Get to the Library from Here, There, and Everywhere! In N. Pagowsky & K. McElroy (Eds.), <i>Critical Library Pedagogy Handbook: Lesson Plans</i>, (1st ed., pp. 227-234). Association of College and Research Libraries, 2016. ProQuest Ebook Central, https://ebookcentral-proquest-com.myaccess.library.utoronto.ca/lib/utoronto/detail.action?docID=4692821</p> <p>ACRL Board. (2015, February 9). <i>Framework for information literacy for higher education</i>. Association of College & Research Libraries (ACRL). http://www.ala.org/acrl/standards/ilframework</p>	
Class 4 Week of May 24, 2021	<p>TOPIC: Critical Information Literacy</p> <p>Readings:</p> <p>Harker, Y. S. (2013). Critical legal information literacy: Legal information as a social construct. In S. Higgins & L. Gregory (Eds.), <i>Information literacy and social justice: Radical professional praxis</i>, (1st ed., pp. 205-218). Library Juice Press.</p> <p>Critten, J., & Stanfield, A. G. (2016). Social constructivism and critical information literacy. In N. Pagowsky & K. McElroy (Eds.), <i>Critical Library Pedagogy Handbook: Essays and Workbook Activities</i>, (1st ed., pp. 85-92). Association of College and Research Libraries, 2016. ProQuest Ebook Central, https://ebookcentral-proquest-</p>	

	<p>com.myaccess.library.utoronto.ca/lib/utoronto/detail.action?docID=4692824</p> <p>Beilin, I. (2016). How unplanned events can sharpen the critical focus in information literacy instruction. In N. Pagowsky & K. McElroy (Eds.), <i>Critical Library Pedagogy Handbook: Essays and Workbook Activities</i>, (1st ed., pp. 17-24). Association of College and Research Libraries, 2016. ProQuest Ebook Central, https://ebookcentral-proquest-com.myaccess.library.utoronto.ca/lib/utoronto/detail.action?docID=4692824</p> <p>Galoozis, E., & Pinto, C. (2016). Cultivating a mind of one's own: Drawing on critical information literacy and liberal education. In N. Pagowsky & K. McElroy (Eds.), <i>Critical Library Pedagogy Handbook: Essays and Workbook Activities</i>, (1st ed., pp. 161-170). Association of College and Research Libraries, 2016. ProQuest Ebook Central, https://ebookcentral-proquest-com.myaccess.library.utoronto.ca/lib/utoronto/detail.action?docID=4692824</p> <p>Battista, A., & Conte, J. (2016). Teaching with data: Visualization and information as a critical process. In N. Pagowsky & K. McElroy (Eds.), <i>Critical Library Pedagogy Handbook: Lesson Plans</i>, (1st ed., pp. 147-154). Association of College and Research Libraries, 2016. ProQuest Ebook Central, https://ebookcentral-proquest-com.myaccess.library.utoronto.ca/lib/utoronto/detail.action?docID=4692821</p> <p>Tewell, E. (2015). A Decade of Critical Information Literacy: A Review of the Literature. <i>Communications in Information Literacy</i>, 9(1), 24-43. https://doi.org/10.15760/comminfolt.2015.9.1.174</p> <p>Drabinski, E. (2019). What is critical about critical librarianship? <i>Art Libraries Journal</i>, 44(2), 49-57. doi:10.1017/alj.2019.3 https://academicworks.cuny.edu/gc_pubs/537/</p>	
Class 5	<p>TOPIC: Power and Instruction</p> <p>Readings:</p>	

