

SYLLABUS FOR LIS 611: INTELLECTUAL FREEDOM

**Instructor: Dr. Rebecca Knuth
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Contact Information

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Office: Hamilton Library 3D

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

Student Learning Outcomes Addressed

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.

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

SLO 4: 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

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

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

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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 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), 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:

Karolides, Nicholas et al. *120 Banned Books: Censorship Histories of World Literature*. 2011. [NOTE: select the 2nd edition] **SECOND EDITION**

Knuth, Rebecca. *Burning Books and Leveling Libraries: Extremist Violence and Cultural Destruction*, 2006

Large Packet of Readings, includes *Intellectual Freedom Manual* readings [TO BE PURCHASED IN CLASS]

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 1-8 count for 10 percent each. The 15-min presentation counts for 20%. Extra credits: one page summaries of:

“Dirty Pictures” [Maplethorpe exhibit]

“Battle Over Citizen Kane”

“Storm Center” with Bette Davis

“Good-night, and Good Luck.”

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<i>Session</i>	<i>Class Topics</i>	<i>Readings/Assignments</i>
1 8-27	Overview Syllabus Introductions ALA Office of Intellectual Freedom and webpage Intro. To <i>Int. Freedom Manual</i>	None
2 9-3	ALA and Intellectual Freedom Censorship Discussion: Be prepared to specify which of the articles in the UNDHR has relevance to intellectual freedom VHS 16260 <u>“ACLU, A History”</u>	<u>Intellectual Freedom Manual</u> , pp. 3-45 Garry, <u>An American Paradox: Censorship in a Nation of Free Speech</u> , pp.xiii-25, 121-136 <u>Universal Declaration of Human Rights</u> <u>120 Banned Books</u> : 1-49
3 9-10	Foundations: Intellectual Freedom Library Bill of Rights Be prepared to discuss <ol style="list-style-type: none"> 1. The Statement: ALA’s evolving position on intellectual freedom reflects the emergence of a philosophy within the library community. 2. The concept of Library Bill of Rights’ Interpretations Ass #3 [5 minute talk] *ALA’s <i>Intellectual Freedom Roundtable (IFRT)</i> & <i>ALA’s Social Responsibilities Roundtable</i> [issues, publications, programs at conferences, etc.] _____ <u>NOW</u> Videotape 21269	<u>Intellectual Freedom Manual</u> , pp. 49-67, 195-199, 303-329 First Amendment Mills, “On Liberty”, Chapter 1 & selected passage. <u>Assignment #1</u> : Write an essay on the relationship between “On Liberty” concepts, the UDHR Article 19, and the ALA’s Library Bill of Rights. (3-4 pages double-spaced). S. L. Outcomes: 1a, 1c, 1d
4 9-17	Freedom to Read ALA Code of Ethics Libraries & the First Amendment McCarthyism VHS 13528 <u>McCarthy Biography</u> (50) Ass #3 [5 minute talk] *Freedom to Read Foundation (FTRF) _____ *National Coalition Against Censorship _____	<u>Intellectual Freedom Manual</u> , pp. 203-227 <u>120 Banned Books</u> , pp 49-112 Schrecker, <u>Ivory Tower</u> , pp. 338-341. Mediavilla, “The War on Books and Ideas.” <i>Library Trends</i> 46(2):331-347. Robbins, “Overseas Libraries Controversy & the Freedom to Read”.

