Critical Approaches to Credit-Bearing Information Literacy Courses

edited by
Angela Pashia and Jessica Critten

Association of College and Research Libraries
A division of the American Library Association
Chicago, Illinois 2019
Table of Contents

v  Acknowledgements

1  Chapter 1. Introduction
   Angela Pashia and Jessica Critten

13 Chapter 2. No Room for Argument: Researching Politicized Topics as a Learner
   Susan Wood

35 Chapter 3. Critical Credits: Making the Most of a First-Year Information Literacy Class
   Erin Anthony, Rebekah Miller, and Marcia Rapchak

51 Chapter 4. When Students Accept Their Corporate Overlords: Privilege and Position in Our Information Society
   Kate Hinnant and Robin Miller

   Andrea Baer

95 Chapter 6. An Unfinished Journey: Towards a Democratic Information Literacy Classroom
   Rachel Dineen and Lyda Fontes McCartin

117 Chapter 7. Reflections on Adopting a Critical Media and Information Literacy Pedagogy
   Spencer Brayton and Natasha Casey

139 Chapter 8. Opening to the Margins: Information Literacy and Marginalized Knowledge
   Christine M. Larson and Margaret Vaughan
165 Chapter 9. Manufacturing a Context: Rhetorical Implications of Standalone Critical Information Literacy Courses
Joel Burkholder

187 Chapter 10. Using Fan Studies to Put Information Literacy in Context: On Teaching a Credit Course with a Theme
Nancy Foasberg

213 Chapter 11. The Machine Stops: Critical Orientations to Our Information Apparatus
Patrick Williams

231 Chapter 12. Examining Structural Oppression as a Component of Information Literacy
Angela Pashia

259 Chapter 13. Teaching Copyleft as a Critical Approach to “Information Has Value”
Kenneth Haggerty and Rachel E. Scott

271 Chapter 14. Wikipedia-Based Assignments and Critical Information Literacy: A Case Study
Amanda Foster-Kaufman

295 Chapter 15. Exploring Epistemological Lineages: Using the Gallery Walk with Students and Instructors of a First-Year Seminar Course
Gina Schlesselman-Tarango

315 Author Biographies