Instructor. Marilyn Irwin, Ph.D.

Textbook. Doctorow, C. (2008). Little Brother. New York: Tom Doherty Associates. If you are interested, Mr. Doctorow has made this book available online to download for free at: http://craphound.com/littlebrother/download/. I have not used the downloads on this website, so please be warned that, technologically, you are on your own if you choose to use them.

Objectives. At the completion of the course, students will be able to
• Understand the historical development of intellectual freedom in the United States and how that development impacts the library and information science profession today.
• Understand challenges that have emerged and continue to emerge in American society.
• Articulate and support their positions on issues related to intellectual freedom.

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.

Time Commitment. Graduate students are expected to complete at least three hours outside class for each hour in class. For a web-based class, that works out to a MINIMUM of twelve hours a week committed to this course. While you are encouraged to read ahead, the discussion assignments will only be accepted during the week specified for each assignment. Other assignments will be accepted only after the lecture and readings have been posted so you can apply that learning to the assignment. Because online class discussion is a major component throughout this course, taking a grade of Incomplete will be strongly discouraged.

Internet Access. 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.

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/ for more information.
Course Outline: (Dates in red are when lesson will be available to students.)

<table>
<thead>
<tr>
<th>Date</th>
<th>Content</th>
<th>Assignment (see specifics below)</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 19</td>
<td>1. Intro; History &amp; Philosophy of IF</td>
<td>Forum Discussion 1 (4 points)</td>
<td>8/19-8/25</td>
</tr>
<tr>
<td>Aug. 18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aug. 26</td>
<td>2. Legal Foundations</td>
<td>Forum Discussion 2 (4 points)</td>
<td>8/26-9/1</td>
</tr>
<tr>
<td>Aug. 18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sept. 2</td>
<td>3. Freedom of Speech</td>
<td>Forum Discussion 3 (4 points)</td>
<td>9/2-9/8</td>
</tr>
<tr>
<td>Aug. 18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sept. 9</td>
<td>4. Privacy</td>
<td>Forum Discussion 4 (4 points)</td>
<td>9/9-9/15</td>
</tr>
<tr>
<td>Aug. 25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sept. 16</td>
<td>5. Local, National, &amp; Homeland Security</td>
<td>No assignment</td>
<td></td>
</tr>
<tr>
<td>Aug. 25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sept. 23</td>
<td>6. Data Mining</td>
<td>Forum Discussion 5 (4 points)</td>
<td>9/23-9/29</td>
</tr>
<tr>
<td>Aug. 25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sept. 30</td>
<td>7. Net Neutrality</td>
<td>Little Brother essay in Assignments (20 points)</td>
<td>10/6</td>
</tr>
<tr>
<td>Sept. 15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct. 7</td>
<td>8. Censorship</td>
<td>Forum Discussion 6 (4 points)</td>
<td>10/7-10/13</td>
</tr>
<tr>
<td>Sept. 15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct. 14</td>
<td>No Lesson; Work on final paper</td>
<td>Final paper topic for approval to Irwin in Messages</td>
<td>10/20</td>
</tr>
<tr>
<td>Sept. 15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sept. 29</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct. 28</td>
<td>10. Libraries: Censorship</td>
<td>No assignment</td>
<td></td>
</tr>
<tr>
<td>Sept. 29</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov. 4</td>
<td>11. Libraries: Other IF Issues</td>
<td>Forum Discussion 8 (4 points)</td>
<td>11/4-11/10</td>
</tr>
<tr>
<td>Oct. 13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov. 11</td>
<td>12. Filters &amp; Access for Youth</td>
<td>Forum Discussion 9 (4 points)</td>
<td>11/11-11/17</td>
</tr>
<tr>
<td>Oct. 13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov. 18</td>
<td>13. When Should IF be Limited?</td>
<td>Forum Discussion 10 (4 points)</td>
<td>11/18-11/24</td>
</tr>
<tr>
<td>Oct. 13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov. 25</td>
<td>Thanksgiving Week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dec. 2</td>
<td>14. Ethics</td>
<td>Final papers in Assignments (40 points)</td>
<td>12/8</td>
</tr>
<tr>
<td>Oct. 13</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assignments. Follow directions, suggested formats, page and word limits. Use a 12 point font. Documents should be in Word or RTF format. Proofread. Attach all written assignments in the designated Oncourse site.

Forum Discussion Postings (10 posting; 4 points/each = 40 points)

Purpose. You will participate in online discussions during the course in order to demonstrate how you are making connections between the intellectual freedom concepts you learn in class and the present-day issues.
Task. Throughout the course, students will be prompted to discuss specific issues. Because everyone should have read the related materials prior to the posting, the entry should cause classmates to think, react, investigate, or question, rather than rehashing the class materials. Students will be expected to submit one initial posting when assigned and an additional response on the assigned thread. 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 question). 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 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

Participation will be evaluated based on the number of entries (minimum of two per question), depth of comments (not just, “I agree with what John said.”), and range of resources cited to support your comments. Discussion assignments and due dates will be provided within the lesson materials.

