

Still, "Sense and Matter" provides the most thought-provoking chapters. It's here that Brown moves from metaphysical utopias into time-bound, explicitly Black, futurisms. Her close readings of Octavia Butler's *Parable* series and Samuel Delany's works, simply put, astound. Brown problematizes Butler's version of utopia. Though it is religious and communal, she examines its biologically deterministic rootings and devotion to human superiority, conquest, and desire to colonize the stars. Meanwhile, she showcases how Delaney "plays with the lines between man, animal, and plant," decentering human forms on a myriad of planets, including Earth, while suggesting that gender and biology are malleable (128). That utopia, even, is a thing of many-states, subject to forces beyond human control. As in earlier chapters, she contextualizes these examples using other science fictions of the time, making clear how white eugenicist thinking still defines what qualifies as human. These are the chapters where Brown breaks down what it means to be Black and human while showcasing the fluidity of Delany's utopias, defining places *in-between* categorizations bound by white male dominance.

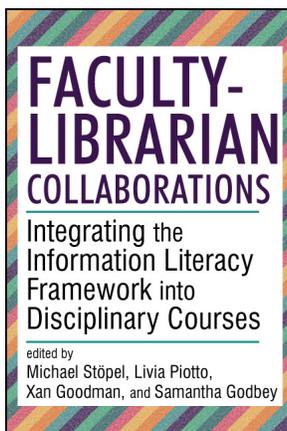
In the end, Brown brings her theorizing home with an examination of Sun Ra, another musician and poet who speculated on ideas of futurity. However, this is where notions of human, or in-between states, fall away altogether. Brown states that, where Black women preachers melded in and out of touch-states and Butler and Delaney speculated on forms of selfhood in-and-around biological bounds, Sun Ra moves beyond that entirely into the "impossible," and "complete abandonment of the very limiting paradigms of life and self" (159). Sun Ra devoted himself to rebelling, urging Black folks in particular to "give up your death!" and "rebel against the terms of being alive that would call for a beginning, middle, or end" (167). This is where, with Brown's weaving, we come to the idea of utopia as cosmic and unending, a maelstrom of the highest form, without touch, embodiment, language, or any sense of self to be found.

I am thrilled about what this book does and the questions Brown raises, though my review hardly scratches the surface of her examinations. Regardless of your field, this is a must-read about Black existence and alternate states of freedom. For LIS workers interested in history and media, *Black Utopias* mirrors conversations in Black archival disciplines; it's worth reading to examine the research methods, alone. And for interdisciplinary Black scholars, this book proves pivotal to understanding ourselves across diasporic tapestries woven through time and space.—Jennifer Brown, University of California, Berkeley

Faculty-Librarian Collaborations: Integrating the Information Literacy Framework into Disciplinary Courses. Michael Stöpel et al., eds. Chicago, IL: Association of College and

Research Libraries, 2020. 238p. Paperback, \$65.00 (ISBN 978-0-8389-4852-1).

Michael Stöpel and a team of editors have crafted a unique celebration of faculty-librarian collaborations that highlights the relevance of the *ACRL Framework for Information Literacy for Higher Education* to all disciplines. This publication is a product of an AMICAL workshop developed to encourage faculty-librarian collaborations in the development of courses that integrated the *ACRL Framework for Information Literacy*. AMICAL is a consortium of 29 higher education institutions located in 22 countries across Europe, Africa, the Middle East, and Central and Southern Asia. They are accredited by American Agen-



cies and are members of the Association of American International Colleges and Universities (AAICU). Workshop participants committed to codesigning their instruction and teaching the course the following year. The book offers a thoughtful selection of these codesigned instruction sessions that demonstrate the value and impact of librarian-faculty collaborations in information literacy instruction.

The book is aptly organized into three sections that take the reader through a journey from the initial discussions of the workshop to the development and presentation of the instruction sessions and lessons. Members of the AMICAL Information Literacy Committee begin the book with a thought-provoking analysis of the workshop survey. The chapter provides some very convincing evidence of the success and impact that the workshop had on instruction. The faculty provide some impressive testimonies, commenting on the value of the codesigning process and how it revolutionized their planning (24), and significantly improved student learning, student engagement, and the quality of the assignments. They credit this to the library input, in spite of the fact that the library nongraded assignments “didn’t carry as much weight” (25) to the students.

Starting the book in this way is very clever and effective. The chapter presents these types of collaborative experiences as rewarding and attainable at a time when many instruction librarians are struggling with how to apply the ACRL Framework to their discipline, and how to discuss information literacy with their faculty. The book begins by making this somewhat difficult collaborative process seem much more achievable and attractive.

