Courses: Intellectual Freedom
LIS 611 Course Syllabus
Fall 2015

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Course Description
Seminar course surveying the core philosophical principles of intellectual freedom with special application to librarianship and information science. Covers key areas of controversy, patron rights, and ALA resources.

Prerequisites
There are no prerequisites for this course.

Student Learning Objectives
This course addresses the following objectives of the LIS Program, enabling students to:

SLO 1
Understand, apply and articulate the history, philosophy, principles and ethics of library and information science and the related professions.

1a) Apply LIS theory and principles to diverse information contexts

1b) Demonstrate understanding of the historical context of information services and systems

1c) Develop and apply critical thinking skills in preparation for professional practice

1d) Craft and articulate a professional identity
SLO 2

Develop, administrate, assess, and advocate for information services by exercising principled communication, teamwork and leadership skills.

2b) Work effectively in teams

2d) Create instructional and outreach programs

2e) Demonstrate the ability to advocate effectively for information services

SLO 3

Organize, create, archive, preserve, retrieve, manage, evaluate, and disseminate information resources in a variety of formats.

3a) Demonstrate understanding of the processes by which information is created, evaluated, and disseminated.

SLO 5

Engage in projects and assignments dealing with multicultural communities and representing diverse points of view.

5a) Communicate and collaborate with diverse colleagues, information seekers and community stakeholders

5b) Demonstrate understanding of the social, cultural, political, and economic context of information services and systems

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**Course Learning Objectives**

1. To understand the First Amendment of the U.S. Constitution as it pertains to censorship of information and speech in general and libraries and other information institutions in particular.
2. To understand the conceptual and practical bases of intellectual freedom and the core philosophical principles of anti-censorship adhered to within the information profession.
3. To understand and be able to apply intellectual freedom policies (particularly those of the American Library Association) to daily life and professional practices.
4. To understand the history of contemporary censorship and the influence of extremism.
5. To be familiar with the positions of pro- and anti-censorship coalitions and those who believe in pure freedom of speech and those who would curb such freedom out of social responsibility.
6. To be familiar with cases of censorship, controversies that have received media attention (art and censorship, censorship of violent music lyrics, hate speech, flag burning), and patterns of book banning.
7. To be familiar with the issues of access to government information and censorship in the name of national security during war.
8. To be familiar with censorship issues concerning sexual materials and pornography (including pornography on the Internet).
9. To be familiar with Internet filtering initiatives and laws, particularly as pertaining to libraries.

**LIS Research Methodologies**

Historiography, case study, comparative.

**Teaching Method**

Primary emphasis is on wide reading, group discussion, and critical analysis. Oral and written assignments are designed to promote these activities. The assignment due dates are on the course schedule. Attendance and constructive participation are required.

**Requirements**

**Readings**

**Textbooks:**

**Required**


**Optional**


Additional Readings:

There will also be numerous articles and book chapters to read.

Assignments and Grading

Assignments:

- **Five-minute presentation on an Intellectual Freedom resource** (10 points)
- **First short reflection paper** (minimum: three pages of text) on the relationship between the concepts in Mills' *On liberty*, the *Universal Declaration of Human Rights* article 19, the First Amendment to the U.S. Constitution, and the American Library Association's *Library Bill of Rights* (15 points)
- **Second short reflection paper** on literature suppressed on political grounds (15 points)
- **Third short reflection paper** dealing with the role of information institutions and information professionals in society (15 points)
- **Censorship paper & presentation** (20 points)
- **Final reflection paper** on the role and necessary contents of an Intellectual Freedom policy for an information institution (15 points)
- **Participation in class discussions** (10 points)

Grading Scale:

<table>
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<tr>
<th>Score Range</th>
<th>Grade</th>
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<tr>
<td>99-100</td>
<td>A+</td>
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<td>92-98</td>
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<td>90-91</td>
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<td>62-68</td>
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<td>60-61</td>
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Technology Requirements

This course requires you to use a computer to produce all of the written assignments. Computers are available in the LIS area and in computer laboratories around campus.
Main Topics of the Course

- Legal foundations for intellectual freedom
- Access to library resources and services
- Censorship
- Destruction of books and libraries
- Privacy and confidentiality
- Visits and requests from law enforcement
- Workplace speech
- Creating intellectual freedom policies for a library or other information provision institution
- Advocacy and assistance

Course Schedule
(Subject to change)