Week of May 31, 2021	<p>Swygart-Hobaugh, A. J. (2013). Information – power to the people: Students and librarians dialoguing about power, social justice, and information. In S. Higgins & L. Gregory (Eds.), <i>Information literacy and social justice: Radical professional praxis</i>, (1st ed., pp. 219-246). Library Juice Press.</p> <p>Mens, E. (2016). Course materials: Reinforcing dominant narratives or challenging mindsets. In N. Pagowsky & K. McElroy (Eds.), <i>Critical Library Pedagogy Handbook: Essays and Workbook Activities</i>, (1st ed., pp. 239-242). Association of College and Research Libraries, 2016. ProQuest Ebook Central, https://ebookcentral-proquest-com.myaccess.library.utoronto.ca/lib/utoronto/detail.action?docID=4692824</p> <p>Seeber, K. P. (2016). The failed pedagogy of punishment: Moving discussions of plagiarism beyond detection and discipline. In N. Pagowsky & K. McElroy (Eds.), <i>Critical Library Pedagogy Handbook: Essays and Workbook Activities</i>, (1st ed., pp. 131-138). Association of College and Research Libraries, 2016. ProQuest Ebook Central, https://ebookcentral-proquest-com.myaccess.library.utoronto.ca/lib/utoronto/detail.action?docID=4692824</p> <p>Wallis, L. (2016). Mapping power and privilege in scholarly conversations. In N. Pagowsky & K. McElroy (Eds.), <i>Critical Library Pedagogy Handbook: Lesson Plans</i>, (1st ed., pp. 1-8). Association of College and Research Libraries, 2016. ProQuest Ebook Central, https://ebookcentral-proquest-com.myaccess.library.utoronto.ca/lib/utoronto/detail.action?docID=4692821</p> <p>Tewell, E., & Angell, K. (2016). Authority and source evaluation in the critical library classroom. In N. Pagowsky & K. McElroy (Eds.), <i>Critical Library Pedagogy Handbook: Lesson Plans</i>, (1st ed., pp. 49-58). Association of College and Research Libraries, 2016. ProQuest Ebook Central, https://ebookcentral-proquest-com.myaccess.library.utoronto.ca/lib/utoronto/detail.action?docID=4692821</p>	
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	<p>Espinel, N. (2016). Question authority and be an authority: The future belongs to us. In N. Pagowsky & K. McElroy (Eds.), <i>Critical Library Pedagogy Handbook: Lesson Plans</i>, (1st ed., pp. 21-26). Association of College and Research Libraries, 2016. <i>ProQuest Ebook Central</i>, https://ebookcentral-proquest-com.myaccess.library.utoronto.ca/lib/utoronto/detail.action?docID=4692821</p> <p>Goodman, X. (2016). Questioning health sciences authority. In N. Pagowsky & K. McElroy (Eds.), <i>Critical Library Pedagogy Handbook: Lesson Plans</i>, (1st ed., pp. 131-138). Association of College and Research Libraries, 2016. <i>ProQuest Ebook Central</i>, https://ebookcentral-proquest-com.myaccess.library.utoronto.ca/lib/utoronto/detail.action?docID=4692821</p> <p>Brooke, F., Ellenwood, D., & Lazzaro, A.E. (2015). In Pursuit of Antiracist Social Justice: Denaturalizing Whiteness in the Academic Library. <i>Library Trends</i>, 64 (2), 246-284. https://doi.org/10.1353/lib.2015.0048</p>	
Class 6 Week of June 7, 2021	<p>TOPIC: Barriers to Instruction</p> <p>Readings:</p> <p>Keer, G. (2016). Barriers to Critical Pedagogy in Information Literacy Teaching. In N. Pagowsky & K. McElroy (Eds.), <i>Critical Library Pedagogy Handbook: Essays and Workbook Activities</i>, (1st ed., pp. 65-72). Association of College and Research Libraries, 2016. <i>ProQuest Ebook Central</i>, https://ebookcentral-proquest-com.myaccess.library.utoronto.ca/lib/utoronto/detail.action?docID=4692824</p> <p>Schlesselman-Tarango, G., & Suderman, F. (2016). Critical Pedagogy and the Information Cycle: A Practical Application. In N. Pagowsky & K. McElroy (Eds.), <i>Critical Library Pedagogy Handbook: Lesson Plans</i>, (1st ed., pp. 59-69). Association of College and Research Libraries, 2016. <i>ProQuest Ebook Central</i>, https://ebookcentral-proquest-</p>	

