

School of Information Sciences

The iSchool at Illinois



Freedom to Read Foundation

Intellectual Freedom and Censorship Syllabus LIS546

Instructor: Emily Knox
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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

American Library Association. (2015). *Intellectual Freedom Manual* (9th Edition). Chicago, IL: American Library Association. (IFM)

LaRue, James. (2007). *The new inquisition: Understanding and managing intellectual freedom challenges*. Westport, CT: Libraries Unlimited.

V. Nye & K. Barco (Eds.) (2013). *True stories of censorship battles in America's libraries*. Chicago, IL: American Library Association.

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

- IFLA/FAIFE Libraries and Intellectual Freedom (<http://archive.ifla.org/faife/faife/presen.htm>)
- Library Bill of Rights (IFM p. 15)
- ALA Code of Ethics (IFM p. 17)

Intellectual Freedom in Different Settings

- Unrau, J. & Waddell, D.C. (2013). Intellectual freedom takes the bus: What do pro-Palestine ads on TransLink have to do with BC librarians? *BCLA Browser*, 5(4).
<http://bclabrowser.ca/index.php/browser/article/viewArticle/568>
- Adams, H.R. (2010). Intellectual freedom online: The new battle ground for minors' first amendment rights. *Knowledge Quest*, 39(1), 10-15.
<http://aasl.metapress.com/content/ww31688n506330h0/fulltext.pdf>
- Rothberg, M. (2014). Reflections-in-progress on the Salaita Case: Contradiction, Overdetermination, Mobilization
<http://michaelrothberg.weebly.com/blog/reflections-in-progress-on-the-salaita-case-contradiction-overdetermination-mobilization>

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
- Knox, E.J.M. (2014). Supporting intellectual freedom: Symbolic capital and practical philosophy in librarianship. *The Library Quarterly*, 84(1), 8-21

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)

- Ward, D.V. (1991). Philosophical issues in censorship and intellectual freedom. *Library Trends*, 39(1-2)
<https://www.ideals.illinois.edu/handle/2142/7716>

Week 3 – Intellectual Freedom and Information Professions

Required Readings

- Asheim, L. (1953, September). Not censorship but selection. *Wilson Library Bulletin*, 28, 63-67.
- Jensen, R. (2008). Myth of the Neutral Professional. In *Questioning Library Neutrality* (pp. 89-96). Duluth, MN: Library Juice Press.
- Lankes, D. (2017, August 13). On racism, ignorance, and librarianship. <https://davidlankes.org/on-racism-ignorance-and-librarianship/>
- Asato, N. (2014). Librarian's free speech: The challenge of librarians' own intellectual freedom to the American Library Association. *Library Trends*, 63(1), 75-105.
- 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

- Gould, G. (2012). The battle to include. In V. Nye & K. Barco *True Stories of Censorship Battles in America's Libraries* (pp.#-#). Chicago, IL: American Library Association.
- Kandulk, M. (2017). Avoiding Controversy: Academic freedom and the library exhibit. *Art Documentation: Journal of the Art Library Society of North America*, 96.
- IFM Part II, Section 1 – Intellectual freedom principles for academic libraries p. 62 - 63

Public

- Chritchfield, R. & Powell, D.M. (2012.) Well-intentioned censorship is still censorship: The challenge of public library employees. In V. Nye & K. Barco. *True Stories of Censorship Battles in America's Libraries* (pp. 8-13). Chicago, IL: American Library Association.
- Stauffer, S. M. (2014). The dangers of unlimited access: Fiction, the Internet and the social construction of childhood. *Library & Information Science Research*, 36(3-4), 154-162.
<https://doi.org/10.1016/j.lisr.2014.07.003>
- IFM Part II, Section 6 – Meeting Rooms, Exhibit Spaces and Programs
School and Youth Librarianship
 - Treat, L. (2013). Parent concern about classroom usage spills over into school library. In V. Nye & K. Barco. *True Stories of Censorship Battles in America's Libraries* (pp. 32-34). Chicago, IL: American Library Association.
 - Jenkins, C.A. (2010). Censorship: Book challenges, challenging books, and young readers. In Wolf et al (Eds.) *Handbook of Research on Children's and Young Adult Literature*. Routledge.
 - IFM Part II, Section 3 – Children and Youth

Recommended Readings

- Baldwin, G. (1996). The Library Bill of Rights: A critique. *Library Trends*, 45(1), 7-27.
- Calkins, E. (2014, October 8). The right to read: The how and why of supporting intellectual freedom for teens. *In the Library with the Lead Pipe*. <http://www.inthelibrarywiththeleadpipe.org/2014/the-right-to-read-the-how-and-why-of-supporting-intellectual-freedom-for-teens/>
- Roesch, H. (2011). Library ethics on an international level. IFLA and its committee on "Free Access to Information and Freedom of Express" (FIFE). *Cahiers de la Documentation. Bladen voor documentatie*, 65, 5-9.
- Koren, M. 1998. The right of the child to information and its practical impact on libraries. *New Review of Children's Literature and Librarianship*, 4(1), 1-16.

