

More than Lip Service: Identifying A Typology of “Social Justice” Research in LIS

Joseph Winberry, University of Tennessee, USA

Abstract

Social justice is increasingly identifiable within library and information science (LIS) research and practice. However, numerous scholars have raised the concern that social justice has been commodified in order to benefit the powerful and therefore the possibility of actual and constructive change has been minimized in numerous cases. In response, this researcher undertook a literature review of self-identified “social justice” research in 2 large academic databases—Library Information Science & Technology Abstracts (LISTA) and Library and Information Science Source (LISS)—in order to identify the types of social justice research in LIS. The result of the review identified 247 records and included results from peer reviewed journals, books, and conference proceedings from which a typology of 2 research types (e.g., knowledge and practice) and 8 sub-types (e.g., metatheoretical, theoretical, ideational, methodological, empirical, narrative, professional, and pedagogical) was identified. Identification of this typology is helpful for organizing existing social justice research within LIS, assisting in the examination of connections between theories and methods, and contributing to a broader goal of arguing that social justice is an emerging sub-discipline within LIS. Future research is needed to grow this typology and increase research in areas that remain understudied such as LIS-centered metatheoretical, theoretical, and methodological social justice research.

Keywords: knowledge; literature review; practice; social justice; typology

Publication Type: research article

Introduction

Social justice has emerged as an important and growing topic in recent library and information science (LIS) scholarship with implications for research, teaching, and the direction of the information professions (Sweeney, et al., 2014; Sung & Parboteeah, 2017; Winberry & Bishop, 2021). Social justice in LIS has been described in numerous ways including as a pedagogy (Gregory & Higgins, 2017), metatheory (Rioux, 2010), a conceptual framework (Mathiesen, 2015), as an advocacy model (Froggatt, 2019), a perspective (Dadlani & Todd, 2015), and as a guiding principle (Jaeger et al., 2016) among other terms and near infinite definitions (Cooke et al., 2016). The embrace of social justice and related terms such as equity, diversity, and inclusion, can be recognized beyond just research and practice; these terms have recently begun emerging in the themes and titles of numerous information-related conferences such as the ALISE, ASIS&T, and iSchool conferences.

But despite the rise of attention towards social justice in LIS, there have been concerns that the embrace of these terms is just that: words and no more (Mehra et al., 2018; Pateman & Vincent, 2010; Sandell & Nightingale, 2012). For instance, in debates about neutrality, intellectual

freedom is often described as a core value of the information professions while social justice is often viewed as secondary (Burgess, 2016; Gibson et al., 2017; Shockey, 2016). If social justice is truly as essential to the LIS field as the literature, professional organizations, and Twitter feeds suggest, it cannot be relegated to the side and only brought to the forefront whenever fashionable. One way to combat subjugation of social justice is to demonstrate that, while social justice has homes in other disciplines such as philosophy, social justice is also an emerging sub-discipline of LIS (Mehra et al., 2010). Demonstrating its emerging status can be accomplished by organizing the numerous contributions of this area which in turn can be used to address questions related to philosophy, theory, methodology, and how these components intersect with one another (Imrie & Edwards, 2007).

There are some examples of these intersections in the existing literature. Mehra and Rioux (2016) present the work of numerous researcher/activists whose contributions connect critical theory with action-centered methodologies. The special issue this article is part of also provides numerous examples of the intersections between theory, method, and practice in LIS social justice research (Mehra, 2021). But in order to better understand the intersections that exist in LIS social justice research, and therefore to be able to help move this area forward, it is essential to understand and organize related terms and the literature that presents them. This paper helps clarify these terms, and therefore assists with the examining of intersections in social justice LIS research and ultimately contributes to the sub-discipline argument, by conducting a review of self-described “social justice” research in order to answer the following question:

R1. What types of social justice research are identifiable within LIS?

Methods

In order to identify a sample for evaluation, the researcher searched for “social justice” in two major LIS databases: Library Information Science & Technology Abstracts (LISTA) and Library and Information Science Source (LISS). These specific databases were selected because of their size, scope, and LIS focus to provide a useful data source for assessing the research that uses social justice to situate itself within the LIS discipline (Garg et al., 2019; Figuerola et al., 2017; Potnis et al., 2020). The author decided to focus on results published before January 2020 as work on the study began in March of 2020 and the end of 2019 provided a useful end point. Additionally, included records had to be academic publications (e.g., book chapters, conference proceedings, articles in peer reviewed journals) which used social justice to situate their study.

