S640 Seminar in Intellectual Freedom

Summer II 2014
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IUPUI Catalog Description
Beginning with a history of and alternative philosophical justifications for censorship, the student is introduced to constraints, obligations, and problems relating to intellectual freedom.

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Most of you are already familiar with the ALA's Library Bill of Rights:

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

V. A person’s right to use a library should not be denied or abridged because of origin, age, background, or views.

VI. Libraries that make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.


(http://www.ala.org/advocacy/intfreedom/librarybill)
The ALA has further interpreted the Library Bill Of Rights to include the networked information environment, emphasizing the rights of users and the equity of access (see The ALA Access to Electronic Information, Services, and Networks: An Interpretation of the LIBRARY BILL OF RIGHTS at http://www.ala.org/Template.cfm?Section=interpretations&Template=/ContentManagement/ContentDisplay.cfm&ContentID=31872)

As a librarian or information professional, your job is to acquire, create, store, disseminate, or discard information. But what rights do we really enjoy with this information? For more than a century, the library profession has found itself defending the many challenges to intellectual freedom, challenges that range from censorship to controlling information access. Libraries have always played an important role in providing an environment of intellectual freedom, but we have entered an age where the battles of intellectual freedom have moved beyond us. The ability of our legal systems to enforce adherence to equitable information exchange cannot keep up with the development of new technologies and methods. The government and the private sector are now engaged in struggles that affect both their and your access as well as your use of information. Nevertheless, your role of librarian or information professional is also evolving, and it is important now more than ever for you to have a firm control on the concepts of intellectual freedom and how you will be involved professionally and personally.

Textbook and Course System

All readings available online via web or university databases (EBSCO HOST Academic Search Premier).

We will use Canvas (from canvas.iu.edu, use your CAS login) instead of Oncourse. If you have any questions about Canvas, please let me know. There is a small learning curve and some changes in terminology (e.g., Discussions instead of Forums) that you will need to absorb. Sometimes it is not easy to adopt a new system when you are already accustomed to another. However, learning new platforms and content/course management systems is a natural part of your job as a librarian or information professional, so welcome this experience.

Because this is a web-based class, it is assumed that every student has daily, reliable, high-speed internet access. Lack of access will not be accepted as an excuse for timely participation or late assignments.

Objectives

At the completion of the course, you will be able to

- Understand the historical development of intellectual freedom and how that development impacts the library and information science profession today.
- Understand challenges that have emerged and continue to evolve in our society.
- Articulate and support your positions on issues related to intellectual freedom.
• Recognize the need to evaluate laws that affect the information industry.
• Appreciate the political aspects of intellectual freedom.
• Discuss the concept of access to information.

**Time Commitment**

This summer II course is conducted during a 6-week period; a standard semester's course is conducted during a 16-week period, which includes "down time" for breaks. You will need to be committed to keeping up during our 6-week session. While you are allowed to read ahead, care has been taken to include work that can be completed on a week-by-week basis. Concentrating on an individual week's readings may prove more beneficial to fulfilling the weekly assignments than trying to read all at once. Because online class discussion is a major component throughout this course, taking a grade of Incomplete will be strongly discouraged.

**Americans with Disabilities Act.** Students needing accommodations because of a disability will need to register with Adaptive Educational Services (AES) and complete the appropriate forms issued by AES before accommodations will be given. The AES office is located in Taylor Hall, UC 100. You can also reach the office by calling 317/274-3241. Visit [http://aes.iupui.edu/](http://aes.iupui.edu/) for more information. Most resources should be accessible to visually-impaired students. If assigned pdfs or websites are inaccessible, please contact the instructor.

**Course Outline**

S640 Seminar in Intellectual Freedom is, as its title states, a seminar. A seminar depends highly on class discussion rather than on instructor lecture. Each week we will cover several topics using web-based or database-available readings from a variety of resources. Reading and then discussing using the Canvas Discussion feature will be a major part of your activity: posting and responding will contribute greatly to your appreciating the topics in intellectual freedom. However, you will also need to go beyond the assigned readings to round out your development, and it is assumed that you will take advantage of this opportunity.

