SYLLABUS FOR LIS 611: INTELLECTUAL FREEDOM

Instructor: Dr. Rebecca Knuth  
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Contact Information

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Office hours: Tues. 4-6:30, Thurs. 2:30-4:30. Also whenever my door is open and by appointment  
Office: Hamilton Library 3D

Prerequisites: None (all LIS courses require Program permission).

LIS Program Learning Objectives

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  

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

2d) Create instructional and outreach programs  
2e) Demonstrate the ability to advocate effectively for information services

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  
3d) Demonstrate understanding of issues and techniques of preservation of physical and digital objects

Evaluate and use the latest information technologies, research findings and methods.

4a) Evaluate systems and technologies in terms of quality, functionality, cost-effectiveness and adherence to professional standards

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

Course Learning Objectives

1. To understand the First Amendment as it pertains to censorship of information and speech in general and libraries in particular.  
2. To understand the conceptual and practical bases of intellectual freedom and the core philosophical principles of anti-censorship adhered to within librarianship.  
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 become familiar with the positions of pro- and anti-censorship coalitions and those who believe in pure freedom of speech and those who would curb it 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 bookbanning.  
7. To be familiar with the issues of access to government information and censorship in the name of national security and 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.
Course/Teaching Philosophy

I believe that instructors and students form communities in which they share in learning. Each person’s enthusiasm, expression of thoughts and perspectives, and positive and supportive behavior contributes to a learning environment where people can expand their worlds and build a foundation for future learning. As an instructor, my role is to participate as one of the learners while facilitating student learning by structuring experiences and content.

Teaching Methods

Include readings, written assignments, lectures, videos, speakers, small group & team work, discussions, presentations.

Teacher’s Expectations

Students will come to class having done the readings and completed assignments due that day. All students should bring to class (for use in discussions) the ALA Manual, readings for the day, and copies of their assignments. It is wise to keep copies or back-up files of assignments in case of loss. Please contact the instructor if you miss class. There may be make-up assignments.

Research Methods: Historiography, Case Study, Comparative

Technology Requirements

Students are expected to use word processing for assignments and use technology, electronic databases and the internet to enhance the content of assignments.

Course Information

Texts:

American Library Association. Intellectual Freedom Manual. 8th ed. Chicago: American Library Association, 2010. [copies available in UH bookstore or amazon.com—remember it is the 8th edition; you will need this very early in the semester so get it ASAP]

Karolides, Nicholas J., Margaret Bald and Dawn B. Sova. 100 Banned Books: Censorship Histories of World Literature. 1999. New York: Checkmark Books. [15 used copies available from R. Knuth for $5.00 each—first come, first serve—can pick up during the first class session or from my office. Otherwise you can order them on Amazon.com for between $5.50 to 13.00 including shipping]

Knuth, Rebecca. Burning Books and Leveling Libraries: Extremist Violence and Cultural Destruction. Praeger. 2006. [I have 4 copies I will sell for $23 each—my cost—first come first serve; otherwise, they are in UH bookstore or available on amazon.com]

Packet of Readings

Grades:

Grades on each assignment will be A+, A, A-, B+, B, B-, C+, C, etc. For final grades, weighting will be based on approximately these percentages: Assignments 2, 3, 4, 5, 6, 7 count for 10% each. Assignment #1 counts for 15% and 15-min presentation counts for 20%. 5% is for participation. Extra credit: one page summary of:

Dirty Pictures [Maplethorpe exhibit]( DVD 7270)
Battle Over Citizen Kane
Storm Center with Bette Davis
## SYLLABUS FOR LIS 611: INTELLECTUAL FREEDOM

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<th>Session</th>
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<td>1 8-25</td>
<td><strong>Overview</strong> Syllabus Introductions ALA Office of Intellectual Freedom and webpage Intro. To <em>Int. Freedom Manual</em></td>
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[issues, publications, programs at conferences, etc.]
### SYLLABUS FOR LIS 611: INTELLECTUAL FREEDOM