The search for “social justice” resulted in 2,372 records. A review of these records found that more than half of the results were from non-academic sources such as trade publications. While these results help demonstrate the wide permanence of social justice in LIS beyond the scholarly literature, they were outside the scope of this study and therefore excluded. Removing non-academic publications resulted in 397 records from LISS and 357 records from LISTA for a total of 754 records. Screening these articles for duplicates led to the removal of 342 records. There were 412 unique results which were then scrutinized further. An additional 51 results were excluded as they were published after December 2019. Also, 114 articles were excluded because, upon further review, they were found not to be academic publications that used social justice to situate their studies. In other words, they were excluded because the content did not meet the scope of this study. Select examples of excluded records were letters to the journal editor or book reviews. The final sample consisted of 247 records which are available in the appendix. Figure 1 illustrates the results of searching for “social justice” in both databases.

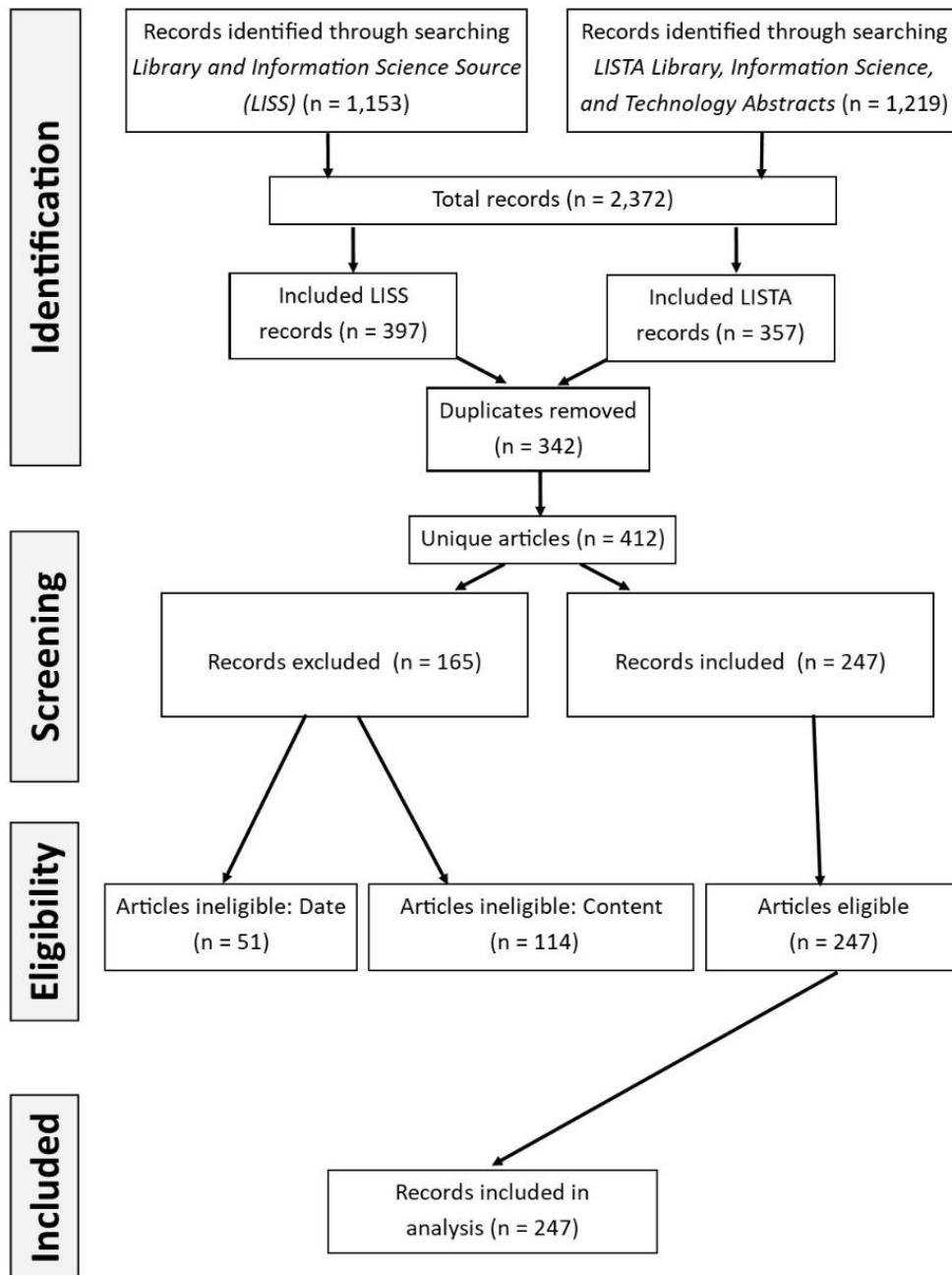


Figure 1. The process of defining this study’s literature sample

Findings

This section provides a typology identified during the literature review process. Key terms from the literature sample were used to initially code each article. Each article was then categorized into broader groupings (White & Marsh, 2006). When possible, these broader groupings were named and defined using existing terminology from LIS literature (Bates, 2005; Case & Given, 2016; Wilson, 1999). If suitable sub-type titles and definitions for emerging groupings were not found, the researcher derived them from key terms in the sub-type of literature sample in concert with their own judgement and related knowledge.

This social justice research typology categorizes articles into two major types (e.g., knowledge and practice) which are further explicated into eight sub-types (e.g., metatheoretical, theoretical, ideational, methodological, empirical, narrative, professional, and pedagogical). While each type is mutually exclusive, elements of multiple types could be identified in some articles (e.g., an empirical article could also have pedagogical contributions). These findings are summarized in Table 1.

Table 1. A Research Typology of “Social Justice” in LIS

Article type	Sub-type	Definition	Select key terms from literature	Number of Citations
Knowledge	Metatheoretical	Concerned with the philosophical components of theory.	Social justice metatheory	1
	Theoretical	Introduces application of, extends existing, or creates theory.	Introducing theory to LIS	2