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

Required Readings

- Cohen, R.J. (2016, June 19). Black lives matter is not a hate group. *Time*. <http://time.com/4413786/splc-black-lives-matter>
- Colaric, S. (2003). Children, libraries, and the internet: Is it censorship or good service? *North Carolina Libraries*, 61(1), 6-12.
- Epps, G. (2015, Nov. 2). Who pays the price for the first amendment? *The Atlantic*. <http://www.theatlantic.com/politics/archive/2015/11/first-amendment-troubling-shadow/413611/>

- Heins, M. (2006). Media effects. In *Censoring Culture: Contemporary Threats to Free Expression* (pp. 173-184). New York, NY: New Press, 2006.
- Hemingway, M. (2014). In defense of book banning. *The Federalist*. <http://thefederalist.com/2014/03/11/in-defense-of-book-banning/>
- LaRue, J. (2009). *The new inquisition*. Westport, CT: Libraries Unlimited. Chapter 1 and Chapter 2 OR 3.
- Mathiesen, Kay. (2008). Censorship and access to expression. *The Handbook of Information and Computer Ethics*, 573.
- Shih, D. (2017, May). Hate speech and the misnomer of “The marketplace of ideas.” NPR/Code Switch. <http://www.npr.org/sections/codeswitch/2017/05/03/483264173/hate-speech-and-the-misnomer-of-the-marketplace-of-ideas>

Videos

Confederate flag book pulled from Amazon -

<http://wnep.com/2015/07/17/local-author-gets-book-pulled-from-amazon/>

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)
- Casale, Maria (2015). This book is too old for you. *New York Times*. <http://nyti.ms/1eCPevh>
- Fish, Stanley. (1994). *There’s No Such Thing as Free Speech, and It’s a Good Thing, Too*. New York, NY: Oxford University Press. Chapter 8, pp. 102-119.
- Herring, M.Y., & White, H.S. (1995). Rotten to our moral cores? *Journal of Information Ethics*, 4(2), 12-17.
- Kennedy, R. (2006). Pitfalls in fighting ‘nigger’: Perils of deception, censoriousness, and excessive Anger. In *Censoring Culture: Contemporary Threats to Free Expression* (pp. 256-269).
- Kohl, H.R. (1995). Should we burn Babar? *Should We Burn Babar?: Essays on Children’s Literature and the Power of Stories* (New York, NY: New Press)
- 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

<http://www.newrepublic.com/article/113045/free-speech-internet-silicon-valley-making-rules>

- Ross, C.J. (2017). Assultive words and constitutional norms. *Journal of Legal Education*, 66(4), 739-776.

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
- Caldwell-Stone, D. (2013, April 2). Filtering and the first amendment. *American Libraries*
<https://americanlibrariesmagazine.org/2013/04/02/filtering-and-the-first-amendment/>
- Harger, E. (2013). Conscience v. political expediency at ALA. *Progressive Librarian*, (41), 1-4.
- Hawkins, P. (2012). A serial killer visits the library. In V. Nye & K. Barco *True Stories of Censorship Battles in America's Libraries* (pp. 133-136). Chicago, IL: American Library Association
- Klinefelter, A. (2007). Privacy and library public services: Or, I know what you read last summer. *Legal References Services Quarterly*, 26(1), 253-279.
- Solove, Daniel J., 'I've Got Nothing to Hide' and Other Misunderstandings of Privacy. *San Diego Law Review*, Vol. 44, p. 745, 2007; *GWU Law School Public Law Research Paper No. 289*. Available at SSRN: <http://ssrn.com/abstract=998565>

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: http://www.justice.gov/oip/foia_updates/Vol_XVII_4/page2.htm

Recommended Readings & Resources

- ALA Privacy Toolkit
<http://www.ala.org/advocacy/privacyconfidentiality/toolkitsprivacy/privacy>
- Banisar, D. (2005). The irresistible rise of a right. *Index on Censorship*, 34(3), 79-84.

