

not. These paywalls can hamper creativity and may perpetuate existing information privilege issues, which then exacerbates existing inequalities.

Enriching the book is the fact that Li's work in AI draws on multidisciplinary approaches, from medicine to information science. Li has worked side-by-side with numerous researchers, tech CEOs, experts, and everyday people. The author does an excellent job of synthesizing and breaking down complex ideas and topics within the field of AI. Li describes how her own interest began with working on an image recognition project—the ImageNet database, which involved researchers classifying millions of digital images that became training data for AI systems back in 2006. And she discusses apprehension surrounding AI and surveillance, comparing how ImageNet scraped millions of photos to generative AI tools aggregating large amounts of data for its knowledge base. This initial project, along with others in which she's been a member or led, shows that she is well-informed of AI issues. Li discusses ethical and privacy concerns related to surveillance and the biases that are materializing from using AI—issues that have shaped her own understanding of the technology's potential impact, as well as its limitations.

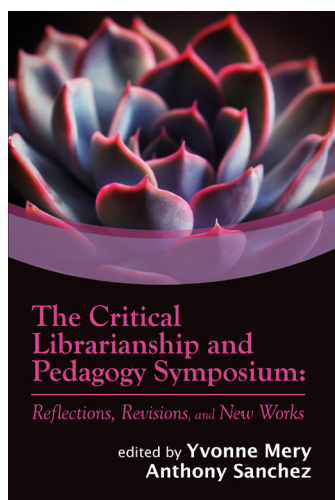
Li also describes the problems of labels generated automatically by Yahoo's Flickr and Google Photo Services due to the lack of diverse data sets, which, in turn, creates biased algorithms. Li wrote, "ImageNet included, exacerbated poorly tested algorithms and questionable decision making. When the internet presents a predominately white, Western, and often male picture of everyday life, we're left with the technology that struggles to make sense of everyone else" (p. 275). Li questions, for example, a surveillance system that tracks when people washed their hands, or how AI has been shown to discriminate against loan applications, parole requests, or job applications due to biases inherent in the programming. Li writes: "Everything this new generation of AI was able to do—whether good or bad, expected or otherwise—was complicated by the lack of transparency intrinsic to its design" (p. 284).

Of particular interest to library and information professionals, is Li's mention of arXiv, the online repository of academic pre-print articles for physics and engineering, as well as the importance of open access in providing timely materials over those that may become outdated after a lengthy peer-reviewed process. These topics—open access and collaboration—are present throughout the book and provide a subtle foundation for her discussion.

Readers interested in how AI is shaping society in an accelerated manner may find Li's book a fascinating insight into one computer science professor's vision of the AI world. With the potential to impact librarianship, AI's role in academics remains to be seen. Li acknowledges that the future of AI is uncertain; however, she points out that the field continues to become "more diverse, more inclusive, and more open to expertise from other disciplines," which may help us ensure that the system continues to reflect these changes for a better society. — *Raymond Pun, Alder Graduate School of Education*

The Critical Librarianship and Pedagogy Symposium: Reflections, Revisions, and New Works, Yvonne Mery and Anthony Sanchez (eds.), ACRL, 2023. 220p. Softcover, \$65.00. 9780838939529

Since 2016, the University of Arizona Libraries has hosted the Critical Librarianship and Pedagogy Symposium (CLAPS), a free, biennial event focused on critical pedagogy in librarianship. Edited by University of Arizona librarians Yvonne Mery and Anthony Sanchez, this volume—*The Critical Librarianship and Pedagogy Symposium: Reflections, Revisions, and*



New Works—builds on past CLAPS presentations with the goal of increasing participation in future conferences. Originally developed by Paulo Freire, “critical pedagogy recognizes that our education system is shaped by hegemonic political and economic forces, often to the detriment of politically and culturally marginalized students” (Mery and Sanchez, 2023, p. vi). In this case, critical pedagogy and critical information literacy are applied to the library classroom. Simultaneously theoretical and practical, this edited volume emphasizes praxis, and transforms theory into practice to bring about meaningful changes within the classroom. Each chapter provides critical interventions within academia for “those it has historically and systemically excluded” (Hallerduff and Carlton, 2023, p. 76).

