Instructor: Emily Knox
Email: knox@illinois.edu

2 Credit Hours

Course Description
This course examines intellectual freedom issues throughout the United States and the world. It approaches intellectual freedom as an ethical issue based in interpretations of the First Amendment and the United Nations Declaration of Human Rights. The course encourages information professionals to view commitment to intellectual freedom as a core professional value and gives students the opportunity to develop skills and strategies needed to navigate censorship controversies in the workplace.

Course Objectives
Upon successful completion of the course, students will:
- Understand the relationship between intellectual freedom and human rights
- Understand the core ethical principles of intellectual freedom and apply them to professional practice
- Be familiar with intellectual freedom issues in national and international contexts

Required Texts


Other required readings are available online or on reserve.

**Attendance Policy**

*Students are expected to attend every class.*

You are allowed one excused absence. If you know that you will miss class, you must email me before class in order to receive an excused absence. Students missing more than one class—or who regularly arrive late or leave early—will not pass the class unless alternate arrangements are made.

**Assignments and Evaluation**

*Detailed directions for assignments are available on the class Moodle*

All assignments are required for all students. Completing all assignments is not a guarantee of a passing grade. All work must be completed in order to pass this class. Late or incomplete assignments will not be given full credit unless the student has contacted the instructor prior to the due date of the assignment (or in the case of emergencies, as soon as practicable).

*Responding to a Challenge in the Library-Final Project (50% of final grade)*

This final project consists of a portfolio assembled in response to a challenge to library collections or policy. The goal of this assignment is to simulate a real controversy that might be faced by an information professional and provide an opportunity for students to craft a response, assemble supportive materials, and formulate a plan for managing public relations with the press and community.

*Intellectual Freedom Allies Paper (20% of final grade)*

Students will research an organization (including international organizations) that takes a position on an intellectual freedom issue. Create a presentation describing that organization and comparing its stand on intellectual freedom the organization to that of the ALA or librarianship.

*Intellectual Freedom Activity (20% of final grade)*
Students will investigate an intellectual freedom issue or controversy and write a 3-5 page paper reporting on the country or area, the background of the issue or controversy, and any resolution.

Class Participation (10% of final grade)
The participation grade includes attendance, bulletin board responses, and participating in discussions and activities. Each student will be expected to bring at least one discussion question regarding the readings to each class session. We will be discussing some difficult topics in this class—please be respectful of the instructor and your fellow students.

Grading Scale
94-100 = A
90-93 = A-
87-89 = B+
83-86 = B
80-82 = B-
77-79 = C+
73-76 = C
70-72 = C-
67-69 = D+
63-66 = D
60-62 = D-
59 and below = F
Note: Schedule and readings subject to change

Week 1 – Introduction

Required Readings
• Jones - What is Intellectual freedom? (IFM p. 3)
• Chmara – The right to receive information (IFM p. 43)

Codes
• Library Bill of Rights (IFM p. 15)
• ALA Code of Ethics (IFM p. 17)

Intellectual Freedom in Different Settings

Week 2 – Historical Roots of Intellectual Freedom

Required Readings
• Krug & Moran - ALA and Intellectual Freedom: A Historical Overview (On reserve)
• Mill, On Liberty (pp. 1-53) Chapters 1 and 2

Video
Carol Tilley on Wertham and Comic Book Censorship https://www.dropbox.com/s/019gpseydxbsw8y/TilleyHeroesCon.mov

Recommended Readings
• Krug, J. (1987). 200 years of intellectual freedom (Especially pp. 7-11)
  https://www.ideals.illinois.edu/handle/2142/7716

**Week 3 – Intellectual Freedom and Information Professions**

**Required Readings**

- Part 2, Section 4 of IFM – Collection development and Management
- Part 2, Section 9 of IFM – Workplace Speech

**Codes and Foundation Documents** (Skim)

Part 1, Section 2 of IFM
- Library Bill of Rights (IFM)
- Code of Ethics
- Freedom to Read
- Libraries: An American Value