	<p>com.myaccess.library.utoronto.ca/lib/utoronto/detail.action?docID=4692821</p> <p>Donovan, C., & O'Donnell, S. (2013). The Tyranny of Tradition: How Information Paradigms Limit Librarians' Teaching and Student Scholarship. In S. Higgins & L. Gregory (Eds.), <i>Information literacy and social justice: Radical professional praxis</i>, (1st ed., pp. 121-39). Library Juice Press.</p>	
<p>Class 7 Week of June 14, 2021</p>	<p>TOPIC: Praxis and Information Literacy Instruction</p> <p>Readings:</p> <p>Jacobs, H. L. M. (2016). Falling out of praxis: Reflection as a pedagogical habit of mind. In N. Pagowsky & K. McElroy (Eds.), <i>Critical Library Pedagogy Handbook: Essays and Workbook Activities</i>, (1st ed., pp. 1-8). Association of College and Research Libraries, 2016. ProQuest Ebook Central, https://ebookcentral-proquest-com.myaccess.library.utoronto.ca/lib/utoronto/detail.action?docID=4692824</p> <p>Baer, A. (2013). Critical information literacy in the college classroom: Exploring scholarly knowledge production through the digital humanities. In S. Higgins & L. Gregory (Eds.), <i>Information literacy and social justice: Radical professional praxis</i>, (1st ed., pp. 99-120). Library Juice Press.</p> <p>Leonard, A., & Smale, M. A. The Three-Credit Solution: Social Justice in an Information Literacy Course. In S. Higgins & L. Gregory (Eds.), <i>Information literacy and social justice: Radical professional praxis</i>, (1st ed., pp. 143-161). Library Juice Press.</p> <p>Ryan, P., & Sloniowsky, L. The Public Academic Library: Friction in the Teflon. In S. Higgins & L. Gregory (Eds.), <i>Information literacy and social justice: Radical professional praxis</i>, (1st ed., pp. 275-296). Library Juice Press.</p>	

	<p>Tewell, E. (2018). The Practice and Promise of Critical Information Literacy: Academic Librarians' Involvement in Critical Library Instruction. <i>College & Research Libraries</i>, 79(1), 10. doi:https://doi.org/10.5860/crl.79.1.10</p>	
Class 8 Week of June 21, 2021	<p>TOPIC: Traditional Instruction Subjects – aka What You Can Normally Be Expected to Teach</p> <p>Readings:</p> <p>Williams, P. (2016). What is possible: Setting the stage for co-exploration in archives and special collections. In N. Pagowsky & K. McElroy (Eds.), <i>Critical Library Pedagogy Handbook: Essays and Workbook Activities</i>, (1st ed., pp. 111-120). Association of College and Research Libraries, 2016. ProQuest Ebook Central, https://ebookcentral-proquest-com.myaccess.library.utoronto.ca/lib/utoronto/detail.action?docID=4692824</p> <p>Polkinghorne, S. (2016). Critical consciousness and search: An introductory visualization. In N. Pagowsky & K. McElroy (Eds.), <i>Critical Library Pedagogy Handbook: Lesson Plans</i>, (1st ed., pp. 81-86). Association of College and Research Libraries, 2016. ProQuest Ebook Central, https://ebookcentral-proquest-com.myaccess.library.utoronto.ca/lib/utoronto/detail.action?docID=4692821</p> <p>Berg, J. (2016). Googling Google: Search engines as market actors in library instruction. In N. Pagowsky & K. McElroy (Eds.), <i>Critical Library Pedagogy Handbook: Lesson Plans</i>, (1st ed., pp. 87-94). Association of College and Research Libraries, 2016. ProQuest Ebook Central, https://ebookcentral-proquest-com.myaccess.library.utoronto.ca/lib/utoronto/detail.action?docID=4692821</p> <p>Yamauchi, H. (2016). Where SHOULD these books go?. In N. Pagowsky & K. McElroy (Eds.), <i>Critical Library Pedagogy Handbook: Lesson Plans</i>, (1st ed., pp. 125-130). Association of College and Research Libraries, 2016. ProQuest Ebook Central,</p>	

