In the library instruction classroom creates a more feminist classroom and a path towards social change. As she explains: “Why make politics more explicit? Because this is how social change happens. This is how lives are transformed” (57). The book also describes assessment of learning outcomes from a feminist perspective.

Based on theory as well of years of practice, Accardi’s lessons for applying feminist methods are useful and practical. Most importantly, Accardi gives the reader appendixes with outlined and annotated examples of classroom assignments; librarians will find it easy to incorporate these examples into their own practice. The book also includes an extensive and helpful reading list for further exploration of the topics.

It is interesting to note that, unlike many academic librarians, Accardi claims that information literacy is not neutral or apolitical. It is difficult to avoid agreeing with her when she points out that the subject headings used in libraries are not always neutral or apolitical and that students searching for information on controversial topics cannot help but be influenced by how society views these issues.

Feminist Pedagogy for Information Literacy is a personal, theoretical, and practical approach to using feminist pedagogy to enhance and elevate library instruction and make it a much more respected part of higher education. This book is recommended for librarians, LIS students, and LIS faculty who are interested in expanding their theoretical and pedagogical understanding of library instruction and assessment in a progressive and interesting way.—Jennifer L. Smith, Serials/Documents Specialist, Carol Grotnes Belle Library at Elon University, Elon, North Carolina