	Ideational	Pre or emerging theoretical research that does not rise to the level of creating or extending theory.	Concept; Framework; Model; Notion; Viewpoint	108
	Methodological	Introduces application of, extends existing or creates methodology or methods.	Application; Case for a method; Presents methodology	3

	Empirical	Involves collecting and analyzing data in order to meet research objectives.	Content Analysis; Ethnography; Interview; Focus Group; Survey	41
	Narrative	An alternative research strategy to empiricism which accentuates the duality of researcher and research participant.	Action Research; Autoethnography; Discourse Analysis; Historical; Participatory Action Research	36
Practice	Professional	Focused on the practical needs of information professionals.	Advocacy strategies; Collaboration; Practical	26
	Pedagogical	Emphasizes education and information professionals as teachers and students.	Classroom; Pedagogy; Students	30
Total				247

Knowledge

Knowledge is an essential component for learning that assists in the development and assessment of practical solutions to real world problems (Wallace & Van Fleet, 2012). The knowledge research type encompasses research which seeks to make an intellectual contribution for the cause of social justice. These contributions vary extensively from extending existing theory, contributing new ideas or ways of thinking about notions in the discipline, or suggesting underutilized data collection methods. These variations are represented in this study as knowledge sub-disciplines including metatheoretical, theoretical, ideational, methodological, empirical, and narrative.

Metatheoretical

Metatheoretical research is concerned with the philosophical components of theory (Vakkari, 1997). In other words, metatheory is theory about theory (Jensen, 2016). Metatheory has been

considered an under examined area of LIS research (Bates, 2005; Leckie et al., 2010; Lor, 2014). Marcia Bates (2005) identified 13 metatheories evident in the related literature. Most notable among these, for the sake of this study, was the critical theory metatheory.

Bates (2005) conceptualized a critical metatheoretical approach as being research which seeks to identify, unmask, and combat structures of societal injustice. However, she offered little explanation as to how the critical metatheoretical perspective has shaped LIS. In another sign of the limited metatheoretical research in LIS, Leckie et al. (2010) lament that LIS has not contributed more to wider metatheoretical discourses in the vein of noted theorists like Michel Foucault or Jürgen Habermas. Their observation is echoed by the results of this literature review. While critical theory is often noted in conversation with social justice (Schroeder & Hollister, 2014), only one article in this study—Rioux (2010)—was identified as focusing on the metatheoretical considerations of social justice itself.