In the second chapter, 11 case studies describe each codesign experience in detail. Most of the courses were high-enrollment, introductory, or first-year experience courses selected for maximum impact. Some courses had very prominent information literacy requirements and clearly stated this in their objective; others had none. A general education History Course at AL Akhawayn University in Ifrane, Morocco, stated as one of its course objectives that students understand “the ways in which reviews and interpretations of academic books vary according to the context” (38), a clear articulation of the ACRL frame *Authority Is Constructed and Contextual*, whereas a marketing course at the American University of Paris, France, only required students to conduct their own primary data gathering and never made any use of customer research data until it was introduced through the library instruction (46).

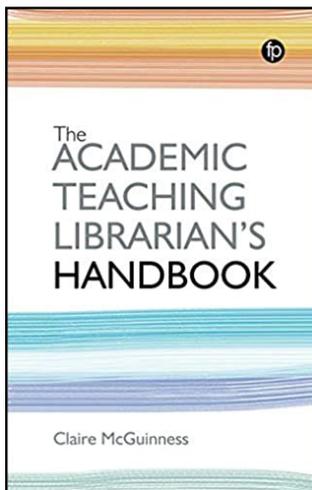
The detail that the contributors have included in these case studies is remarkable. Each study explores the discussions and issues that were involved in the course selection and objectives. The teams delve into the learning outcomes of the course and grapple with identifying the “threshold concepts” that correspond to the ACRL frames. Although these case studies expose some of the problems that librarians encounter as they try to collaborate with the faculty, the studies ingeniously provide a model of how the librarian and faculty can design and teach in a wholesome collaborative way that enriches student learning. Working with faculty to develop learning outcomes and identify related information literacy frames ensured that there were no disputes when assigning teaching time to the library portion of the class. It’s clear that the codesign process allowed time for faculty to understand and appreciate the involvement of the librarian. In most cases, the librarian taught several class sessions in addition to providing individual and group assessment and feedback to the students.

The third chapter includes lesson plans designed for easy use and adaptation. The editors provide information on the preparation and planning needed for the lesson to be successful and include a “Context” section that gives librarians the information they need to adapt the

lesson to a specific discipline. Selected lessons introduce levels of active learning that were previously missing in the courses, what one of the case studies calls “Doing Content.” In this lesson, students were learning how to connect marketing to information literacy by conducting surveys, presenting marketing plans, and serving as critics for each other’s pitches. At each stage, students were learning and using information literacy concepts from the ACRL Framework. This chapter also incorporates a plethora of assessment strategies. Although many of the librarians did not assign graded assessments, they found other creative ways to evaluate student learning. In the final project of a history course, for example, students were given the task of revising the syllabus and recommending revisions to their chosen section of the course. They were also asked to integrate one or two information literacy frames into the sections effectively infusing information literacy concepts throughout the lesson and the course. This is the ultimate goal of these faculty-librarian collaborations.

The editors clearly illustrate that, for these types of collaborations to thrive, they need to be supported and integrated into the academic department and the university. The purpose of the workshops was to support and provide an opportunity for faculty and librarians to codesign their instruction and improve student learning. *Faculty-Librarian Collaborations: Integrating the Information Literacy Framework into Disciplinary Courses* serves as evidence that the workshops were successful. The book documents a wealth of experience and provides examples that teaching librarians and staff will want to continue digging into as they explore new and engaging ways to introduce and teach the *ACRL Framework* in the disciplines. —Lorna M. Dawes, *University of Nebraska–Lincoln*

Claire McGuinness. *The Academic Teaching Librarian’s Handbook*. London, UK: Facet Publishing, 2021. 279p. Paper, \$76.33 (ISBN 978-1-78330-462-2).



In *The Academic Teaching Librarian’s Handbook*, Claire McGuinness, faculty in the School of Information and Communication Studies at the University College Dublin, offers comprehensive insights into different topics that are relevant to instruction librarians. These topics include the changing context of information literacy, social media and the rise of “fake news,” digital learning, and professional identity. The author also discusses the value of an articulated personal teaching philosophy, the importance of self-analysis and self-reflection, developing a teaching role as a new instruction librarian, and leadership and advocacy skills. McGuinness’ academic narrative style, set to small black font, is supported by a wide array of citations and data from reports and surveys. In addition, each topic offers “personal reflection points” along with figures and tables that highlight important details. The chapters conclude with exercises inviting readers to reflect on the content covered through different hypothetical scenarios.

McGuinness starts by addressing issues and trends surrounding information literacy. She invites readers to move from thinking about information literacy as an operational skill to a competency that requires problem-solving acumen and critical thinking capacities. Because ideas about information literacy are always evolving, the author refers to a “literary continuum” that encompasses different skills and competencies. Digital literacy, for example, includes multiple skills related to accessing different media to generating new content within