	<p>https://ebookcentral-proquest-com.myaccess.library.utoronto.ca/lib/utoronto/detail.action?docID=4692821</p> <p>Beatty, J.F. (2016). Zotero: A tool for constructionist learning in critical information literacy. In N. Pagowsky & K. McElroy (Eds.), <i>Critical Library Pedagogy Handbook: Lesson Plans</i>, (1st ed., pp. 147-154). Association of College and Research Libraries, 2016. <i>ProQuest Ebook Central</i>, https://ebookcentral-proquest-com.myaccess.library.utoronto.ca/lib/utoronto/detail.action?docID=4692821</p>	
Class 9 Week of June 28, 2021	<p>TOPIC: Culture, Appropriation, and the Information Literacy Classroom</p> <p>Readings:</p> <p>Rowland, D. (2016). Fresh techniques: Getting ready to use hip=hop in the classroom. In N. Pagowsky & K. McElroy (Eds.), <i>Critical Library Pedagogy Handbook: Essays and Workbook Activities</i>, (1st ed., pp. 233-238). Association of College and Research Libraries, 2016. <i>ProQuest Ebook Central</i>, https://ebookcentral-proquest-com.myaccess.library.utoronto.ca/lib/utoronto/detail.action?docID=4692824</p> <p>Ellenwood, D., & Blanchat, K. (2016). Fresh techniques: Hip hop and library research. In N. Pagowsky & K. McElroy (Eds.), <i>Critical Library Pedagogy Handbook: Lesson Plans</i>, (1st ed., pp. 197-206). Association of College and Research Libraries, 2016. <i>ProQuest Ebook Central</i>, https://ebookcentral-proquest-com.myaccess.library.utoronto.ca/lib/utoronto/detail.action?docID=4692821</p> <p>Ellenwood, D. (2013). Hip-hop and information literacy: Critically incorporating hip-hop in information literacy instruction. In S. Higgins & L. Gregory (Eds.), <i>Information literacy and social justice: Radical professional praxis</i>, (1st ed., pp. 163-184). Library Juice Press.</p> <p>Gilgan, A. (2016). Teaching with Riot: An Active Learning Session at the Intersections of Authenticity</p>	

	<p>and Social Justice Grrrl. In N. Pagowsky & K. McElroy (Eds.), <i>Critical Library Pedagogy Handbook: Lesson Plans</i>, (1st ed., pp. 103-107). Association of College and Research Libraries, 2016. <i>ProQuest Ebook Central</i>, https://ebookcentral-proquest-com.myaccess.library.utoronto.ca/lib/utoronto/detail.action?docID=4692821</p>	
<p>Class 10 Week of July 5, 2021</p>	<p>TOPIC: Collaboration and Instruction</p> <p>Readings:</p> <p>Sweet, C. A. Information Literacy and Service-Learning: Creating Powerful Synergies. In S. Higgins & L. Gregory (Eds.), <i>Information literacy and social justice: Radical professional praxis</i>, (1st ed., pp. 248-274). Library Juice Press.</p> <p>Hochman, J. (2016). Collaborative Pedagogies: LIS Courses and Public Library Partnerships. In N. Pagowsky & K. McElroy (Eds.), <i>Critical Library Pedagogy Handbook: Essays and Workbook Activities</i>, (1st ed., pp. 101-109). Association of College and Research Libraries, 2016. ProQuest Ebook Central, https://ebookcentral-proquest-com.myaccess.library.utoronto.ca/lib/utoronto/detail.action?docID=4692824</p> <p>Ramos, M., et al. (2016) Leave Your “Expert” Hat at the Door: Embracing Critical Pedagogy to Create a Community of Librarian Learners. In N. Pagowsky & K. McElroy (Eds.), <i>Critical Library Pedagogy Handbook: Essays and Workbook Activities</i>, (1st ed., pp. 197-201). Association of College and Research Libraries, 2016. ProQuest Ebook Central, https://ebookcentral-proquest-com.myaccess.library.utoronto.ca/lib/utoronto/detail.action?docID=4692824</p> <p>Watson, M., & Ellenwood, D. (2016). Starting Small: Practicing Critical Pedagogy through Collective Conversation. In N. Pagowsky & K. McElroy (Eds.), <i>Critical Library Pedagogy Handbook: Essays and Workbook Activities</i>, (1st ed., pp. 203-206). Association of College and Research Libraries, 2016. ProQuest Ebook Central, https://ebookcentral-proquest-com.myaccess.library.utoronto.ca/lib/utoronto/detail.action?docID=4692824</p>	

