Sharing our Value through Critical Librarianship

Mary Kickham-Samy, Marygrove College

Joshua Neds-Fox, Wayne State University

Susan Ponischil, Grand Valley State University

Virginia C. Thomas, Wayne State University

Zoë McLaughlin, Moderator

Michigan Academic Library Association Annual Conference

Saginaw Valley State University

May 2019

Welcome

WHY LIBRARY LEADERS SHOULD CARE ABOUT
CRITICAL LIBRARIANSHIP
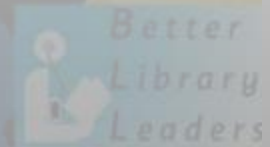
Better Library Leaders

Image credit: http://betterlibraryleaders.com/2016/05/19/why-library-leaders-should-care-about-critical-librarianship/

Critical Librarianship

"Critlib is short for "critical librarianship", a movement of library workers dedicated to bringing social justice principles into our work in libraries. We aim to engage in discussion about critical perspectives on library practice. Recognizing that we all work under regimes of white supremacy, capitalism, and a range of structural inequalities, how can our work as librarians intervene in and disrupt those systems?"

critlib. (n.d.) about/join the discussion. Retrieved from http://critlib.org/about

"Critical theory is a framework for understanding social structures and social phenomena by examining struggles between domination and liberation. It is a critical way of looking at the world through the lens of power: who has the power, who doesn't have power, and what are the consequences of this dynamic."

Branum, C., & Masland, T. (2017). Critical library management: Administrating for equity. *Critical Librarianship, 23*(2), 28-36. Retrieved from https://commons.pacificu.edu/cgi/viewcontent.cgi?article=1898&context=olaq

"According to Elaine Harger, librarians that practice critical librarianship strive to communicate the ways in which libraries and librarians consciously and unconsciously support systems of oppression. Critical librarianship seeks to be transformative, empowering, and a direct challenge to power and privilege."

Garcia, K. (2015, June 19). Keeping up with… Critical librarianship. Retrieved from http://www.ala.org/acrl/publications/keeping_up_with/critlib

Critical Information Literacy

Mary Kickham-Samy

Marygrove College, Detroit

Critical Information Literacy and Empowering Our Students: My Perspective

Elmborg, J. (2006). Critical information literacy: Implications for instructional practice. *The Journal of Academic Librarianship, 32*(2), 192-199.

Gee, J. P. (2008). *Social linguistics and literacies: Ideology in discourses* (3rd ed.). New York: Routledge.
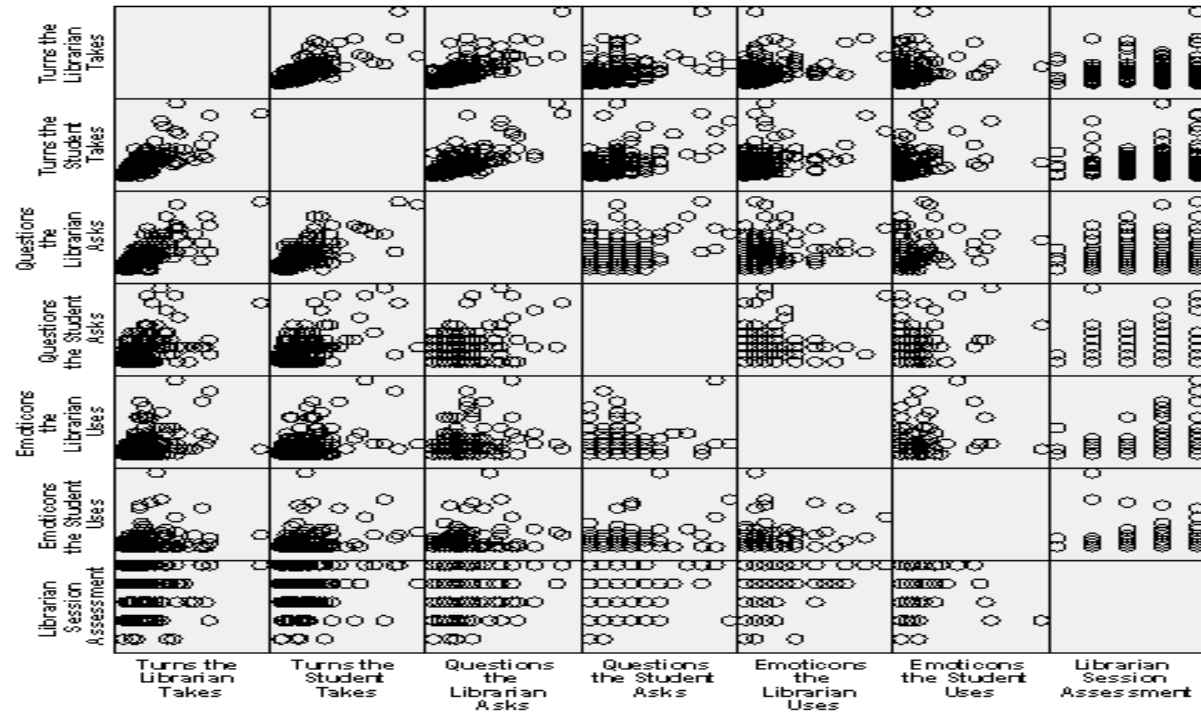
Vygotsky, L.S. (1962). *Mind in society: The development of higher psychological processes.* Cambridge, MA: Harvard University Press.