Rioux (2010) identifies five assumptions which are essential to understanding social justice as a metatheory: 1) all human beings have an inherent worth and deserve information services that help address their information needs; 2) people perceive reality and information in different ways, often within cultural or life role contexts; 3) there are many different types of information and knowledge, and these are societal resources; 4) theory and research are pursued with the ultimate goal of bringing positive change to service constituencies; and 5) the provision of information services is an inherently powerful activity. According to Rioux (2010), these five assumptions provide a prism through which social justice as a metatheory can be understood. Several articles in this review cite Rioux (2010) as providing the guiding metatheoretical perspective of their research—even if they do not connect their contributions to a specific theory (Oplihant, 2015; Rioux, 2014; Roy & Long, 2019). These citations suggest that despite being introduced as a “nascent approach,” Rioux’s (2010) interpretation of social justice as a metatheory has come to influence other areas of allied research, including theoretical research, because it provides one of the few, if not only, metatheoretical perspectives centered on social justice in LIS specifically (p. 12).

Theoretical

Theoretical research refers to introducing the application of an existing theory utilized outside LIS, or extending an existing theory, or creating a new theory. The two results identified in this study focus on introducing theories that were developed in other disciplines to a specific area of LIS—archival discourse (Cifor, 2016; Dunbar, 2006). These few examples illustrate how, like metatheoretical research, theoretical research is largely absent from social justice in LIS literature collected for this study.

There have been several reasons offered as to why theoretical research might be lacking in this area; these reasons apply to this area of research by virtue of it being part of LIS. For instance, the discipline’s historic dearth of theoretical development provides some explanation as to why theoretical research is so underdeveloped within the emerging sub-discipline of social justice (Sonnenwald, 2016). Similarly, numerous theorists have noted that LIS is much more likely to borrow theories from other domains than to create its own (Dillon, 2007; Pierce; 1992; Thompson, 2009). The discipline’s structural acceptance of positivistic social science has also been noted as a deterrent of social justice related theoretical development in LIS specifically (Mehra & Gray, 2020). These select reasons provide some insight into this area’s underdeveloped theoretical perspective.

But the lack of theoretical literature examples does not mean that social justice research is atheoretical. The literature review showed that several theories have been used to situate social justice research such as Rawl's Theory of Social Justice (Dadlani & Todd, 2016). Most prevalent among these utilized theories is critical theory which serves as a theoretical lens or antecedent to several other theories (e.g., critical race theory, public sphere theory, critical pedagogy theory, feminist theory, and queer theory) identified in this study.

As in other social sciences, critical theory has been utilized by LIS scholars due in part to its ability to support equity and combat injustice. Leckie et al. (2010) argue that "Critical theory can help us to break, or at least to expose, the self-legitimation cycle" which follows pre-determined methodologies and therefore limits the kind of contributions that LIS research can provide (p. xii). Given its historic—albeit imperfect—role in supporting diversity and social justice, critical and related theories are well positioned for a central role in future LIS research due to their ability to contribute further theoretical and practical benefits for researchers, information professionals, and the community members served by them (Leckie et al., 2010; Morales et al., 2014).

Ideational

Ideational research is a term conceptualized in this study to include pre or emerging theoretical research that does not rise to the level of creating or extending theory such as viewpoints, notions, concepts, frameworks, and models (Wilson, 1999). This sub-type represented the largest category within the literature review (n=108) suggesting that there is enormous potential for theoretical development through expansion of existing theoretical structures in this area (Winberry & Bishop, 2021).

There is also a need for further understanding of the distinctions between research examples within this sub-type. Concepts and notions describe terms that have been used or could be used in the social justice discourse within LIS such as an intentional informationist (Hoffmann & Wallace, 2013) or the common good (Lor & Britz, 2005). Viewpoint articles can be described as presenting the point of view of an individual on a specific and narrow topic which includes insights from their own experience and perspective, but which is grounded in research (Pugh, 2012). Viewpoints in this sample made contributions to the understanding of and knowledge of social justice research such as the social and economic justice values of pleasure reading (Dewan, 2016) and the importance of leaders in the adoption of social justice perspectives by an organization (Farrell, 2016). Frameworks represent ways of understanding relationships between theoretical and non-theoretical components of an area of research (Leshem & Trafford, 2007). Frameworks might be used to describe sub-areas such as critical making practices (Ratto et al., 2014) or conversing about ethics and diversity within a social justice framework (Gilliland, 2011). Lastly, models are developed theoretical frameworks which have not yet been formalized as theory (Case & Given, 2016). Select examples identified in the literature review include a model for "knowledge sharing in professional virtual communities" (Chiu et al., 2011, p. 138) and the school-based telecenter (SBT) model (Kawooya, 2004). Together these various constructs foster numerous possibilities for further innovations in social justice research.