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topics</th>
<th>Assignments due</th>
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<tr>
<td>1</td>
<td>8/25/15</td>
<td>Getting to know you; Introduction to the course; Video: American Library Association's Office for Intellectual Freedom; ALA Office of Intellectual Freedom webpage (<a href="http://www.ala.org/offices/oif">http://www.ala.org/offices/oif</a>); Origin of the U.S. Bill of Rights, Part I</td>
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| 2 | 9/15 | Origin of the U.S. Bill of Rights, Part II;  
Defining Intellectual Freedom;  
Discussion: *On liberty* by John Stuart Mill and *Universal declaration of human rights* |
|   |   | Required readings:  
Mill, John Stuart. 2011. *On liberty*. "Introductory" [chapter] and first 1.5 pages from "Of the liberty of thought and discussion" [chapter] (electronic version). (Note: not the Introduction by Courtney);  
United Nations. *Universal declaration of human rights* |
| 3 | 9/8/15 | Beginning of student IF resource presentations:  
Student IF resource presentation: The American Library Association's Intellectual Freedom Round Table (IFRT) & Social Responsibilities Round Table (SRRT);  
Student IF resource presentation: Freedom to Read Foundation (FTRF);  
Providing access—The First Amendment:  
What does the First Amendment say and why do we need it?;  
ALA and intellectual freedom:  
Library Bill of Rights;  
Video: *Cointelpro again*?;  
Discussion: *River Bend casebook*—Case 2: Use of the meeting room |
|   |   | Assignment due:  
**Beginning of student IF resource presentations**  
Required readings:  
First Amendment;  
Farber, Daniel. 1998. *The First Amendment*. Chapter 1: Free expression and the Constitution, pages 1-17 (available through Course reserves);  
*Intellectual freedom manual* (9th ed.). Part I. Chapter 4. The right to receive information. Libraries, the First Amendment, and the Public Forum Doctrine (pages 43-47);  
*Intellectual freedom manual* (9th ed.). Part II. Chapter 6. Meeting rooms, exhibit spaces, and programs;  
| 4 | 9/15/15 | Case 2: Use of the meeting room. (Course reserves)  
Optional reading:  

**Continuation of student IF resource presentations:**  
Student IF resource presentation: National Coalition against Censorship;  

**Access for all:**  
ALA and intellectual freedom: a historical overview;  

Video: *When democracy works*;  

Discussion: *River Bend casebook*—Case 34: The new city ordinance and the gay librarian  

Assignment due:  
**First short reflection paper**  

Required readings:  
Krug and Morgan. 2010. ALA and intellectual freedom: a historical overview. In: *Intellectual freedom manual (8th ed.)* (Course reserves);  
*Intellectual freedom manual* (9th ed.). Part II. Chapter 1. Access to library resources and services;  
Case 34: The new city ordinance and the gay librarian (Course reserves).  
Optional reading:  
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| **Continuation of student IF resource presentations:**

Student IF resource presentation:
American Library Association resources for dealing with challenges--Support for Dealing with Challenges, Intellectual Freedom Toolkits, etc.;
Student IF resource presentation:
People for the American Way (PFAW)

**Barriers to Access—Censorship:**

**Introduction:**
Video: *Censored and Banned Books: From John Steinbeck to Dr. Seuss* by AbeBooks, a book marketer;

**Grapes of wrath**, by John Steinbeck:
Video: *BBC John Steinbeck Voice of America* (documentary);
Discussion: *Grapes of wrath*;

Discussion: *River Bend casebook*—Case 1: Pressure group censorship

**Required readings:**

Garry. 1993. *An American paradox: censorship in a nation of free speech*, pages xiii-25, 121-136 (Course reserves);

*Intellectual freedom manual* (9th ed.). Part II. Chapter 2. Censorship, challenged resources, and Internet filtering, pages 77-83;

Hentoff. 1992. Free speech for me—but not for thee: how the American left and right relentlessly censor each other, pages 1-17 (Course reserves);

Karolides, *et al.* 120 *banned books* (2nd ed.). "Introduction" and "The grapes of wrath," pages vii-viii, 57-71 (Course reserves);