| 5 | 9-22 | **Censorship in Public Libraries: Access**  
Video: Scandalize My Name: Stories from the Blacklist  
Scenarios  
Discuss Swan & Peattie’s views  
Debate McCalden case (Holocaust denial and access) & whether Metzger would have deserved a forum  
***The Dismissal of Miss Ruth Brown**  
_____________  
***Storm Center—movie (synopsis, clips, history of, issues ________________________**  
Swan & Peattie, The Freedom to Lie: A Debate About Democracy -1-101,  
| | | **Assignment #2** In The Freedom to Lie Swan and Peattie argue two different perspectives on intellectual freedom (this book stemmed from debates sponsored by ALA’s Social Resp. RT and Intellectual Freedom RT). Describe both positions and then pick the one you find most compelling and justify why. 3 pages double-spaced | 
| 6 | 9-29 | **IF Resources**  
Responding to Challenges  
VHS: 16010 When Democracy Works  
 ..........Presentations ..........  
Banned Book Week  
Freedom to Read Foundation (FTRF)  
ALA’s IFACTION (Action Network):IFFORUM  
ALA resources for dealing with challenges  
ALA Challenge Support  
ALA’s Intellectual Freedom Toolkits  
LeRoy C. Merritt Humanitarian Fund  
Gordon M. Conable Award  
Robert B. Downs IF Award & winners  
John Phillip Immroth Memorial Award  
Proquest/SIRS IF Achievement Award  
Eli Oboler Award  
ALA’s Privacy Revolution  
100 Banned Books, pp. 79-133  
Hentoff, Free Speech for Me – But Not for Thee: How the American Left and Right Relentlessly Censor Each Other, Prologue 1-17  
| | | **Assignment #3** Prepare a 5 minute presentation on an IF freedom resource.  
 ..........  
Article 19 (org.)  
Index on Censorship  
IFLA’s FAIFE  
International PEN  
National Coalition Against Censorship  
People for the American Way  
Lawyers for Libraries  
Playboy Foundation  
National Council of Teaching English & IF  
As If! Young Adult authors supporting intellectual freedom.  
KidSPEAK! |
### Censorship and Public Libraries

Responding to censorship; Challenges
Discuss Interps to ALA’s Bill of Rights IFM 78-182

- DVD 4348 The ACLU Freedom Files: beyond the Patriot Act
- **FBI Surveillance in Stacks**
- **Patriot Act**
- **Filtering in Public Libraries** (CIPA, Issues, Laws, Practices)

### Policies & Privacy Issues

Censorship of Children’s Books
VHS 18438 (v. 3) Born to Trouble, Huck Finn

- **Censorship & the Harry Potter books** (grounds, incidents)
- **Nonfiction books that teach young people About Censorship** (bibliography, nonfiction books)
- **Censorship & Fiction for Children**
- **Judy Blume**

### Voice and power

Hate Speech & Political Correctness
- Discuss free speech on campus
- Video: 13436 ‘Campus Culture Wars’ (86)
- Political Correctness

- **Flag Burning** (the history of flag burning in the US, legal challenges & first amendment)

- **Int’l IF Issue: Salmon Rushie/Satanic verses controversy**
- **Danish cartoons controversy**
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| 10-27 | Censorship Because of Political Issues | DVD 9174 Secrecy | Banned Books, pp. 133-167  
Burning Books Preface, 1, 2  
Assignment #4: Make a list or table of the different political reasons that books (from the 100 Banned Books readings, pp. 1-167) have been banned. Make sure you use all the books as examples. |
| 11-3 | Censoring on the Basis of Social Issues | Secular Humanism, Creationism, and Censoring Textbooks | Burning Books Chapter 6  
Banned Books 197-199, 206-212, 238-247, 275-279  
Beahm, ed., War of Words, “In the Beginning….”, pp. 191-203.  
Bender & Leone, eds., Censorship: Opposing Viewpoints, “America’s Textbooks are Censored in Favor of the Left”, pp. 154-159; “America’s Textbooks are Censored in Favor of the Right”, pp. 160-165. |
| 11-10 | Censorship Because of Social Issues | VHS 10038 Censorship and the Arts (28 min) | Burning Books Chapter 3  
Banned Books 333-406  
Assignment #5: Write an essay (3 pages, double-spaced) about the social grounds on which literature is suppressed. Use examples. |
| 11-17 | Pornography | Discussion of Pornography  
Inside Deep Throat DVD 4202 | IF Manual 83-90  
Burning Books, Ch. 5  
O’Toole—Pornocupia 348-375  
Ass. # 6 Read Banned Books p. 311-313 and one book synopsis (one not read before). Write one page on the sexual grounds on which it was censored. Be prepared to share in class. |
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<td>Pornography in Libraries</td>
<td><strong>Hefner, Playboy, and Censorship</strong>__________</td>
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<td>- Video: 13946 Larry Flynt: Fighting Dirty</td>
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<td>15 12-8</td>
<td>Extremism and attacks on intellectual freedom</td>
<td>Burning Books, Chapter 8, 9, 10 Garry, “A Symptom of insecurity”</td>
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<td>- “The Film Is Not yet Rated” DVD 5094</td>
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<td>- “War” and suppression of Intellectual freedom Responsibility for the preservation of IF/culture</td>
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<td>- Summation &amp; evaluation</td>
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<td>- <strong>Ray Bradbury and Fahrenheit 451 (history, icon, themes, why a classic)_______________________</strong></td>
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