Divided into five sections, nine substantive chapters explore a wide range of issues centered on library learning, with the final tenth chapter addressing community-based archives and marginalized populations. The first section, “Critical Pedagogies in the Classroom,” presents three chapters that contain practical advice for teaching in the classroom. In Chapter 1, Gilgan emphasizes the value of facilitation skills—in particular, intergroup dialogue pedagogy and multipartial mediation by not “privilege[ing] one story over another” (4). In Chapter 2, Crawl and Novosel explore ableism, invisible disabilities, neurodivergence, and disability justice and how they affect students and scholarship. Authors are critical of the one-shot model of library instruction but recognize its ubiquity, with most of the advice tailored to this teaching method. They propose that students might be better served if engaged in dialogue and self-advocacy. Gregory and Higgins, however, step outside of the one-shot paradigm in Chapter 3 to discuss a for-credit course they developed that combines critical information literacy with rhetorical analysis of social justice movement practices.

The second section, “Feminist Library Practices,” consists of two chapters that apply feminist analysis to pedagogical and data curation issues. Chapter 4 transitions seamlessly from the previous section by continuing to center on the classroom while incorporating a feminist analysis through the lens of ACRL’s “Authority is Constructed and Contextual” (*Framework for Information Literacy for Higher Education*, <https://www.ala.org/acrl/standards/iframework#authority>). Hallerduff and Carlton encourage teaching librarians to integrate students’ personal experiences as a source of knowledge for research. Chapter 5 offers a more theoretical, philosophical discussion of library practices that continues through the volume’s later chapters. Calvert applies feminist epistemology to data curation practices and promotes a new framework of “situated data” which borrows from feminist standpoint theory, as well as Donna Haraway’s concept of “situated knowledges” wherein separation of researcher and subject is not practical.

The third section, “The Labor of Librarianship,” contains two theory-driven chapters exploring librarianship from the employee angle. In Chapter 6, Mirza, Nicholson, and Seale assess how critical library pedagogy has been institutionalized within the neoliberal university and stripped of its radical potential. The authors argue that critical library pedagogy should be reframed as collaborative care work that does not ignore negative social constructs or prejudices that occur outside the safety of the classroom. In Chapter 7, Douglas, Deal, and Hernandez critique the cooptation of self-care by capitalism and criticize standardization as a

strategy for building sustainability within library instruction programs. Instead, they advocate for community care and a critical examination of the ways that information literacy education is structured, even within a critical library pedagogical framework.

The fourth section, “Practices of Care,” continues the previous section’s focus on care work and community care. In Chapter 8, Evans and Meeks apply a disability justice lens to care work in academic librarianship. Chiu, Douglas, Gadsby, Kumbier, and Nataraj in Chapter 9 present a multivocal story that applies lessons from connection-focused relational-cultural theory to librarianship. Collectively, sections three and four emphasize the relational nature of care work and seek to revalue such practices in libraries where colleagues “regularly check on each other’s well-being” (132).

The fifth section, “Community Archives,” contains a single entry by Chapter 10’s authors, Lee, Suagee-Beauduy (Cherokee Nation), and Montes, who share their preliminary research on community-based archives’ (CBA) use of naming practices, highlighting the multiplicities present in CBAs. They invite those who use archives to engage in the decolonial reading practice of “fingerweaving,” the building of relationships and sources in communities originally excluded from archives and collections (190).

Skillfully organized, this text covers a wide breadth of topics that seamlessly blend into and build upon each other. This “toolkit for critical library pedagogy” (Mery & Sanchez, 2023, p. vi) would be a welcome addition to any academic library invested in critical information literacy and pedagogy. While the book’s intended audience may already be familiar with critical pedagogy, the content and its writing are such that academic librarians who are new to this topic could still benefit. Additional information about the Critical Librarianship and Pedagogy Symposium (CLAPS) can be found at the CLAPS website (<https://clps.arizona.edu/>), with videos of select keynotes and presentations available on the CLAPS YouTube channel (<https://www.youtube.com/@clapsconference/>). The next CLAPS event is expected to take place in fall 2024. — Dr. Julie Setele, SUNY Buffalo State University

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