Critical Information Literacy and Empowering Our Students: My Experience

Participation variables	N	Minimum	Maximum	Mean	Std. Deviation
Session Length	250	1.68	58.17	16.20	10.87
Librarian turns	250	1	124	18.06	15.69
Librarian questions	250	0	23	4.00	3.80
Librarian emoticons	250	0	14	1.28	2.10
Student turns	250	1	80	12.56	11.40
Student questions	250	0	10	1.47	1.67
Student emoticons	250	0	25	1.11	2.88

Kickham-Samy, M (2010). Balance of power and negotiation of meaning in virtual veference learning environments. In M. L. Radford & R. D. Lankes (Eds.), *Reference renaissance: Current & future trends*. (pp. 55-70). New York : Neal-Schuman.

Critical Information Literacy and Empowering Our Students: My Experience

Critical Information Literacy and Empowering Our Students: My Experience

Lecture
vs.
Tutoring

Graesser, A.C., Person, N.K., & Magliano, J.P. (1995). Collaborative dialogue patterns in naturalistic one-to-one tutoring. *Applied Cognitive Psychology, 9*, 495-522.

Critical Information Literacy and Empowering Our Students: My Experience

Two discourses:
- our native discourse, and
- our acquired discourses

Gee, J. P. (2005). *An introduction to discourse analysis: Theory and method* (2nd ed.). London: Routledge.

Critical Information Literacy and Empowering Our Students: My Experience

Student: ty

Student: Thank you

(Student aligning her discourse with with what she perceives as the librarian's more formal, academic expectations.)

Kickham-Samy, M. (2012). The tutorial dialogue and problem solving in virtual reference interactions. In M. L. Radford (Ed.). *Leading the reference renaissance: Today's ideas for tomorrow's cutting edge services* (pp. 47-61). New York: Neal-Schuman.

Critical Information Literacy and Empowering Our Students: Application

Information Literacy Instruction: A New Landscape

1. The reference interview => tutorial dialogue.
2. The "one-shot" => self-instructional, self-paced, web-based modules
3. Three-credit courses in critical information literacy

Critical Librarianship and Library Publishing

Joshua Neds-Fox

Wayne State University, Detroit

Lippincott, S. K. (2016). The Library Publishing Coalition: Organizing Libraries to Enhance Scholarly Publishing. *Insights 29*(2): 186–91. DOI: http://doi.org/10.1629/uksg.296

Roh, C. (2016). Library publishing and diversity values: Changing scholarly publishing through policy and scholarly communication education. *College & Research Libraries News*, *77*(2). Available at https://crln.acrl.org/index.php/crlnews/article/view/9446/10680

Brown, J., Ferretti, J. A., Leung, S. & Menéndez-Brady, M. (2018). We here: Speaking our truth. *Library Trends, 67*(1). Available at https://escholarship.org/uc/item/5cb040z6

Eileen Joy

Eileen is a specialist in Old English literary studies and cultural studies, as well as a para-academic rogue, and a publisher, with interests in poetry and poetics, historiography, ethics, and embodiments, queer studies, speculative realism, object-oriented ontology, the ecological, the post/human, and scholarly communications. She is the Lead Ingenitor of the BABEL Working Group, Editor of *postmedieval: a journal of medieval cultural studies*, Founding Director of the open-access academic press punctum books: spontaneous acts of scholarly combustion, and Associate Director of punctum records. She lives in Santa Barbara, California where she also works with faculty, librarians, and students at UC-Santa Barbara on various open-access and maker lab initiatives.

Safiya Noble

Safiya is an assistant professor in the Department of Information Studies in the Graduate School of Education and Information Studies at UCLA. She also holds appointments in the Departments of African American Studies, Gender Studies, and Education. Her research on the design and use of applications on the Internet is at the intersection of race, gender, culture, and technology. Her forthcoming monograph interrogates the social justice implications of racist and sexist algorithmic bias (forthcoming, NYU Press). She currently serves as an Associate Editor for the *Journal of Critical Library and Information Studies*, and is the co-editor of two books: *The Intersectional Internet: Race, Sex, Culture and Class Online* (Peter Lang, Digital Formations, 2016), and *Emotions, Technology & Design* (Elsevier, 2015). Safiya holds a Ph.D. and M.S. in library & information science from the University of Illinois at Urbana-Champaign, and a B.A. in sociology from California State University, Fresno with an emphasis on African American/ethnic Studies.

