review services at Thomas Jefferson University and Temple University, both in Philadelphia, and provides detailed recommendations and resources for librarians who may be interested in developing similar partnerships with researchers at their own institutions.

Part 2, "Focus on Data: Research Data Services," only contains two chapters, but both do an excellent job of covering two of the biggest challenges of librarians working with data. Working with qualitative and quantitative data is inherently collaborative for librarians, but determining the particular needs of faculty and students at a given institution can be a challenge. In chapter 8, Andrea Pritt delves into faculty-librarian collaborations, particularly surrounding Research Data Management (RDM). While the chapter primarily focuses on the case study of building RDM services in STEM disciplines at Penn State Harrisburg, the broader lessons in this chapter would be applicable to librarians in any discipline who want to partner with faculty in order to expand library services based on the research interests and needs of their constituencies.
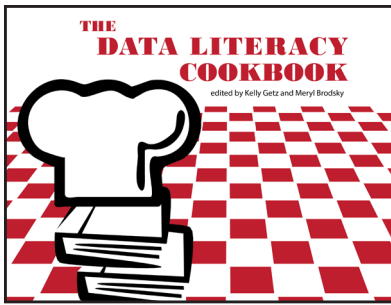
Part 3, "Library as Publisher: Open Access Services and Scholarly Publishing," also contains two chapters, both with case studies covering open access publishing collaborations at the Texas Digital Library and the University of Memphis. While one chapter describes a large twenty-eight-institution consortium, and one focuses on the efforts of a single university library, both describe collaborations in the OA and scholarly publishing spaces, another continually growing trend in libraries. These chapters provide different perspectives and reference points for librarians who may be looking to expand their own OA work and collaborations.

Part 4, "Professional Development: Developing Skills for a Changing Profession," is perhaps the most varied in its scope. These chapters focus more on ways in which librarians can expand the skills that will lead to more fruitful collaborations. The three chapters are less thematically connected than those in the previous three sections, but they all cover useful skills and initiatives, collaborative or otherwise, in information management, building soft skills, and data literacy. While the chapters do include case studies, they focus primarily on skill-building across various topics, making them an excellent resource for both newer reference librarians and those who wish to grow their skills in a specific area.

As the role of the academic librarian continues to evolve, collaboration, both with other librarians and with constituent researchers, will continue to be an increasingly vital component of the profession. Trends in the profession and the ever-changing needs of researchers lead to the expansion of the librarian's role and to increased collaborations of all types. The wide variety of partnerships covered in this book provide an excellent opportunity for both new and experienced librarians to learn more about the ways in which they can increase their own collaborative efforts, expand their knowledge, and improve services at their institutions. —*Whitney Kramer, Cornell University*

The Data Literacy Cookbook. Kelly Getz and Meryl Brodsky, eds. Chicago, IL: Association of College and Research Libraries, 2022. 256p. Paper, $82.00 (ISBN: 978-0-8389-3925-3).
Broadly speaking, data literacy is the ability to locate, interpret, assess, and ethically use data in all its formats. Though data literacy has been a topic in the field for quite some time, more attention has developed over the past few years as data literacy becomes a necessary skill for researchers at all levels. As information types expand and exposure to all of this information continues to increase, students will benefit from learning data literacy skills to succeed in their studies and future professions. Libraries are widely revered as entities for teaching informa-

tion literacy. Data literacy is relatively new for many teaching librarians who have needed to add it to their repertoire.

The Association of College and Research Libraries' series of professional development cookbooks has become a staple among librarians sharing with and gaining knowledge from their peers around a wide variety of useful topics. The latest installment presents data literacy and covers an array of practical and adaptable methods for teaching and working with data. In *The Data Literacy Cookbook,* editors Kelly Getz and Meryl Brodsky curate readings that address the gathering, storing, interpreting, and presentation of data in easily digestible and modifiable formats. The contributing authors present activities, workshops, programs, courses, and curricula designed to increase data literacy skills of students and other library stakeholders at institutions of higher education. This *Cookbook* comes at a time when students are encountering more data than ever before and are themselves creating data across the disciplines. Students need to understand the data life cycle more comprehensively.
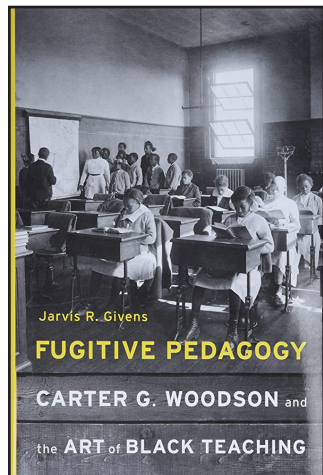
The *Cookbook* includes nine themed sections that are fashioned in a way that allows readers to choose the areas of data literacy most pertinent to them to teach at a given point of need. These sections are "Interpreting Polls and Surveys," "Finding and Evaluating Data," "Data Manipulation and Transformation," "Data Visualization," "Data Management and Sharing," "Geospatial Data," "Data in the Disciplines," "Data Literacy Outreach and Engagement," and "Data Literacy Programs and Curricula." The recipes in each section follow a standard format that contains nutrition information, target audience, objectives, cooking time, dietary guidelines, ingredients, preparation, instructions, and assessment. Some recipes include additional sections such as chef's notes and allergy warnings to inform readers of other aspects to keep in mind. While contributing authors provide a variety of formats for delivering data information literacy instruction, they all share a connection to the ACRL Framework for Information Literacy, demonstrating how librarians can apply the Framework to many types of literacies. Each section includes a range of examples for teaching data information literacy; however, the "Finding and Evaluating Data" and "Data Visualization" sections are the most robust and contain more recipes than the others. This emphasizes that within the literacy field finding, evaluating, and disseminating data are most important. But this also communicates that there are other areas that many generalist librarians tasked with teaching data information literacy have not traditionally taught or encountered, such as data management and working with data associated with geographic information systems (GIS). For this reason, this *Cookbook* serves to fill in those knowledge gaps and expand the skills of librarians and their students.

