

## Privilege Bibliography

This list, while not exhaustive, tries to focus on resources that are mostly freely available. Online items that are only available behind a paywall are indicated with an \$.

### General Resources for Understanding and Discussing Privilege

The MSW@USC. (2020, November 5). *Diversity toolkit: A guide to discussing identity, power and privilege*. <https://msw.usc.edu/mswusc-blog/diversity-workshop-guide-to-discussing-identity-power-and-privilege/>

*This toolkit includes a variety of activities designed to help with understanding identity and privilege. Activities include “Introducing Identity: “My Fullest Name,” and “Understanding Privilege and Systems of Power: “Unpacking the Invisible Knapsack.” Most will find the instructions and accompanying material useful for implementing the activities in their own settings.*

Teaching Tolerance. (n.d.). *Let’s talk! Discussing race, racism and other difficult topics with students*.

<https://www.learningforjustice.org/sites/default/files/general/TT%20Difficult%20Conversations%20web.pdf>

*Though geared towards those teaching in the classroom, this guide provides solid suggestions for approaching difficult conversations, including the importance of starting with understanding yourself. Also includes a resource list and worksheets to supplement conversations and activities in the classroom.*

National Association of School Psychologists. (2016). *Understanding race and privilege*. <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/diversity-and-social-justice/social-justice/understanding-race-and-privilege>

*This handout includes information about the role of privilege, its effect in schools, a series of self-reflection questions and suggestions for how to approach talking to others about privilege. A resource list is also provided with a variety of sources that may be useful for those interested in understanding privilege, particularly in a school context.*

### Readings Related to Privilege in Libraries and Information Science

Collins, A. M. (2018). Language, power, and oppression in the LIS diversity void. *Library Trends*, 67(1), 39-51.  
<https://www.ideals.illinois.edu/bitstream/handle/2142/101935/Collins.pdf?sequence=2>

Espinal, I., Sutherland, T., & Roh, C. (2018). A holistic approach for inclusive librarianship: Decentering whiteness in our profession. *Library Trends*, 67(1), 147-162.

[https://www.ideals.illinois.edu/bitstream/handle/2142/101941/Espinal\\_Sutherland&Roh.pdf?sequence=2](https://www.ideals.illinois.edu/bitstream/handle/2142/101941/Espinal_Sutherland&Roh.pdf?sequence=2)

- \$ Smith, L., & Hanson, M. (2019). Communities of praxis: Transforming access to information for equity. *The Serials Librarian*, 76(1-4), 42-49.  
<https://doi.org/10.1080/0361526X.2019.1593015>
- Sweeney, M. E., & Cooke, N. A. (2018). *Proceedings of the 2018 ALISE Annual Conference*, 197-199. <https://core.ac.uk/download/pdf/213990196.pdf#page=217>
- Tewell, E. (2020). The problem with grit: Dismantling deficit thinking in library instruction. *portal: Libraries and the Academy*, 20(1), 137-159.  
<https://muse.jhu.edu/article/747558/pdf>
- Van Hoye, A. (2018). Who's left out of the conversation: The problem of marginalizing students in the scholarly conversation. *College & Research Libraries News*, 79(6), 318-336. <https://crln.acrl.org/index.php/crlnews/article/download/17007/18743>