Methodological

Another type of research examined in this review was methodological research. Methodological research in this study refers to research that introduces, creates, or extends methodology or

methods. Although methodology (i.e., research strategy) and methods (i.e., data collection and analysis techniques) are different, they work in coordination with one another in order to execute the research design of a particular study (Crotty, 1998). The few examples of methodological research results in this literature review articulate themselves as presenting a methodology (Dadlani & Todd, 2017), making the case for a specific method (Soglasnova & Hanson, 2015), or applying a method that is underutilized in LIS (Oliphant, 2015).

Like metatheoretical and theoretical research, methodological research was underrepresented in this study's sample with just three examples. This gap existed despite the fact that early LIS research utilized quantitative, prescriptive, and deductive research methodologies and methods. Over time the discipline has become more open to qualitative, explorative, and inductive research approaches—approaches which are often thought to be more amiable to social justice research and to methodological innovation (Mansourian, 2006; Powell, 1999; Ullah & Ameen, 2018).

Empirical

Empirical research involves the collecting and analyzing of data in order to meet research objectives (Punch, 2014). Empiricism itself—the belief that collected and analyzed data is superior to other forms of research—has a long history in LIS (Hjørland, 2005; Sandstrom & Sandstrom, 1995). This permanence is represented in the varied empirical methods contained within this literature review. Select examples include surveys (Kumasi & Manlove, 2015), interviews (Kendrick & Damasco, 2015), and content analysis (Moreillon, 2015), as well as qualitative, quantitative, and mixed analytical approaches (Butcher & Rose-Adams, 2015; Froggatt, 2015).

Narrative

In contrast to its empirical counterpart which focuses on collecting and analyzing data, narrative research accentuates the duality of researcher and research participant that exists in methods such as action research (Heikkinen et al., 2007), autoethnography (Sparkes, 2000), and historical research (Volodymyrivna, 2019). In narrative research, the perspective of the researcher—whether they be the main participant in the study, also a member of the group of study participants, or the interpreter of historical information—is seen as a crucial element of the research contribution (Gray, 2019; Mehra & Braquet, 2014; Mehra et al., 2018).

Narrative research examples from this study utilized the methods described above, as well as others, such as discourse analysis (Hoffman, 2019; Winston, 2017) and critical discourse analysis (Brook et al., 2015). Considering that narrative research (n=36) appeared almost as frequently as empirical research (n=41) in this literature review, the perspective of the researcher appears to be often central to the contributions of social justice research in LIS.

Practice

Practice is a well-developed research type within LIS given the field's long reputation as a service-oriented discipline (Taylor, 1986). The overarching goal of practice type is lifelong learning for information professionals as students, teachers, and leaders. Practice-centered social justice research has two main sub-types: professional and pedagogical.

Professional

Professional research is concerned with the practical needs of information professionals (Audunson et al., 2003; Goode, 1961). The research in this sub-type is designed to be practical, easily applicable, and closely associated with a work setting or specific job tasks. Examples include exploration of unionization in information settings (Phillips et al., 2019), instructive case examples of how libraries can embrace social justice in their work (Gomez, 2019), and an examination of the awards available for books which promote social justice values in children's literature (Schulte-Cooper, 2015).

Pedagogical

Pedagogical research focuses on education—whether the practitioners are the teachers or the students (Alemagne & Mandel, 2018; Cooke, 2019). Pedagogy is an instrumental part of information practice as it is a lifelong process that begins at birth, continues through formal education, into the workplace, and beyond (Rogers et al., 2009). Within the literature sample, pedagogy is described most often in connection to LIS education (Roy & Long, 2019), librarian-provided education in university settings (Battista et al., 2015), and education for populations such as youth in community settings (Montague, 2015).

Discussion

Social justice is a broadly-defined term that exists well beyond just LIS, but the findings of this study suggest two things for social justice research in this discipline. First, that social justice can also be a sub-discipline within LIS given its contribution to both knowledge and practice in the discipline (Krishnan, 2009; Mehra et al., 2010; Wiegand, 2020). Second, that social justice is in fact an emerging sub-discipline within LIS considering that the identified sub-types of social justice research (e.g., metatheoretical, theoretical, ideational, methodological, empirical, narrative, professional, and pedagogical) are also identifiable in other areas of LIS research such as information retrieval, information seeking, and social informatics among others (Goker & Davies, 2009; Limberg & Sundin, 2006; Kling, 2007).