	<p>com.myaccess.library.utoronto.ca/lib/utoronto/detail.action?docID=4692824</p> <p>Smale, M. A., & Francoeur, S. (2016). Moving Students to the Center through Collaborative Documents in the Classroom. In N. Pagowsky & K. McElroy (Eds.), <i>Critical Library Pedagogy Handbook: Lesson Plans</i>, (1st ed., pp. 9-14). Association of College and Research Libraries, 2016. <i>ProQuest Ebook Central</i>, https://ebookcentral-proquest-com.myaccess.library.utoronto.ca/lib/utoronto/detail.action?docID=4692821</p>	
<p>Class 11 Week of July 12, 2021</p>	<p>TOPIC: Alternative Information Sources and Places</p> <p>Readings:</p> <p>Wooten, K. (2016). Zines as Primary Sources. In N. Pagowsky & K. McElroy (Eds.), <i>Critical Library Pedagogy Handbook: Lesson Plans</i>, (1st ed., pp. 95-101). Association of College and Research Libraries, 2016. <i>ProQuest Ebook Central</i>, https://ebookcentral-proquest-com.myaccess.library.utoronto.ca/lib/utoronto/detail.action?docID=4692821</p> <p>Potter, R., & Sellie, A. (2016). Zines in the Classroom: Critical Librarianship and Participatory Collections. In N. Pagowsky & K. McElroy (Eds.), <i>Critical Library Pedagogy Handbook: Lesson Plans</i>, (1st ed., pp. 117-124). Association of College and Research Libraries, 2016. <i>ProQuest Ebook Central</i>, https://ebookcentral-proquest-com.myaccess.library.utoronto.ca/lib/utoronto/detail.action?docID=4692821</p> <p>Seale, M. (2016). Carrots in the Brownies: Incorporating Critical Librarianship in Unlikely Places. In N. Pagowsky & K. McElroy (Eds.), <i>Critical Library Pedagogy Handbook: Essays and Workbook Activities</i>, (1st ed., pp. 229-232). Association of College and Research Libraries, 2016. ProQuest Ebook Central, https://ebookcentral-proquest-com.myaccess.library.utoronto.ca/lib/utoronto/detail.action?docID=4692824</p>	

	<p>Schroeder, R. (2016). Resistance Is Fertile: (Or Everything I Know about Teaching I Learned in Yoga Class). In N. Pagowsky & K. McElroy (Eds.), <i>Critical Library Pedagogy Handbook: Essays and Workbook Activities</i>, (1st ed., pp. 213-216). Association of College and Research Libraries, 2016. ProQuest Ebook Central, https://ebookcentral-proquest-com.myaccess.library.utoronto.ca/lib/utoronto/detail.action?docID=4692824</p>	
<p>Week 12 Week of July 19, 2021</p>	<p>TOPIC: Critical Reflection and Social Location – Self- and Learner-Reflection as Practice</p> <p>Readings:</p> <p>Prescott, M. K. (2016). Using personal reflection to incorporate antiracist pedagogy in library instruction. In N. Pagowsky & K. McElroy (Eds.), <i>Critical Library Pedagogy Handbook: Essays and Workbook Activities</i>, (1st ed., pp. 217-222). Association of College and Research Libraries, 2016. ProQuest Ebook Central, https://ebookcentral-proquest-com.myaccess.library.utoronto.ca/lib/utoronto/detail.action?docID=4692824</p> <p>Goodman, X. (2016). Critical self-reflection: Moving inward to provide outward service. In N. Pagowsky & K. McElroy (Eds.), <i>Critical Library Pedagogy Handbook: Essays and Workbook Activities</i>, (1st ed., pp. 223-228). Association of College and Research Libraries, 2016. ProQuest Ebook Central, https://ebookcentral-proquest-com.myaccess.library.utoronto.ca/lib/utoronto/detail.action?docID=4692824</p> <p>Cooke, N.A. (2016). Documenting your critical journey. In N. Pagowsky & K. McElroy (Eds.), <i>Critical Library Pedagogy Handbook: Essays and Workbook Activities</i>, (1st ed., pp. 247-250). Association of College and Research Libraries, 2016. ProQuest Ebook Central, https://ebookcentral-proquest-com.myaccess.library.utoronto.ca/lib/utoronto/detail.action?docID=4692824</p> <p>Garcia, K. (2016). Finding and analyzing information for action and reflection: Possibilities and limitations</p>	