You will also be responsible for an essay and a paper. Both are due during weeks when you have Discussion assignments and are graded independently of the Discussions.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Assignment</th>
<th>Due</th>
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<tbody>
<tr>
<td>1</td>
<td>History &amp; philosophy of Intellectual Freedom</td>
<td>Assignment 1a (5pts)</td>
<td>July 6, 7pm</td>
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<tr>
<td></td>
<td>Digital divide</td>
<td>Assignment 1b (5pts)</td>
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<tr>
<td>2</td>
<td>Privacy</td>
<td>Assignment 2a (5pts)</td>
<td>July 13, 7pm</td>
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<tr>
<td></td>
<td>Local, national, and Homeland Security</td>
<td>Assignment 2b (5pts)</td>
<td></td>
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<tr>
<td>3</td>
<td>Data mining</td>
<td>Assignment 3a (5pts)</td>
<td>July 20, 7pm</td>
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<td></td>
<td>Net neutrality</td>
<td>Assignment 3b (5pts)</td>
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<tr>
<td></td>
<td>Essay: topic assigned July 10</td>
<td>Assignment 3c (15pts)</td>
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Assignments

Note: Access to all assignments (Discussions, Essay, and Paper) is via links found in Canvas Assignments.

These links also appear at the bottom of the syllabus.

Discussion Postings (12 Discussions @ 5pts apiece = 60pts)

You will participate in online discussions during the course in order to demonstrate how you are making connections between the intellectual freedom concepts you cover in class and the issues that may affect your profession.

Each week has two main topics, and each topic will have a Discussion dedicated to it.

To complete a Discussion topic, you will be expected to submit at minimum one initial original posting and one response to another posting. Your original posting will be prompted by my instructions. In Canvas, you will find the instructions for each Discussion within that Discussion. The Discussions will be opened when the previous week's Discussions are closed (Sundays at 7pm).

Because everyone should have read the related materials prior to posting, your entry should cause classmates to think, react, investigate, or question. Do not simply rehash or repeat the class materials.

For your response to another student's posting, you need to have a positive or other (questioning, opposing, etc.) reaction. In the early stages of a discussion, there will be less chance to simulate a real conversation (that is to be expected), but as students begin to post their original posting and also respond to others, you need to take all conversations into account (i.e., read all postings before posting).
Concise, on-target postings that demonstrate interaction with the messages from other classmates are expected.

Quality postings are more critical than quantity of postings (after the minimum of two per Discussion). Grades will be impacted if the entries are bunched at the end of the assignment period, which minimizes the function of the discussion.

A quality posting (original or response) may include some of the following characteristics:

- References professional literature (assigned readings, additional relevant materials).
- Updates information shared in the lesson materials with items from the news or literature.
- With support and logic, counters something found in the lecture, professional literature, or what a fellow student has stated.
- Questions or improves upon a posting in a responsible and respectful manner.

Participation will be evaluated based on the depth of the original posts (not just, "I think this is interesting"). And your responses to other postings should show some involvement and range of resources cited to support your comments (not just, "I agree with what John said").

**Essay (15 points)**

You will be assigned an essay to complete in 600-800 words. Composed and submitted in Word (.doc or .docx) or as a Rich Text File (.rtf). You will upload this file, as per instructions in the Canvas Assignments.

You will be given the topic 10 days before it is due. The topic will be based on what we have covered in class up to that point.

**Final Paper (25 points)**

You will gain further, in-depth information about an intellectual freedom topic of your choice.

Using the Canvas messaging system (go to the Inbox), submit your proposed topic to the instructor for approval by July 21. Your paper can be on a topic covered in class or what we will cover; however, it should provide more depth on the topic than what was addressed by the lesson materials and Discussions. You must be able to relate the topic to your position as a librarian or information professional. Your paper should be maximum 20 pages, double-spaced and submitted via file upload in Canvas Assignments. The paper will be evaluated on the depth and scope of the topic coverage and breadth and depth of supporting resources.

Although you can use whatever writing style manual you prefer, please adopt a specific style and cite your sources, use correct grammar and complete sentences, and proofread before submitting your final paper. Students are expected to express themselves clearly, to use
standard English syntax and grammar in written contributions to the class, and to cite their sources. Points will be taken off for work that does not use standard English syntax and grammar, don’t cite sources, or are turned in late.

Because this is a graduate seminar, papers citing only websites will not be acceptable unless prior approval is received from me due to paper topic. Full-text online journal articles are not considered websites.