In order to continually move social justice forward in LIS, researchers should commit to ensuring that social justice—while also recognizing that it exists in many other disciplines—becomes widely understood to be a sub-discipline in LIS. This could be accomplished in part through a conference panel, a journal special issue, publication of a book, as well as all of the above and then some. Whatever its form, this is a conversation that should continue not just for the betterment of this budding sub-discipline but for the continued health and progress of the discipline as a whole.

Limitations and Future Research

The decision to focus the search for this study on two databases is a limitation as there are many other examples of self-identified “social justice” works in LIS scholarship that are not present in these two resources. However, since the two databases chosen are among the largest and most thorough databases of literature in the LIS field, this paper could contribute to conversations about where social justice research in LIS is being published and why, the commodification of social justice research, and its perceived value by the companies that publish LIS literature, and who can therefore influence what is heard or viewed as credible and what is not (Lawson et al., 2015; Mehra & Gray, 2020; Winberry & Bishop, 2021). This study also did not discover all the

types and sub-types of social justice research that exist. Further confirmation and expansion of this typology would also benefit from cross coding in order to strengthen interpretations of the findings. Future examination of related research in other LIS databases, books, websites, and so on, as well as comparisons to how social justice is represented in other disciplines, will expand this typology. Researchers might also use the findings of this study as inspiration for developing metatheoretical, theoretical, and methodological contributions to social justice research and to LIS research more broadly.

Conclusion

Social justice will continue to be of critical importance to the future of LIS given the ubiquitous nature that issues of justice and injustice have around information and technology. For example, in her research on search engines and racism, Safiya Noble (2018) explains that technology is not neutral because its creators—people—are not neutral. Similarly, Ramesh Srinivasan (2019) describes how people’s data is an extremely valuable resource and yet we often give it away to wealthy Silicon Valley companies whose products often do not really meet our technological needs. These select examples represent just two of perhaps thousands of examples as to how social justice (or the lack thereof) is integral to the development, use, and sharing of information and technology. Despite the innumerable connections, social justice is rarely given the attention or emphasis it requires within LIS educational programs (Cooke, 2017). More work still needs to be done. This article contributes towards this effort by identifying a typology and by offering definitions based on the analysis of the literature sample—an affordance that is often “surprisingly lacking” in other research typologies (Hider & Pymm, 2008, p. 109). Together these terms, definitions, and examples help explain the components that make intersections of LIS social justice research possible. This typology also provides one contribution towards organizing the vast research that exists around social justice as well as other areas within LIS research in order to demonstrate that while social justice exists across numerous disciplines, it is also a sub-discipline of LIS, and deserves to be treated as such in LIS research, practice, and education.

Appendix

Final sample for analysis

Number	Citation	Date	Sub-type
1	Phillips, M., Eifler, D., & Page, T. L. (2019). Democratizing the Union at UC Berkeley: Lecturers and librarians in solidarity. <i>Library Trends</i> , 68(2), 343-367. https://doi-org.proxy.lib.utk.edu/10.1353/lib.2019.0043	2019	Practicional
2	Duff, W., Sporn, J., & Herron, E. (2019). Investigating the impact of the living archives on eugenics in Western Canada. <i>Archivaria</i> , 88, 122-161.	2019	Ideational
3	Mehra, B. (2019). The non-white man’s burden in LIS education: Critical constructive nudges. <i>Journal of</i>	2019	Narrative

