Abstract:
Information literacy, from its emergence to its recent formulation, has and continues to uncritically adopt and reproduce neoliberalism within a closed discursive system that works to deny alternative conceptions of library pedagogy and instruction. The knowledge produced by librarianship and information literacy discursive practices is an enactment of power that naturalizes and authorizes neoliberalism and constrains the questioning of inequalities. Library instruction and pedagogy specifically and librarianship more generally need to begin promoting an awareness of the fields’ embeddedness within a neoliberal political and economic context, and engaging critically with that context.