First Amendment (Online)
Article 18 and 19 of the Universal Declaration of Human Rights (Online)
Glasgow Declaration (Online)
FAIFE Code of Ethics
First Amendment Court Cases:
http://www.ala.org/advocacy/intfreedom/censorshipfirstamendmentissues/courtcases (especially Tinker and Pico)

**IF in Institutions** (Pick one that most closely matches your interests)

*Academic*

- IFM Part II, Section 1 – Intellectual freedom principles for academic libraries  p. 62 - 63

*Public*


• IFM Part II, Section 6 – Meeting Rooms, Exhibit Spaces and Programs

*School and Youth Librarianship*


• IFM Part II, Section 3 – Children and Youth

*Recommended Readings*


*Week 4 - Pro/Anti -Censorship Arguments & Free Speech/Hate Speech*

*Required Readings*


Videos

Pro-Censorship Websites (Skim)
• Family Friendly Libraries (FFL): http://www.fflibraries.org/index.html
• Parents Against Bad Books in Schools (PABBIS): Home page: http://www.pabbis.com
• West Bend Citizens for Safe Libraries: https://sites.google.com/site/wbcitizens4safelibraries/

Recommended Readings
• First Amendment Court Cases: http://www.ala.org/advocacy/intfreedom/censorshipfirstamendmentissues/courtcases (especially Miller)
• Rosen, J. (29 April 2013). The delete squad: Google, Twitter, Facebook and the new global battle over the future of free speech. The New Republic. Retrieved from


**Week 5 – Access & Privacy**

**Required Readings**
- IFM Part II, Section 1 – Access to Library Resources and Services
- IFM Part II, Section 5 - Copyright
- IFM Part II, Section 7 – Privacy and Confidentiality
https://americanlibrariesmagazine.org/2013/04/02/filtering-and-the-first-amendment/

**Video**
CNN FBI Library Awareness Program
Google Search and Right to be Forgotten
http://www.thestar.com/business/tech_news/2014/07/03/google_faces_censorship_accusations_as_it_deals_with_50000_eu_requests_to_be_forgotten.html

**Primary Documents (Skim)**
- WikiLeaks (wikileaks.org)
- The Freedom of Information Act. 5 U.S.C. 552. Available at:

**Recommended Readings & Resources**
- ALA Privacy Toolkit
  http://www.ala.org/advocacy/privacyconfidentiality/toolkitsprivacy/privacy

**Week 6 - Policies/Handling Patrons**

**Required Readings**

• IFM Part I, Section 3 Chapter 3 – Creating IF Policies in Your Library
• IFM Part II, Section 8 – Visits and Requests from Law Enforcement
• Krug, J. (1982.) Proactive or reactive.
• Example of strong reconsideration policy: http://policy.cps.edu/download.aspx?ID=93

**Videos**

• CIPA and Patriot Act
• Digital Age (30 minutes)

**Recommended Readings & Resources**


### Week 7 – Policy (cont.) & Banned Books

#### Required Readings

- IFM Part II, Section 2 – Censorship, Challenged Resources, and Internet Filtering

#### Videos

- Fox News/Book Banning – 1997
- Banned Books Week – 1997

#### Some Resources on Banned Books

- ALA – Banned & Challenged Books http://www.ala.org/advocacy/banned
- Kalorides, Bald & Sova. 120 *Banned Books: Censorship Histories of World Literature*. 
- Banned Books Advent Calendar
  http://www.youtube.com/bannedbookscalendar

**Week 8 - Wrap-up/Final Session**

Optional: Final Project Communication Plan

- IFM Part III – Advocacy and Assistance
- Nodelman, P. (2007). We are all censors. *Canadian Children’s Literature / Littérature Canadienne Pour La Jeunesse, 0(0)*, 121.
  http://www.oif.ala.org/oif/?p=6896

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This syllabus is adapted from the Ron Day’s (Indiana) Spring 2010, Loretta Gaffney’s (UIUC) Fall 2007, and Rebecca Knuth’s (Hawaii) Fall 2011 Intellectual Freedom course syllabi. It is updated on a regular basis.