	<i>Education for Library & Information Science</i> , 60(3), 198-207. https://doi-org.proxy.lib.utk.edu/10.3138/jelis.2019-0012		
4	Russo Martin, E. (2019). Social justice and the medical librarian. <i>Journal of the Medical Library Association</i> , 107(3), 291-303. https://doi-org.proxy.lib.utk.edu/10.5195/jmla.2019.712	2019	Ideational
5	Roy, L. & Long, E. (2019). Incorporating social justice in reference education. <i>Reference Librarian</i> , 60(3), 226-231. https://doi-org.proxy.lib.utk.edu/10.1080/02763877.2019.1597	2019	Pedagogical
6	Beatty, N. A. & Hernandez, E. (2019). Socially responsible pedagogy: Critical information literacy and art. <i>Reference Services Review</i> , 47(3), 280-293. https://doi-org.proxy.lib.utk.edu/10.1108/RSR-02-2019-0012	2019	Pedagogical
7	Dencik, L. D., Hintz, A., Redden, J., & Treré, E. (2019). Exploring data justice: Conceptions, applications and directions. <i>Information, Communication & Society</i> , 22(7), 873-881. https://doi-org.proxy.lib.utk.edu/10.1080/1369118X.2019.1606268	2019	Ideational
8	Peña Gangadharan, S. & Niklas, J. (2019). Decentering technology in discourse on discrimination. <i>Information, Communication & Society</i> , 22(7), 882-899. https://doi-org.proxy.lib.utk.edu/10.1080/1369118X.2019.1593484	2019	Empirical
9	Hoffmann, A. L. (2019). Where fairness fails: Data, algorithms, and the limits of antidiscrimination discourse. <i>Information, Communication & Society</i> , 22(7), 900-915. https://doi-org.proxy.lib.utk.edu/10.1080/1369118X.2019.1573912	2019	Narrative
10	Heeks, R. & Shekhar, S. (2019). Datafication, development and marginalised urban communities: An applied data justice framework. <i>Information, Communication & Society</i> , 22(7), 992-1011. https://doi-org.proxy.lib.utk.edu/10.1080/1369118X.2019.1599039	2019	Ideational
11	Simms, S. & Johnson, H. (2019). Subtle activism: Using the library exhibit as a social justice tool. <i>Alexandria</i> , 29(1/2), 130-144. https://doi-org.proxy.lib.utk.edu/10.1177/0955749019876119	2019	Practicional
12	Meeks, A. (2019). Art as the practice of freedom: Critical	2019	Narrative

	alliances and professional identities within art librarianship. <i>Art Libraries Journal</i> , 44(2), 61-66. https://doi-org.proxy.lib.utk.edu/10.1017/alj.2019.5		
13	Gosselin, A. & Goodsett, M. (2019). Increasing faculty-librarian collaboration through critical librarianship. <i>Collaborative Librarianship</i> , 11(2), 100-109.	2019	Pedagogical
14	Barr-Walker, J. & Sharifi, C. (2019). Critical librarianship in health sciences libraries: An introduction. <i>Journal of the Medical Library Association</i> , 107(2), 258-264. https://doi-org.proxy.lib.utk.edu/10.5195/jmla.2019.620	2019	Practicional
15	Baeza Ventura, G., Gauthereau, L., & Villarroel, C. (2019). Recovering the US Hispanic literary heritage: A case study on US Latina/o archives and digital humanities. <i>Preservation, Digital Technology & Culture</i> , 48(1), 17-27. https://doi-org.proxy.lib.utk.edu/10.1515/pdte-2018-0031	2019	Pedagogical
16	Branch, N. A. (2019). Illuminating social justice in the framework: Transformative methodology, concept mapping, and learning outcomes development for critical information literacy. <i>Communications in Information Literacy</i> , 13(1), 4-22. https://doi-org.proxy.lib.utk.edu/10.15760/comminfolit.2019.13.1.2	2019	Empirical
17	Garrison, K. L. & Gavigan, K. (2019). Picture this: Using graphic novels to explore social justice issues with young adults. <i>Teacher Librarian</i> , 46(3), 8-12.	2019	Pedagogical
18	Braquet, D. (2019). LGBTQ+ terminology, scenarios and strategies, and relevant web-based resources in the 21 st century: A glimpse. <i>Advances in Librarianship</i> , 45, 49-61. https://www.doi.org/10.1108/S0065-283020190000045009	2019	Practicional
19	Gomez, G. (2019). Archiving history and the educational mission in Chicago's the legacy project: Challenges and opportunities for LIS. <i>Advances in Librarianship</i> , 45, 89-114. https://doi-org.proxy.lib.utk.edu/10.1108/S0065-283020190000045010	2019	Practicional
20	Wenzler, J. (2019). Neutrality and its discontents: An essay on the ethics of librarianship. <i>Portal: Libraries & the Academy</i> , 19(1), 55-78. https://doi-org.proxy.lib.utk.edu/10.1353/pla.2019.0004	2019	Ideational
21	Smith, L., & Hanson, M. (2019). Communities of Praxis:	2019	Practicional