**Optional readings:**

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<th>Date</th>
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| **Continuation of student IF resource presentations:** | **Assignment due:**
| Student IF resource presentation: AS IF! (Authors Supporting Intellectual Freedom); | **Beginning of student presentations on censorship:**
| Student IF resource presentation: Electronic Frontier Foundation (EFF) | **Required readings:**
| Student IF resource presentation: Choose Privacy Week; | Intellectual freedom manual (9th ed.). Part II. Chapter 2. Pekoll and Adams. How to respond to challenges and concerns about library resources (pages 83-93);
| **Barriers to Access—Censorship for political reasons—The McCarthy era and its effect on libraries:** | Karolides, , et al. 120 banned books (2nd ed.), pages 1, 98-101, 112-123 (Course reserves);
| Video: Joseph McCarthy: an American inquisitor; | Intellectual freedom manual (8th ed.), History: Diversity in collection development |
| Discussion: McCarthyism and libraries; | **Required readings:**
| Discussion: River Bend casebook—Case 31: A simple oath of loyalty |
| | Required readings:
| Robbins. 2001. The overseas libraries controversy and the freedom to read: U.S. librarians and publishers confront Joseph McCarthy (Course reserves);
| Medavilla. 1997. The war on books and ideas: the California Library Association and anti-communist censorship in the 1940s and 1950s (Course reserves);
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<th>8</th>
<th>10/13/15</th>
<th><strong>Barriers to Access—Censorship for political reasons</strong> (continued): Student presentation on censorship: <em>Black boy</em>; Student presentation on censorship: <em>In the spirit of Crazy Horse</em>; <strong>Hawai`i immediately following the overthrow of the monarchy</strong>: Discussion: What were the repercussions for Intellectual Freedom?</th>
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<td>9</td>
<td>10/20/15</td>
<td><strong>Barriers to Access—Censorship for religious reasons</strong>: Student presentation on censorship: <em>The cartoons that shook the world</em>; Student presentation on censorship: <em>The hidden face of Eve: women in the Arab world</em>; Student presentation on censorship: <em>The last temptation of Christ</em>; Discussion: <em>The Da Vinci code</em> and <strong>Assignment due</strong>: Second short reflection paper</td>
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**Required readings:**


*Intellectual freedom manual* (9th ed.). Part II. Chapter 2. Chmara. 2015. The law regarding access to library resources (pages, 96-99);

Karolides, *et al.* 120 banned books (2nd ed.), pages 22-31, 86-98;

Logan. 1897. Education in the Hawaiian Islands. In *The North American review*. 165(488):20-25. (Note: This article contains material many would find offensive);


Optional reading:


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**Barriers to Access—Censorship for political reasons—Engaging with organized groups:**

The law regarding access to library resources: removal of materials;

Hawai`i immediately following the overthrow of the monarchy:

Discussion: What were the repercussions for Intellectual Freedom?
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<th>Required readings</th>
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| 10/27/15 | **Barriers to Access—Censorship on sexual grounds:**  
Student presentation on censorship: *The epic of Gilgamesh*;  
Student presentation on censorship: *Madame Bovary*;  
Video: Snow Falling on Cedars  
Official Trailer #1;  
Video: Snow Falling On Cedars  
Closing Arguments related to prejudice;  
Discussion: *Snow falling on cedars*;  
**Barriers to Access—Censorship for social reasons:**  
Student presentation on censorship: *The autobiography of Malcolm X*;  
Discussion: *River Bend casebook*—Case 14: Word from the tribal council |  
Blume. 1994. Voices of banned authors. In: *Banned in the U.S.A.*, pages 101-132 (Course reserves);  
Karolides, *et al.* 120 banned books (2nd ed.), pages 330, 348-351, 382-384, 402-406, 460-462 (Course reserves);  
Cornog and Perper. 1991. For sex, see librarian: an introduction. (Course reserves);  
Cornog. 1991. Providing access to materials on sexuality. (Course reserves);  
Perper. 1991. For sex, see librarian: reprise. (Course reserves)  
| 11/3/15 | **Barriers to Access—Censorship for social reasons—Access for children and youth:**  
Student presentation on censorship: *The perks of being a wall-flower*;  
Student presentation on censorship: *And Tango makes three*;  
Student presentation on censorship: *Anne Frank: the diary of a young girl*;  
Student presentation on censorship: *The absolutely true diary of a part-time Indian*;  
Video: Born to trouble: Huck Finn;  
Video:"Huckleberry Finn" and the N-word;  
Discussion: *Adventures of Huckleberry Finn*;  
Discussion: *River Bend casebook*—Case 8: The book review series |  
Intellectual freedom manual (9th ed.). Part II. Chapter 3. Children and youth;  
Karolides, *et al.* 120 banned books (2nd ed.), pages 391-395, 435-448, 451-457 (Course reserves);  
| Week | Date | Barriers to Access—Censorship for social reasons (continued):  
Student presentation on censorship: *The bell jar*;  
Student presentation on censorship: *Brave new world*;  
Hate speech and the freedom to lie—The dilemma of Holocaust denial literature:  
Discussion: *River Bend casebook*—Case 13: Hoax and Holocaust | Required readings:  
Wolkoff. 1996. The problem of Holocaust denial literature in libraries (Course reserves);  
Swan and Peattie. 1989. *The freedom to lie: a debate about democracy*. Pages 1-101 (Course reserves);  
Karolides, *et al* 120 banned books (2nd ed.), pages 462-464, 470-473 (Course reserves);  
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<td>11/10/15</td>
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Destruction of books and libraries:  
Video: Nazi book burning;  
Guest speaker Lama Wangchuk: Intellectual freedom in Tibet;  
Video: Antiquities Scholar: Islamic States Destruction of Museum & Library is Cultural & Ethnic Cleansing;  
Images: Opponents and supporters join hands in protecting the library Bibliotheca Alexandrina in Egypt | Assignment Due:  
**Third short reflection paper**  
Required readings:  
Privacy and confidentiality: Guest speaker: William Harrison, Esq., on the USA PATRIOT Act (and subsequent revisions);