Noble, S. (2017, March 21). *Social justice and library publishing*. Keynote presented at the 2017 Library Publishing Forum, Baltimore, MD. Available at https://www.periscope.tv/w/1yNGaPXEjXbKj?t=1

Roh, C., Drabinski, E., & Inefuku, H. (2016, May 18). *Librarian engagement and social justice in publishing*. Plenary session presented at the 2016 Library Publishing Forum, Denton, TX. Available at https://librarypublishing.org/wp-content/uploads/2016/05/lpc_lpforum16_slides_roh-inefuku-drabinski.pdf

An Ethical Framework for Library Publishing 1.0

https://librarypublishing.org/resources/ethical-framework/

This document supports libraries and other mission-driven publishers by providing resources and guidance in a number of ethical areas. The framework provides high-level topic overviews, highlights existing resources, and identifies areas where further research or support is needed.

An Ethical Framework for Library Publishing

Jason Boczar, *University of South Florida*   Follow

Nina Collins, *Purdue University*   Follow

Rebel Cummings-Sauls, *Florida Academic Library Services*   Follow
Cooperative

Terri Fishel, *Macalester College*   Follow

Valerie Horton, *Minitex*   Follow

Harrison W. Inefuku, *Iowa State University*   Follow

Sarah Melton, *Boston College Libraries*   Follow

Joshua Neds-Fox, *Wayne State University*   Follow

Wendy C. Robertson, *University of Iowa*   Follow

Charlotte Roh, *University of San Francisco*   Follow

Melanie Schlosser, *Educopia*   Follow

Jaclyn Sipovic, *University of Michigan*   Follow

Camille Thomas, *Texas Tech University Libraries*   Follow

Monica Westin, *California Digital Library*   Follow

Editors
Jason Boczar, University of South Florida (Ethical Framework Task Force chair); **Joshua Neds-Fox**, Wayne State University Libraries; **Charlotte Roh**, University of San Francisco (2017-2018 LPC Fellow); **Melanie Schlosser**, Library Publishing Coalition

Coalition on Publication Ethics. (2017). ***Core practices.*** Retrieved from https://publicationethics.org/core-practices

Critical Librarianship and Critical Cataloging

Susan Ponischil

Grand Valley State University, Grand Rapids

Policy and Standards Division [PSD]

Process for Adding and Revising
Library of Congress Subject Headings

Sandy Berman's   LAST STAND

*"For 26 years Hennepin County's **head cataloger led the charge for libraries of, by, and for the people**. When he took aim at a new target this spring, his boss fired back."*

Sandy Berman Subject Heading Suggestions

WHITE PRIVILEGE

SEX WORKERS

INDUSTRIAL POLLUTION

DRONE WARFARE

REVENGE PORN

ANARCHA-FEMINISM

WAR PROFITEERING

MASS INCARCERATION

DEMOCRATIC SOCIALISM

CLIMATE CHANGE DENIALISM

ANTIVACCINE MOVEMENT

NATIVE AMERICAN HOLOCAUST (1492-1900)

CLASSISM IN LENDING

CRITICAL LIBRARIANSHIP

Gross, T., & Berman, S. (2017). Expand, humanize, simplify: an interview with Sandy Berman. St. Cloud State University Repository. Retrieved from https://repository.stcloudstate.edu/cgi/viewcontent.cgi?article=1061&context=lrs_facpubs

Authority Control

NAME AUTHORITY

100 $a Diddy, $d 1969-

400 $a Puff Daddy, $d 1969-

400 $a P. Diddy, $d 1969-

400 $a Combs, Sean, $d 1969-

400 $a Combs, Puffy, $d 1969-

400 $a Puffy, $d 1969-

400 $a Diddy, P., $d 1969-

400 $a Combs, $d 1969-

400 $a Combs, Diddy, $d 1969-

SUBJECT AUTHORITY

Gender-nonconforming people

Sex change (revision)

Female impersonators (revision)

Cultural appropriation

Afrofuturism

Ableism (cross reference)

Mass incarceration

Why is authority control important? (2010, May 20). MARS authority control: Automated services for libraries, authority control, machine matching, and marcadia. Retrieved from https://ac.bslw.com/community/blog/2010/05/why-is-authority-control-importan

Topics: subjects. (n.d.). The Cataloging Lab. Retrieved from http://cataloginglab.org/kbtopic/subjects/

ALA Midwinter

Violet Fox 🦊
@violetbfox

Midwinter Session

Creative Ideas in Technical Services Interest Group (ALCTS)

📅 Saturday, January 26   🕐 4:30 PM - 5:30 PM   📍 Location: Washington State Convention Center, Room 2B

Please join our interest group for 8 exciting roundtable discussions, open to all!

