regarding technical services in both local and international contexts. Major areas of discussion here include the challenges that materials processing procedures and RDA cataloging rules can create for global partners. This section is especially beneficial for those whose work involves library automation, library management systems, acquisitions, and cataloging. Recommendations regarding standardization of data structures and language scripts through International Cataloging Principles are just some of the helpful tips discussed by authors in this section. Coordinating global technical services effectively will offer students and professors access to resources and services that cannot be readily provided by home libraries.

Each chapter provides fresh ideas, experimental models, and new approaches to developing an international campus library in collaboration with the home campus. This easy-to-read guide provides valuable advice, models, and approaches for effective partnerships with international branch campus libraries.—*Pamela Louderback, Assistant Professor/Library Director, Northeastern State University, Broken Arrow, Oklahoma*

Critical Library Pedagogy Handbook, Volume 1: Essays and Workbook Activities. Edited by Nicole Pagowsky and Kelly McElroy. Chicago: ACRL, 2016. 280 p. Paper $56 (ISBN: 978-0-8389-8846-6). *Critical Library Pedagogy Handbook, Volume 2: Lesson Plans*. Edited by Nicole Pagowsky and Kelly McElroy. Chicago: ACRL, 2016. 272 p. Paper $56 (ISBN: 978-0-8389-8850-3)

As a librarian whose primary passion and daily job duties center on information literacy instruction, I find myself constantly searching for new techniques and resources to engage my students. To combat the dreaded vacant expressions and deafening silence brought to required library sessions by uninterested students, I do my research and plan, plan, plan. I talk about Beyoncé and *Game of Thrones* and Donald Trump. I wrap critical discussions in goofy jokes and friendly smiles, and I fervently hope that students leave my classroom with enjoyable memories and a smattering of knowledge about the power of information literacy. To convey this knowledge, I strive to use the most thought-provoking, discussion-based activities possible, and I am delighted to announce that Pagowsky and McElroy's *Critical Library Pedagogy Handbook(s)* (2016) provide exactly the type of high-quality, thoughtful, progressive resources that every instruction librarian needs.

Volume 1 begins with a discussion about the critical pedagogy's place in library science, especially in library instruction. Springing from the social sciences, critical theory asks participants to examine the surrounding world in the context of social structures and to seek methods of progress. In the realm of library science, critical theory creates space for librarians and patrons alike to reflect on the social reality created by every library's environment and to create solutions that promote justice at the individual and community level. The nineteen essays put forth in the first

half of volume 1 hold just such a discussion with extremely diverse perspectives, such as Hinchliffe's (chapter 8) call for academic librarians to incorporate human rights education into information literacy and Shanley and Chance's (chapter 16) use of the "Girls Rock" method to promote female voices. The second half of volume 1 builds from theory to practice, giving readers eleven examples of activities to apply in their own classrooms.

Volume 2, to my nerdy delight, consists solely of lesson plans, chapter upon chapter of gloriously detailed lesson plans. Each plan offers every element an instructor might need to enact the lesson for herself or himself, including rationale, outcomes, materials, step-by-step instructions, assessment, reflections, and final questions. My one (slightly) negative observation is that the lesson plans of one-shot sessions and multi-lesson activities are intermingled, without labelling at the chapter level to help the reader differentiate between them.

Aside from this small suggestion for improvement, I highly recommend these handbooks to every academic librarian seeking to strengthen their instruction with authentic discussion.—*Calantha Tillotson, Instructional Services Librarian, East Central University, Ada, Oklahoma*

Digital Rights Management: The Librarian's Guide. Edited by Catherine A. Lemmer and Carla P. Wale. Lanham, MD: Rowman & Littlefield, 2016. 224 p. Paper $55 (ISBN 978-1-4422-6375-8).

As libraries continue to increase their digital offerings, librarians find themselves "at the intersection where the rights and demands of users and content owners often collide" (vii). With this in mind, the purpose of this book is to provide librarians with the knowledge to "influence ever-evolving DRM (digital rights management) in ways that enable them to best serve their users" (vii). Although several books have dealt with the concept of DRM, most address either the broad aspects or the side of the producer (for example, *Digital Rights Management: Technological, Economic, Legal and Political Aspects,* by Eberhard Becker et al. [Springer 2008] and *Digital Rights Management: Protecting and Monetizing Content,* by Joan Van Tassel [Focal 2001]). Even an earlier work focused on the librarian perspective, *Digital Rights Management: A Librarian's Guide to Technology and Practise* by Grace Agnew (Chandos 2008), looked at DRM primarily through the lens of copyright protection.

However, as this book's final chapter demonstrates, DRM has become less about copyright and more about protecting owners' profits, which ultimately creates an information divide. Therefore, a deeper understanding of this technology and ways to advocate for our patrons is essential. Although some of the earlier chapters are densely technical, they provide a foundation for understanding the later applications. While issues of copyright and access have been discussed extensively in library circles, this work addresses newer aspects of DRM. Several chapters (3, 5, and 7) explore the