SYLLABUS FOR LIS 611: INTELLECTUAL FREEDOM

Instructor: Dr. Rebecca Knuth
Fall, 2013

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).

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
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


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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<th>Session</th>
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<td>1 8-27</td>
<td>Overview&lt;br&gt;Syllabus&lt;br&gt;Introductions&lt;br&gt;ALA Office of Intellectual Freedom and webpage&lt;br&gt;Intro. To <em>Int. Freedom Manual</em></td>
<td>None</td>
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<td>2 9-3</td>
<td><strong>ALA and Intellectual Freedom</strong>&lt;br&gt;Censorship&lt;br&gt;Discussion:&lt;br&gt;Be prepared to specify which of the articles in the UNDHR has relevance to intellectual freedom&lt;br&gt;VHS 16260  “ACLU, A History”</td>
<td>Intellectual Freedom Manual, pp. 3-45&lt;br&gt;Garry, <em>An American Paradox: Censorship in a Nation of Free Speech</em>, pp.xiii-25, 121-136&lt;br&gt;Universal Declaration of Human Rights&lt;br&gt;120 Banned Books: 1-49</td>
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<td>3 9-10</td>
<td><strong>Foundations: Intellectual Freedom</strong>&lt;br&gt;Library Bill of Rights&lt;br&gt;Be prepared to discuss&lt;br&gt;1. The Statement: ALA’s evolving position on intellectual freedom reflects the emergence of a philosophy within the library community.&lt;br&gt;2. The concept of Library Bill of Rights’ Interpretations&lt;br&gt;Ass #3 [5 minute talk]&lt;br&gt;<em>ALA’s Intellectual Freedom Roundtable (IFRT) &amp; ALA’s Social Responsibilities Roundtable [issues, publications, programs at conferences, etc.]</em>&lt;br&gt;NOW Videotape 21269</td>
<td>Intellectual Freedom Manual, pp. 49-67, 195-199, 303-329&lt;br&gt;First Amendment&lt;br&gt;Mills, “On Liberty”, Chapter 1 &amp; selected passage.&lt;br&gt;Assignment #1: 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</td>
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| 5 9-24 | **Censorship: Access**  
|        | McCarthy era—civil rights  
|        | Knuth—homosexuality & 1950s  
|        | Scenarios  
|        | Discuss Swan & Peattie’s views  
|        | Debate McCallen case (Holocaust denial and access) & whether Metzger would have deserved a forum  
|        | Video: Scandalize My Name: Stories from the Blacklist  
| 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. S. L.  
| Outcomes 1a, 1c, 1d, 5a |  

| 6 10-1 | **IF Resources**  
|        | Responding to Challenges  
|        | VHS: 16010 When Democracy Works  
|        | Presentations.  
|        | *ALA resources for dealing with challenges, ALA Challenge Support, ALA’s Intellectual Freedom Toolkits.  
|        | *People for the American Way; Lawyers for Libraries; LeRoy C. Merritt Humanitarian Fund  
|        | *Gordon M. Conable Award; Eli Oboler Award and Robert B. Downs IF Award & winners  
|        | *John Phillip Immroth Memorial Award; SLATE Intellectual Freedom Award (National Council of Teachers of English); Proquest/SIRS IF Achievement Award.  
|        | 120 Banned Books, pp. 112-142  
|        | 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. S. L. Outcomes: 2d, 2e, 5a  
| Outcomes: 2d, 2e, 5a |  

| 7 10-8 | **Censorship Because of Political Issues**  
|        | DVD 9174 Secrecy 82 min  
|        | Censorship and National security  
|        | ***Freedom of Information Act***  
|        | ***Right to Know laws & Closing Environmental Protection Agency Libraries; Bush’s Assault on ***  
|        | 120 Banned Books, pp. 142-180  
|        | Burning Books preface, 1, 2  
| Assignment #4 | Make a list or table of the different political reasons that books (from the 120 Banned Books readings, pp. 1-180) have been banned. Make sure you use all the books as examples. S. L.  

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<td></td>
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<td>Discuss Interps to ALA’s Bill of Rights IFM 78-182; Responding to censorship; Challenges</td>
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<td>***Filtering in Public Libraries (CIPA, Issues, Laws, Practices)</td>
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<td>DVD 4348 The ACLU Freedom Files: beyond the Patriot Act</td>
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<td>***FBI Surveillance in Stacks &amp; Patriot Act</td>
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<td>Censorship of Children’s Books</td>
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<td>Voices of Banned Authors, 101-133</td>
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<td>VHS 18438 (v. 3) Born to Trouble, Huck Finn Knuth: HP</td>
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<td>***Nonfiction books that teach young people About Censorship (bibliography, nonfiction books &amp; Censorship as a theme in fiction for Children)</td>
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<td>***Challenge processes in Hawaii Public Library System &amp; Challenge Process/Policies/materials for Hawaii’s DOE school libraries</td>
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<td>Ass. #5: Write a two page synthesis on why a library should have a privacy policy and what it should contain.</td>
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<td>11-5</td>
<td>Pornography</td>
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<td>IF Manual 83-90</td>
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<td>**Literature Suppressed on Sexual Grounds (themes, history)</td>
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<td>• Video: 13946 Larry Flynt: Fighting Dirty</td>
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| 12   | 11-12 | Pornography in Libraries-  
***Hefner, Playboy, and Censorship ________
“The Film Is Not yet Rated” DVD 5094  
2.3 (83-90)  
2.5 (100-106)  
2.6 (107-115)  
2.10 (131-135)  
2.18 (  
| | | Burning Books, Ch. 5  
Intellectual Freedom Manual (for interpretations)  
Assignment #7: a) Provide an approximately 50-word synopsis of the content of each of the three sections in Libraries, Erotica, Pornography 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  
| | | Voice and power  
Censoring on the Basis of Social Issues  
Secular Humanism, Creationism, and Censoring Textbooks  
DVD 7315 Judgment Day  
*** Violent/Extreme Music Lyrics  
| | | Burning Books 3  
Beahm, ed., War of Words, “In the Beginning…”, pp. 191-203.  
| | | Censorship Because of Social Issues  
VHS 10038 Censorship and the Arts (28 min)  
**Hate Speech & Political Correctness**  
• Discuss free speech on campus  
• Video: 13436 ‘Campus Culture Wars’ (86)  
• Political Correctness  
***Art, NEH funding/censorship (Maplethorpe Exhibit, etc.)  
Golding, Free Speech on Campus, pp. 1-27.  
Hentoff, Free Speech for Me…, pp. 146-192.  
120 Banned Books 433-514  
Assignment #8: Write an essay (3 pages, double-spaced) about the social grounds on which literature is suppressed. Use examples. S. L. Outcomes: 1a, 1b, 1c  
| | | Religious censorship—Purification  
International censorship  
Discussion on Rushdie, Danish Cartoons  
***Islamic-related Issues: Koran Burning, Disrespect; U.N., Violence on religious grounds  
| | | Burning Books 4, 6, 7  
120 Banned Book 181-209, 217-222, 236-239, 254-269, 295-310, 320-324  
| | | **Flag Burning** (the history of flag burning in the US, legal challenges & first amendment  

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