- Batch, K.R. (2014). *Fencing out knowledge*. Chicago, IL: Office for Intellectual Freedom. Office for Information Technology Policy. American Library Association. connect.ala.org/files/cipa_report.pdf
- Mathson, S. & J. Hancks. Privacy please? A comparison between self-checkout and book checkout desk circulation rates for LGBT and other books. *Journal of Access Services*, 4(3-4), 27-37.
- Rusbridger, A. (November 21, 2013). The Snowden leaks and the public. *The New York Review of Books*
<http://www.nybooks.com.proxy2.library.illinois.edu/articles/archives/2013/nov/21/snowden-leaks-and-public/>

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
- Chamra, T. (2009). Appendix A: Minors' First Amendment rights to access information. In P. Scales *Protecting Intellectual Freedom in Your School Library* (pp. 111-122). Chicago, IL: American Library Association.
- Krug, J. (1982.) Proactive or reactive.
- LaRue, J. (2009). *The new inquisition*. Westport, CT: Libraries Unlimited. Chapter 4 and 5
- Schrader, A.M. (1997). Why you can't censorproof your public library. *PLQ* 16(1), 3-29.
- Wheatwind, M-E. (2012). The complexity and challenges of censorship in public schools: Overstepping boundaries, cultivating compassionate conversations. In V. Nye & K. Barco *True Stories of Censorship Battles in America's Libraries* (pp. 39-46). Chicago, IL: American Library Association.
- 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

- Adams, H. (2012). *Protecting intellectual freedom in your public library*. Chicago, IL: American Library Association (e-Book)
- Jones, B. (2009). *Protecting intellectual freedom in your academic library*. Chicago, IL: American Library Association
- LaRue, J. (2012). Uncle Bobby's wedding. In V. Nye & K. Barco *True Stories of Censorship Battles in America's Libraries* (pp. 108-114). Chicago, IL: American Library Association.

- Pinnell-Stephens, J. (2012). *Protecting intellectual freedom in your public library*. Chicago, IL: American Library Association
- Scales, P. (2009). *Protecting intellectual freedom in your school library*. Chicago, IL: American Library Association.

Week 7 – Policy (cont.) & Banned Books

Required Readings

- IFM Part II, Section 2 – Censorship, Challenged Resources, and Internet Filtering
- Crump, A. (2012). Respect of fear. In V. Nye & K. Barco *True Stories of Censorship Battles in America’s Libraries* (pp. 86-90). Chicago, IL: American Library Association.
- Mussmann, A. (2016, June 14). Book bans are political proxy wars and conservatives are losing. *The Federalist*.
<http://thefederalist.com/2016/06/14/book-bans-are-political-proxy-wars-and-conservatives-are-losing/#.V2oLcplIUe0.email>
- Park, Ed. (2009). The sudden sharp memory. In Morrison, Toni (Ed.) *Burn This Book* (p. 84-96). New York: Harper.
- Pekoll, Kristin (2009). Standup! Defending teens’ right to read at West Bend Community Memorial Library. *Voice of Youth Advocates*, 32(4), 284-287.
- Schliesman, M. (2016, January 19). No text is sacred. *Reading While White*. <http://readingwhilewhite.blogspot.com/2016/01/no-text-is-sacred.html>
- Venuto, D. (2014/2015). Managing challenges to library resources. *School Library Monthly*, 31(3), 32-33.

Videos

- Fox News/Book Banning – 1997
- Banned Books Week – 1997
- Highland Park, TX Case (2014)
<http://dfw.cbslocal.com/2014/11/19/students-start-petition-drive-to-fight-book-censorship/>

Some Resources on Banned Books

- Doyle, R. (2015). *Banned Books Guide*. Chicago, IL: American Library Association.
- CBLDF Banned Books Week Handbook: <http://cblfd.org/librarian-tools/cblfd-banned-books-week-handbook/>
- 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
- Krug, J. (1973). Of course I believe in Intellectual freedom
- Nodelman, P. (2007). We are all censors. *Canadian Children's Literature / Littérature Canadienne Pour La Jeunesse*, 0(0), 121.
- LaRue, James. (2016, July 12). Balancing free speech and social justice to secure the future of intellectual freedom. *Intellectual Freedom Blog*.
<http://www.oif.ala.org/oif/?p=6896>

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:

Factor	Points Possible	Points Earned
Thorough and clear description of the organization that remains focused on intellectual freedom and free speech issues;	5	
A thoughtful analysis of how the organization compares and contrasts with the ALA, including specific examples and clearly stated	5	

points;		
A specific and persuasive recommendation for how the two organizations might collaborate with one another.	5	
Organization of presentation, slides, time management	5	
Total	20	

Based on L. Gaffney's Fall 2007 Intellectual Freedom assignment