Barriers to Access—Censorship for social reasons (continued): Student presentation on censorship: *Fahrenheit 451*;

Copyright;

Privacy and confidentiality discussions: Discussion: Why do our patrons need privacy? What happens when national security and privacy are said to conflict?; Discussion: Jones. *Protecting intellectual freedom in your academic library*. Chapter 5. Case studies 1-3.

Required readings:
*Intellectual freedom manual* (9th ed.). Copyright, pages 145-156;
*Intellectual freedom manual* (9th ed.). Part II. Chapter 7. Privacy and confidentiality; Karolides, *et al*. 120 banned books (2nd ed.), pages 487-489 (Course reserves);

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Barriers to Access—Censorship for social reasons (continued): Student presentation on censorship: *Freakonomics: a rogue economist explores the hidden side of everything*;
Student presentation on censorship: *Of mice and men*;
Student presentation on censorship: *To kill a mockingbird*;

Internet filtering: Video: Pornography in public libraries – http://www.SafeLibraryProject.com (a conservative view);
Discussion: What are the trade-offs concerning the e-rate? What does the law require?

Creating an intellectual freedom policy: Discussion: Why is a policy important, what should it contain, and who should read it?

Required readings:
*Intellectual freedom manual* (9th ed.). Part II. Chapter 2. Internet filtering (pages 100-114);
Jones. 1999. *Libraries, access, and intellectual freedom: developing policies for public and academic libraries*, pages 94-105, 147-168 (Course reserves);
*Intellectual freedom manual* (9th ed.). Part I. Chapter 3. Creating intellectual freedom policies for your library;
Karolides, *et al*. 120 banned books (2nd ed.), pages 493-497, 521-525, 534-537 (Course reserves);
Jones. *Protecting intellectual freedom in your academic library*. Internet access. Case study 1,
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<td>Discussion: Jones. <em>Protecting intellectual freedom in your academic library</em>. Internet access. Case study 1.</td>
<td>pages 114-117 (Course reserves).</td>
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<td>16</td>
<td>12/8/15</td>
<td>Visits and requests from law enforcement: Discussion: What does the law require? What are our rights?; Discussion: Jones. <em>Protecting intellectual freedom in your academic library</em>. Chapter 5. Case study 4; Workplace speech; Advocacy: Discussion: <em>River Bend casebook</em>—Case 5: A letter from a theatre owner</td>
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If you need reasonable accommodations because of the impact of a disability, please:

1. contact the Kokua Program by telephone (V/T) at 956-7511 or 956-7612 or in person at the Queen Liliʻuokalani Center for Student Services building, room 013;
2. speak with me privately to discuss your specific needs. I will be happy to work with you and the KOKUA Program to meet your access needs related to your documented disability.

Information about the Kokua Program is available online at: [http://www.hawaii.edu/kokua/](http://www.hawaii.edu/kokua/).