	<p>of popular education in one-shot library instruction. In N. Pagowsky & K. McElroy (Eds.), <i>Critical Library Pedagogy Handbook: Essays and Workbook Activities</i>, (1st ed., pp. 93-100). Association of College and Research Libraries, 2016. ProQuest Ebook Central, https://ebookcentral-proquest-com.myaccess.library.utoronto.ca/lib/utoronto/detail.action?docID=4692824</p>	
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Overview of evaluation

What	Due	Value
<p>Podcast Conversations</p> <p>Via podcast format in pairs, learners will create 20-minute podcasts in which topics of the week are discussed. In these podcasts, learners will explore what they want to get from the course, reflect on assignments or readings, and/or what questions they still have about social justice and library instruction. Submission format: MP3.</p> <p>Supporting document:</p> <p>Almeida, N. (2016). Podcasting as pedagogy. In N. Pagowsky & K. McElroy (Eds.), <i>Critical Library Pedagogy Handbook: Lesson Plans</i>, (1st ed., pp. 27-40). Association of College and Research Libraries, 2016. <i>ProQuest Ebook Central</i>, https://ebookcentral-proquest-com.myaccess.library.utoronto.ca/lib/utoronto/detail.action?docID=4692821</p>	Weeks 4, 8, 12	3 x 10%
<p>Interviewing Academic Librarians Supporting Social Justice Work</p> <p>Learners will reach out to perform one interview with an academic librarian known for social justice work. Using Wordpress, learners will create a website on which they will create two blog posts about the interview. Additionally, learners will create webpages to share at least three different readings (scholarly or professional blogs) and at least three different multimedia sources (videos, podcasts, infographics, etc.) based on topics related to the interview. For each source shared on the Wordpress site, the learner will explain their rationale for sharing the selected resource.</p>	Week 6	20%

Summarizing Manuscript Using the following prompt, “what does it mean to practice antiracist pedagogies?” learners will pair up and develop a paper which meets the criteria of the JELIS publication. Learners should consider all the student learning outcomes as well as: <ul style="list-style-type: none">• What do students need to learn?• How might this be taught?• What do LIS faculty need to move forward?	Weeks 3, 7, 12	50% (Proposal 10%, Literature Review 10%, Final paper 30%)
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Late submissions of work

Workshops must be taught at the scheduled time and cannot be re-scheduled unless there's a medical reason.

Assignments should be uploaded into Quercus by the beginning of class on the day they are due. If you need extra time, please email me in advance and I will respond on a case-by-case basis. However, the assignments and their due dates have been set up in such a way as to enable scaffolding. If you submit an assignment late, I may not be able to return it in a timely fashion and this could have an adverse impact on subsequent assignments.

Accessibility

Students with diverse learning styles and needs are welcome in this course. If you have an accessibility issue or health consideration that may require accommodations, please feel free to approach the instructor and / or the Accessibility Services Office as soon as possible. The instructor will work with you and the Accessibility Services Office to ensure you can achieve your learning goals in this course. Enquiries are confidential.

The Accessibility Services Office is located on the first floor of the Robarts Library, and can be reached at 416-978-8060 or accessibility.services@utoronto.ca.

Accessibility Services staff are available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations. Additional information: <http://discover.utoronto.ca/students-with-a-disability>.

Copyright

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