The Data Literacy Cookbook will be beneficial to any librarian teaching data literacy, both new learners and experienced librarians looking for new instructional methods. Connecting back to an initial observation, the editors communicate that the target audiences for the cookbook are "reference librarians, subject specialists, or information literacy librarians" who are often relied on "to provide and promote data literacy instruction" (vii). This intentional approach to addressing and edifying librarians' knowledge is crucial as the research landscape and access to increasing types of data, especially within disciplines that have not traditionally thought of their unique types of information as data, continue to evolve. And while most of the recipes are designed primarily for undergraduate students, and to a lesser extent graduate students,

readers should not neglect early career faculty and researchers, who would also benefit from the activities and programs presented in the *Cookbook*. —*Andrea Malone, University of Houston*

Jarvis R. Givens. *Fugitive Pedagogy: Carter G. Woodson and the Art of Black Teaching*. Cambridge, MA: Harvard University Press, 2021. Hardcover, 320 p. $36 ISBN 978-0-6749-8368-7

Dr. Carter Woodson relentlessly argued that Black intellect requires chutzpah. The famed African American educator and maverick of Black diasporic heritage is finely depicted by Jarvis R. Givens in *Fugitive Pedagogy: Carter G. Woodson and the Art of Black Teaching.* Many in the library and information science field know of Dr. Woodson's contributions: his founding of Negro History Week, which evolved to Black History Month; his catalog of Black history publications, including his seminal work *The Miseducation of the Negro*; and his work to rally champions of African American interests through the Association for the Study of African American Life and History, or ASALH. Indeed, ASALH's Information Professionals special interest group evinces that archivists, librarians, and curators are important to advancing Black empowerment. Woodson's legacy continues to shape knowledge, memory, and information work.

Givens' invigorating and no-nonsense prose goes beyond merely recounting Woodson's superlatives. Neither does Givens analyze Woodson only in relation to the Booker T. Washington/W.E.B. DuBois technical-versus-applied epistemic divide, as is at times the case among Woodson scholars. Givens says he does not "wish add him as a third fountainhead of knowledge to the lingering Booker T. Washington-versus-W. E. B. DuBois binary (because despite scholarship that moves beyond this binary, it persists as a dominant paradigmatic framing in discourse, public and academic)" (16).

Instead, Givens etches Woodson's Black educational risk-taking, demonstrating how, as a tireless critic of white assimilationist indoctrination, Woodson occupied a place all his own. Rather than prescribing *what* Blacks should be taught, he decried white encroachment in any Black educational enterprise. Woodson protested oppressive funding schemes, infantilizing Black teacher training, white conformist curricula (especially textbooks), subpar facilities, and profound underestimation of Black genius and discovery. Using Woodson's same bravado, Givens brings renegade Black collective educational action to the fore.

I worried that *Fugitive Pedagogy* would not link Carter G. Woodson's educational pioneering to cognate fields such as librarianship. I was pleased, however, to find information work affirmed directly and indirectly throughout. In his acknowledgements, Givens testifies that "librarians and archivists are magicians" (296). Elsewhere, he describes Woodson's connections to library work: how much of Woodson's career is owed to Edward Christopher Williams, a former librarian; how Woodson established the first library at the historic Douglas High School in Washington, D.C., along with a Negro Makers in History traveling library; his comradery with bibliophiles like Arturo Schomburg, known for his voluminous Black diasporic collection, and Jesse Moorland, part-namesake and inspiration for the Howard University Springard-Moorland collection; and his clash with Howard University's President Durkee's efforts to censor library books with what were considered communist leanings. Libraries are central to Black freedom struggles. Givens recounts the role libraries played in John Lewis's