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<p>5 9-24</p>	<p>Censorship: Access McCarthy era—civil rights Knuth—homosexuality & 1950s</p> <p>Scenarios</p> <p>Discuss Swan & Peattie’s views</p> <p>Debate McCalden case (Holocaust denial and access) & whether Metzger would have deserved a forum</p> <p>Video: <u>Scandalize My Name: Stories from the Blacklist</u></p>	<p><u>Intellectual Freedom Manual</u>, pp. 122-149, 164-199 <u>River Bend Casebook</u>, “Use of the Meeting Room”, pp. 9-11, and “Hoax and Holocaust”, pp. 47-50. Wolkoff, “The Problem of Holocaust Denial Literature in Libraries.” <i>Library Trends</i> 45 (1):87-96. Swan & Peattie, <u>The Freedom to Lie: A Debate About Democracy</u> -1-101.</p> <p><u>Assignment #2</u> In <i>The Freedom to Lie</i> 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). S. L. Outcomes 1a, 1c, 1d, 5a</p>
<p>6 10-1</p>	<p>IF Resources Responding to Challenges VHS: 16010 <u>When Democracy Works</u></p> <p>.....Presentations.....</p> <p>*ALA resources for dealing with challenges, ALA Challenge Support, ALA’s Intellectual Freedom Toolkits _____</p> <p>*People for the American Way; Lawyers for Libraries; LeRoy C. Merritt Humanitarian Fund _____</p> <p>* Gordon M. Conable Award; Eli Oboler Award and Robert B. Downs IF Award & winners _____</p> <p>*John Phillip Immroth Memorial Award;; SLATE Intellectual Freedom Award (National Council of Teachers of English); Proquest/SIRS IF Achievement Award _____</p>	<p><u>Intellectual Freedom Manual</u>, pp. 375-415 <u>120 Banned Books</u>, pp. 112-142</p> <p>Hentoff, <u>Free Speech for Me – But Not for Thee: How the American Left and Right Relentlessly Censor Each Other</u>, Prologue 1-17</p> <p><u>Assignment #3</u> Prepare a 5 minute presentation on an IF freedom resource. S. L. Outcomes: 2d, 2e, 5a </p> <p>*Article 19 (organization.); Index on Censorship Magazine _____</p> <p>*International PEN & IF _____</p> <p>*IFLA’s FAIFE and Book Club _____</p> <p>*As If! Young Adult authors supporting intellectual freedom. And KidSPEAK! _____</p> <p>*Choose Privacy Week/ALA’s Privacy Revolution _____</p> <p>*Online IF webinars (how work, topics, etc.)—coordinate banned Book Week webinar _____</p>
<p>7 10-8</p>	<p>Censorship Because of Political Issues</p> <p>DVD 9174 Secrecy 82 min</p> <p>Censorship and National security</p> <p>*** <i>Freedom of Information Act</i> _____</p> <p>***<i>Right to Know laws & Closing Environmental Protection Agency Libraries; Bush’s Assault on</i></p>	<p><u>120 Banned Books</u>, pp. 142-180 <u>Burning Books</u> preface, 1, 2 <u>River Bend Casebook</u>, “A Simple Oath of Loyalty”, pp. 116-117, “Word from the Tribal Council”, pp. 52-55, “New City Ordinance...”, pp. 129-133.</p> <p><u>Assignment #4</u>: Make a list or table of the different political reasons that books (from the <i>120 Banned Books</i> readings, pp. 1-180) have been banned. Make sure you use all the books as examples. S. L.</p>

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	Science implications) _____	Outcomes: 1a, 1b, 1c
8 10-15	<p>Censorship and Public Libraries Discuss Interps to ALA’s Bill of Rights IFM 78-182; Responding to censorship; Challenges</p> <p>***<i>Filtering in Public Libraries</i> _____ (CIPA, Issues, Laws, Practices)</p> <hr/>	<p><u>Intellectual Freedom Manual</u>, pp. 73-82, , 337-349, 100-115, 228-253</p> <p>Niosi, “An Investigation of Censorship...” <i>Public Libraries</i> 37(5):310-315.</p> <p>Schrader, “Why You Can’t ‘Censor proof’ Your Public Library”, <i>PLQ</i> 16(1):3-29.</p>
9 10-22	<p>Privacy DVD 4348 <u>The ACLU Freedom Files: beyond the Patriot Act</u></p> <p>***<i>FBI Surveillance in Stacks & Patriot Act</i> _____</p> <hr/>	<p><u>Intellectual Freedom Manual</u> 294-310, 361-370</p> <p>Jones, <u>Libraries, Access and Intellectual Freedom</u>, “Writing & Implementing Good Policy”, pp. 94-105; “Policies for Privacy”, pp. 147-168.</p> <p><u>Ass. #5</u>: Write a two page synthesis on why a library should have a privacy policy and what it should contain.</p>
10 10-29	<p>Policies & Privacy Issues Censorship of Children’s Books VHS 18438 (v. 3) <u>Born to Trouble. Huck Finn</u> Knuth: HP</p> <p>***<i>Nonfiction books that teach young people About Censorship</i> (bibliography, nonfiction books & <i>Censorship as a theme in fiction for Children</i> _____</p> <p>***Challenge processes in Hawaii Public Library System & Challenge Process/Policies/materials for Hawaii’s DOE school libraries _____</p>	<p><u>Intellectual Freedom Manual</u>, pp. 62-72, 91-115 351-359</p> <p><u>Voices of Banned Authors</u>, 101-133</p> <p><u>Ass. # 6 Read 120 Banned Books</u> 229-235, 240-250, 314-319, 359-363, 391-395, 369-374, 420-427 and write an annotated paragraph for each of the 10 censored books—tell why censored. At end, write a few paragraphs of general comments/observations.</p> <p>S. L. Outcomes: 1a, 1b, 1c</p>
11 11-5	<p>Pornography</p> <ul style="list-style-type: none"> • Discussion of Pornography <p>***<i>Feminist Positions on Pornography & Andrea Dworkin</i> _____</p> <p>***<i>Literature Suppressed on Sexual Grounds</i> (themes, history) _____</p> <ul style="list-style-type: none"> • Video: 13946 <u>Larry Flynt: Fighting Dirty</u> 	<p><u>IF Manual</u> 83-90</p> <p><u>River Bend Casebook</u>, “Pressure Group Censorship”, pp. 3-xx; “Letter from a Theater Owner”, pp. 18-20; “Book Review Series”, pp. 30-31.</p> <p>Pally, <i>Sense and Sensibility</i>, “Standard Deviation”, pp. 25-61.</p> <p>O’Toole—<i>Pornocopia</i> 348-375</p>