**Assignment Example**

**Intellectual Freedom Allies Presentation (20% of final grade)**

**Due:** Ongoing

**Description:**
Students will research a professional or advocacy organization (NOT directly related to librarianship) that takes a position on an intellectual freedom or free speech issue and give a short (5-7 minute) presentation comparing and contrasting that organization’s views with those of the ALA or of librarianship, generally. **A paper is not required.**

*Presentation slides should be uploaded to the Moodle Forum for this assignment before class begins on the day you will present.*

**Group assignments are encouraged.**

The presentation should have the following components:

1. An overview/description of your organization and its position on free speech issues (who, what, where, and why);
2. An analysis comparing and contrasting your organization’s stances, focus, and goals with those of the American Library Association

3. Some suggestions for how your organization and the ALA (or, alternatively, your profession and librarians) might collaborate. This may include specific programs/campaigns, and/or an exchange of information and ideas.

**Choosing an Organization/Topic:**
Likely “suspects” for intellectual freedom advocacy include: Publishing, Journalism, Education, Civil Rights/Civil Liberties, Computer and Technology Professionals, Academics, Writers, and Artists. Perhaps you have a background in one of these areas, or you’d like to learn more about one. Whatever the case, try to choose a group in which you’re genuinely interested.

Possibilities include, but are not limited to:

- American Civil Liberties Union (ACLU)
- American Association of University Professors (AAUP)
- American Society of Journalists and Authors
- Americans United for Separation of Church and State
- Association of American Publishers
- Beacon for Freedom of Expression
- Center for Democracy and Technology
- Comic Book Legal Defense Fund
- Computer Professionals for Social Responsibility
- Electronic Frontier Foundation
- Fairness and Accuracy in Reporting (FAIR)
- Gay, Lesbian, and Straight Education Network
- National Coalition Against Censorship
- National Council for Teachers of English
• Freedom to Read Foundation
• People for the American Way.

Also see page 244 in the IFM for the websites of these and other organizations.

See Maycock, A. & Perez, N. Rallying for intellectual freedom: Where to go for help and how you can help (IFM) for more on some of these organizations.

**Email me when you’ve chosen your topic, no later September 5.** If you’re having trouble picking an organization, email me and I will help you.

**Expectations/Tips:**
Below are some suggestions for tackling each component of the presentation:

I. Overview of your organization: In investigating your organization, you’re looking for what’s stated and what’s NOT stated. Any statements about free speech and intellectual freedom are of interest and note; you also want to try to discover what the goals of the organization seem to be, and what area or areas of intellectual freedom/free speech they focus on. A good way to cover this is to ask the classic journalism questions of who, what, where, and why.

II. Compare and contrast the views, focus, and goals of your organization with those of the ALA. The Library Bill of Rights and its Interpretations are a great place to start—you might also wish to incorporate other intellectual freedom statements, documents, evidence from the ALA. What points of similarity do you find, and what points of difference?

IV. Based on this comparison, conclude with some recommendations for how librarians or other information professionals might collaborate with this group or organization. This could be a project or program; it could also be a perspective or an idea that might be useful, coming from one group to another. What do we have to offer them? What do they have to offer us?

**Evaluation:**

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<th>Factor</th>
<th>Points Possible</th>
<th>Points Earned</th>
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<td>Thorough and clear description of the organization that remains focused on intellectual freedom and free speech issues;</td>
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<td>A thoughtful analysis of how the organization compares and contrasts with the ALA, including specific examples and clearly stated</td>
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A specific and persuasive recommendation for how the two organizations might collaborate with one another.

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<td>A specific and persuasive recommendation for how the two organizations might collaborate with one another.</td>
<td>5</td>
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<tr>
<td>Organization of presentation, slides, time management</td>
<td>5</td>
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<td><strong>Total</strong></td>
<td><strong>20</strong></td>
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*Based on L. Gaffney’s Fall 2007 Intellectual Freedom assignment*