Critical cataloging and faculty engagement
Proposal by: Susan Ponischil (Grand Valley State University)
Facilitators: Violet Fox (OCLC), Mira Greene (Rice University)

Catalogers interested in engaging faculty can create opportunities. Critical cataloging looks at social justice issues and the ethical implications of our work. This framework can be incorporated as a critical theory into curricula in a number of disciplines such as Literary Studies, Gender Studies, Education, Sociology, Criminal Justice, etc. The Library of Congress Subject Headings create opportunities for engagement through discussions about biases and fallacies represented. An open dialogue about LCSH issues and how to address those issues through tools like the Cataloging Lab can be incorporated in to the conversation. This heightened awareness can translate into a better understanding of how to use the catalog, but also an appreciation for the focus librarians bring to conversations about discrimination and disparities. Potential questions could include: Are there opportunities in your institution for this type of engagement? Is critical cataloging something you actively participate in? How? If you were to consider reaching out to faculty, which discipline would consider first?

Library Administration and Collection Management

Virginia C. Thomas

Wayne State University

Arthur Neef Law Library,

Detroit

The Public

Who is "*us*"?

"How do you know what I need?"

Closing Thought …

"You don't need a weatherman to know which way the wind blows"

Dylan, B. (1965). Subterranean Homesick Blues. In *New Left Notes, 4*(22) (June 19, 1969, pp. 3-8 at p.3). Retrieved from
https://archive.org/stream/NewLeftNotesJune181969#page/n1/mode/2up.

Questions?

Mary | Information Literacy and Reference

Joshua | Library Publishing

Susan | Cataloging

Virginia | Administration and Collection Development

Bibliography: General

Branum, C., & Masland, T. (2017). Critical library management: Administrating for equity. *Critical Librarianship, 23*(2), 28-36. Retrieved from https://commons.pacificu.edu/cgi/viewcontent.cgi?article=1898&context=olaq

Clark, S. (2016, May 19). Why library leaders should care about critical librarianship. *Better Library Leaders*. Retrieved from http://betterlibraryleaders.com/2016/05/19/why-library-leaders-should-care-about-critical-librarianship/

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Kickham-Samy, M. (2012). The tutorial dialogue and problem solving in virtual reference interactions. In M. L. Radford (Ed.). *Leading the reference renaissance: Today's ideas for tomorrow's cutting edge services* (pp. 47-61). New York: Neal-Schuman.

Vygotsky, L. S. (1962). *Mind in society: The development of higher psychological processes.* Cambridge, MA: Harvard University Press.

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Roh, C., Drabinski, E., & Inefuku, H. (2016, May 18). Librarian engagement and social justice in publishing. Plenary session presented at the 2016 Library Publishing Forum, Denton, TX. Available at https://librarypublishing.org/wp-content/uploads/2016/05/lpc_lpforum16_slides_roh-inefuku-drabinski.pdf

Bibliography: S. Ponischil (1/2)

Gilyard, B. (1999, Jul 14). Sandy Berman's Last Stand. City Pages Minneapolis / St. Paul, 20(971). Retrieved from http://www.sanfordberman.org/cityp/ber1t.htm

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Topics: subjects. (n.d.). The Cataloging Lab. Retrieved from cataloginglab.org

Bibliography: S. Ponischil (2/2)

Wamsley, L. (2017, Dec 26). Library of Congress Will No Longer Archive Every Tweet. NPR: The Two Way. Retrieved from https://www.npr.org/sections/thetwo-way/2017/12/26/573609499/library-of-congress-will-no-longer-archive-every-tweet

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Doherty, John J. (1998). The academic librarian and the hegemony of the canon. *Journal of Academic Librarianship 24*(5), 403-406.

Dylan, B. (1965). Subterranean Homesick Blues. In *New Left Notes, 4*(22) (June 19, 1969, pp. 3-8 at p.3). Retrieved from https://archive.org/stream/NewLeftNotesJune181969#page/n1/mode/2up

Niedenthal, L., Estevez, E., Lebovici, A., & Ponce, S. (Producers), & Estevez, E. (Director). (2018). *The Public* [Motion Picture] United States: Universal Pictures.

Wadas, Linda R. (2017). Mission statements in academic libraries: a discourse analysis. *Library Management 38*(2/3), 108-116.