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<p>12 11-12</p>	<p>Pornography in Libraries-</p> <p>***Hefner, Playboy, and Censorship _____</p> <p>“The Film Is Not yet Rated” DVD 5094</p> <p>2.3 (83-90) 2.5 (100-106) 2.6 107-115) 2.10 (131-135) 2.18 (</p>	<p><u>Burning Books</u>, Ch. 5 <u>Intellectual Freedom Manual</u> (for interpretations) <u>Libraries, Erotica, Pornography</u> (LEP), pp. 1-27, 166-187, 250-295.</p> <p><u>Assignment #7</u>: a) Provide an approximately 50-word synopsis of the content of each of the three sections in <i>Libraries, Erotica, Pornography</i> b) What is the relevance of each of these ALA interpretations in regards to this reading: 2.3, 2.5, 2.6, 2.10, 2.18. c) Make some observations. S. L. Outcomes 1a, 1c, 3a, 5a</p>
<p>13 11-19</p>	<p>Voice and power</p> <p>Censoring on the Basis of Social issues Secular Humanism, Creationism, and Censoring Textbooks</p> <p>DVD 7315 <u>Judgment Day</u></p> <p>*** Violent/Extreme Music Lyrics _____</p> <hr/>	<p><u>Burning Books</u> 3</p> <p>Noble, <u>Bookbanning in America</u>, “Ungodly Humanism”, pp. 131-142; “the Textbook Holy Wars”, pp. 176-191.</p> <p>Beahm, ed., <u>War of Words</u>, “In the Beginning....”, pp. 191-203.</p> <p>Simmons, ed., <u>Censorship</u>, “Teaching Evolution...”, pp.148-165.</p> <p>Bender & Leone, eds., <u>Censorship: Opposing Viewpoints</u>, “America’s Textbooks--Censored Left”, pp. 154-159; “America’s Textbooks--Censored Right”, pp. 160-165.</p>
<p>14 11-26</p>	<p>Censorship Because of Social Issues VHS 10038 <u>Censorship and the Arts</u> (28 min)</p> <p>Hate Speech & Political Correctness</p> <ul style="list-style-type: none"> • Discuss free speech on campus • Video: 13436 ‘<u>Campus Culture Wars</u>’ (86) • Political Correctness <p>***Art, NEH funding/censorship (Maplethorpe Exhibit, etc.) _____</p> <p>***<i>Academic Freedom, College and University Libraries</i> (issues, resources; IFM 150-154, OIF) _____</p>	<p>Brown, ed. <u>Preserving Intellectual Freedom</u>, “Policing Thought and Speech...”, pp. 17-25.</p> <p>Golding, <u>Free Speech on Campus</u>, pp. 1-27.</p> <p>Barbour, ed. <u>Free Speech</u>, pp. 26-34, 58-64, 83-87, 102-104.</p> <p>Hentoff, <u>Free Speech for Me...</u>, pp. 146-192.</p> <p><u>120 Banned Books</u> 433-514</p> <p><u>Assignment #8</u>: Write an essay (3 pages, double-spaced) about the social grounds on which literature is suppressed. Use examples. S. L. Outcomes: 1a, 1b, 1c</p>
<p>15 12-3</p>	<p>Religious censorship—Purification International censorship Discussion on Rushdie, Danish Cartoons</p> <p>***<i>Islamic-related Issues: Koran Burning, Disrespect; U.N., Violence on religious grounds</i> _____</p> <p>***<i>Flag Burning</i> (the history of flag burning in the US, legal challenges & first amendment _____</p> <hr/>	<p><u>Burning Books</u> 4, 6, 7</p> <p><u>120 Banned Book</u> 181-209, 217-222, 236-239, 254-269, 295-310, 320-324</p>

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16 12-10	Extremism and attacks on intellectual freedom DVD Julian Assange & Wikileaks “War” and suppression of Intellectual freedom Responsibility for the preservation of IF/culture Summation & evaluation	Burning Books 8, 9, 10
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