	Transforming access to information for equity. <i>Serials Librarian</i> , 76(1-4), 42-49. https://doi-org.proxy.lib.utk.edu/10.1080/0361526X.2019.1593015		
22	Berthoud, H. & Finn, R. (2019). Bringing social justice behind the scenes: Transforming the work of technical services. <i>Serials Librarian</i> , 76(1-4), 162-169. https://doi-org.proxy.lib.utk.edu/10.1080/0361526X.2019.1583526	2019	Practicional
23	Helkenberg, D., Schoenberger, N., Kooy, S. A. V., Pemberton, A., Ali, K., Bartlett, S., Clair, J., Crombleholme, S., Dee, A., DePierro, K., Greenwood, T., Lobzun, M., Petersen, C., Saunders, S. R., Tarzi, M., Ward, K., & Zip, S. (2018). Education for the common good: A student perspective on including social justice in LIS education. <i>Journal of Education for Library & Information Science</i> , 59(4), 265-271. https://doi-org.proxy.lib.utk.edu/10.3138/jelis.59.4.2018-0013	2018	Pedagogical
24	Thinyane, M., & Choi, M. (2018). Small data, big justice: The intersection of data science, social good, and social services. <i>Journal of Technology in Human Services</i> , 36(4), 175-178. https://doi-org.proxy.lib.utk.edu/10.1080/15228835.2018.1539369	2018	Ideational
25	Poole, A. H. (2018). "Be damned pushy at times": The committee on the status of women and feminism in the archival profession, 1972-1998. <i>American Archivist</i> , 81(2), 394-437. https://doi-org.proxy.lib.utk.edu/10.17723/0360-9081-81.2.394	2018	Narrative
26	Pegues, C. R. (2018). Engendering social consciousness through first year information literacy classes. <i>Communications in Information Literacy</i> , 12(2), 193-202. https://doi-org.proxy.lib.utk.edu/10.15760/comminfolit.2018.12.2.8	2018	Pedagogical
27	Peekhaus, W. (2018). Seed libraries: Sowing the seeds for community and public library resilience. <i>Library Quarterly</i> , 88(3), 271-285. https://doi-org.proxy.lib.utk.edu/10.1086/697706	2018	Empirical
28	Foster, M. J. (2018). Navigating library collections, Black culture, and current events. <i>Library Trends</i> , 67(1), 8-22. https://doi-org.proxy.lib.utk.edu/10.1353/lib.2018.0022	2018	Pedagogical
29	Adler, M., & Harper, L. M. (2018). Race and ethnicity in classification systems: Teaching knowledge organization	2018	Ideational

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121	Mehra, B. (2015). Introduction. <i>Library Trends</i> , 64(2), 179-197. https://doi-org.proxy.lib.utk.edu/10.1353/lib.2015.0042	2015	Ideational
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232	Britz, J. J., & Blignaut, J. N. (2001). Information poverty	2001	Ideational

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233	Durrani, S. (1997). The other Kenya: Underground and alternative literature. <i>Collection Building</i> , 16(2), 80-87. https://doi-org.proxy.lib.utk.edu/10.1108/01604959710164412	1997	Narrative
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237	Tang, R., Mehra, B., Du, J. T., & Zhao, Y. (2019). Paradigm shift in information research. <i>Proceedings of the Association for Information Science & Technology</i> , 56(1), 578-581. https://doi-org.proxy.lib.utk.edu/10.1002/pr2.96	2019	Ideational
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243	Ghaddar, J., Allard, D., & Hubbard, M. A. (2016). Archival interventions: Anti-violence and social justice work in community contexts. <i>Proceedings of the Association for Information Science & Technology</i> , 53(1), 1-6. https://doi-org.proxy.lib.utk.edu/10.1002/pr2.2016.14505301012	2016	Ideational
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246	Rumble, G. (1983). The contribution of distance education in providing education for a just social order. <i>Report No: ED 237 073</i> .	1983	Ideational
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Joseph Winberry (jwinber1@vols.utk.edu) is a Ph.D. student at the University of Tennessee's College of Communication and Information. His research interests in community informatics, information seeking, and social justice help guide his work towards answering a central question: What is the role of information and technology in bringing about social change? Winberry's scholarship has been published in *The International Journal of Information, Diversity, and Inclusion*, *The Journal of Librarianship and Information Science*, and *Library Quarterly* (forthcoming) among other venues. He has also received funding from the Association for Library and Information Science Education and the American Library Association's Social Responsibility Roundtable.