**Grading**

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<th>Grade</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100</td>
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<tr>
<td>A-</td>
<td>91-94</td>
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<td>B+</td>
<td>88-90</td>
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<tr>
<td>B</td>
<td>84-87</td>
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<tr>
<td>B-</td>
<td>80-83</td>
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<tr>
<td>C+</td>
<td>76-79</td>
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<tr>
<td>C</td>
<td>73-75</td>
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<tr>
<td>C- or lower, below 73</td>
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**The DLIS grading policy**

A (4.0) Outstanding achievement. Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations.

A- (3.7) Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.

B+ (3.3) Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks as defined in the course syllabus.

B (3.0) Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and performs at an acceptable level.
B- (2.7) Marginal work. Student performance demonstrates incomplete understanding of course materials.

C+ (2.3) Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials.

C (2.0)

C- (1.7) Unacceptable work. Course work performed at this level will not count toward the MLS degree; for the course to count toward the degree, the student must repeat the course with a passing grade.

D+ (1.3)

D (1.0)

D- (0.7)

F (0.0) Failing. Student may continue in the MLS program only with permission of the LIS Department Chair.

Code of Student Rights, Responsibilities, and Conduct

Academic (e.g. plagiarism) and personal misconduct by students in this class are defined and dealt with according to the procedures in the Code of Student Rights, Responsibilities, and Conduct (www.iu.edu/~code/code/index.shtml). It is your responsibility to properly cite your sources. The intellectual property of others that is used and not properly cited will result in a failing grade in that assignment and could result in dismissal from the program.

Course Outline

Week 1

History of Intellectual Freedom


Digital Divide


**Week 2**

**Privacy**

• See: American Library Association (n.d.). Privacy and confidentiality (http://www.ala.org/advocacy/privacyconfidentiality/privacy/privacyconfidentiality). From this page, read at minimum:

• "Privacy: An Interpretation of the Library Bill of Rights": http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/privacy

• "The Eternal Value of Privacy": http://archive.wired.com/politics/security/commentary/security matters/2006/05/7088


**Local, national, and Homeland Security**


• U.S. Department of Justice. The USA PATRIOT Act:
  o Highlights of the USA Patriot Act: http://www.justice.gov/archive/ll/highlights.htm
  o Dispelling the Myths: http://www.justice.gov/archive/ll/paa-dispelling-myths.html

**Week 3**

**Data mining**

• Article of your choice on NSA data mining scandals


**Net Neutrality**


Week 4:

Censorship, Filters


Freedom of speech, legal issues

- The Freedom of Information Act. 5 U.S.C. 552. http://epic.org/open_gov/foia/us_foia_act.html. This reading is NOT required but may be useful to you in your discussions or paper.
- Braddon-Mitchell, D., & West, C. (2004). What is free speech? Journal of Political Philosophy, 12(4), 437-460. This reading is NOT required but may be useful to you in your discussions or paper.

- American Library Association (n.d.). Frequently challenged books. http://www.ala.org/advocacy/banned/frequentlychallenged. Look at "30 Years of Liberating Literature Timeline" and scan some of the other links for information about most challenged books, reasons given for challenges, etc.

Week 5:

Limitations to intellectual freedom


Ethics and the Information Professional


• Rubel, Alan and Zhang, Me.i (2014). Four facets of intellectual freedom in licensing contracts for electronic journals. [http://crl.acrl.org/content/early/2014/04/29/crl14-599.full.pdf](http://crl.acrl.org/content/early/2014/04/29/crl14-599.full.pdf)

**Week 6:**

**Information policy and politics**


**Access to information**

• "Google must delete your data if you ask, EU rules" by Matt Warman, and David Barrett (13 May 2014) [http://www.telegraph.co.uk/technology/google/10827005/Google-must-delete-your-data-if-you-ask-EU-rules.html](http://www.telegraph.co.uk/technology/google/10827005/Google-must-delete-your-data-if-you-ask-EU-rules.html)

• "The right to be forgotten: Can we really trust Google to decide when our data should die?" by Jo Best (5 June 2014) [http://www.zdnet.com/the-right-to-be-forgotten-can-we-really-trust-google-to-decide-when-our-data-should-die-7000030218/](http://www.zdnet.com/the-right-to-be-forgotten-can-we-really-trust-google-to-decide-when-our-data-should-die-7000030218/)