**Little Brother Essay** (20 points)

Purpose. The book, *Little Brother* by Cory Doctorow presents several challenging ideas related to security and privacy in a post-9/11 world that thrives on technological development. Your essay will demonstrate how well you articulate and support your own position of the issues related to intellectual freedom that Doctorow presents.

Task. After reading *Little Brother*, consider each of the questions below in a five- to eight-page, double-spaced, essay:

1. How might Marcus describe his intellectual freedom rights regarding being “surveyed” and his right to circumvent the efforts of the surveyors? How might he describe how reprogramming RFIDs reflects intellectual freedom?
2. How does Doctorow depict Marcus’s mother and father as representing different perspectives about the government’s oversight of individuals? Which parent’s perspective do you identify with most? Why?
3. Was there a point in this book at which you felt Marcus had “crossed the line” in terms of his resistance efforts? If so, what was that point and why do you think he went too far? If not, why do you feel he was justified in his actions?
4. What insights did you gain about intellectual freedom from reading this novel? What questions do you have after reading this novel?
Please use any of the resources you read in class to support the points you make in your essay. Make sure not to describe the story to me – you need to demonstrate critical thinking in this paper as you have in other projects throughout this course. Feel free to use the questions above as headings to direct my eye to the places in your paper where you are emphasizing these points. Please upload your essay to the Little Brother Assignment in Assignments in Oncourse by midnight September 29th.

Final Paper (40 points)

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

Task. Using Oncourse mail under the Messages link, submit your proposed topic to the instructor for approval by October 20th. Your paper can be on a topic covered in class; however, it should provide more depth on the topic than what was addressed by the lesson materials and discussion forums. You must be able to relate the topic to your professional position as a librarian or information professional. Your paper should be 20- to 25-pages, double-spaced and submitted in Assignments in Oncourse by midnight December 8th. 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. 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:

A  95-100
A-  91-94
B+  88-90
B   84-87
B-  80-83
C+  76-79
C   73-75
C- or lower, below 73

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. All assignments are due by the due dates given. **Points will be taken off for assignments that do not use standard English syntax and grammar, don’t cite sources, or are turned in late.**
### THE DLIS GRADING POLICY:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (4.0)</td>
<td>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.</td>
</tr>
<tr>
<td>A- (3.7)</td>
<td>Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.</td>
</tr>
<tr>
<td>B+ (3.3)</td>
<td>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.</td>
</tr>
<tr>
<td>B (3.0)</td>
<td>Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and performs at an acceptable level.</td>
</tr>
<tr>
<td>B- (2.7)</td>
<td>Marginal work. Student performance demonstrates incomplete understanding of course materials.</td>
</tr>
<tr>
<td>C+ (2.3)</td>
<td>Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials.</td>
</tr>
<tr>
<td>C (2.0)</td>
<td></td>
</tr>
<tr>
<td>C- (1.7)</td>
<td>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.</td>
</tr>
<tr>
<td>D+ (1.3)</td>
<td></td>
</tr>
<tr>
<td>D (1.0)</td>
<td></td>
</tr>
<tr>
<td>D- (0.7)</td>
<td></td>
</tr>
<tr>
<td>F (0.0)</td>
<td>Failing. Student may continue in the MLS program only with permission of the LIS Department Chair.</td>
</tr>
</tbody>
</table>

### Course Outline.

1. **Aug. 19-25: Intro; History & Philosophy of IF**
   - **Readings:**
   - **Due:** Forum Discussion 1 (August 19-25)

2. **Aug. 26-Sept. 1: Legal Foundations**
   - **Readings:**

• Due: Forum Discussion 2 (August 26-September 1)

3. Sept. 2-8: Freedom of Speech
   • Readings:
   • Due: Forum Discussion 3 (September 2-8)

4. Sept. 9-15: Privacy
   • Readings:
     • American Library Association (n.d.). Privacy and confidentiality. www.ala.org/advocacy/privacyconfidentiality/privacy/privacyconfidentiality. (Read 7/31/2013) Read: “Privacy: An Interpretation of the Library Bill of Rights” and “The Eternal Value of Privacy,” and spot read other materials on this site.
5. Sept. 16-22: Local, National, and Homeland Security

- **Readings:**


Due: Forum Discussion 5 (September 23-29)

7. Sept. 30-Oct. 6: Net Neutrality


Due: LITTLE BROTHER paper (October 6)

8. Oct. 7-13: Censorship

- American Library Association (n.d.). Frequently challenged books. [www.ala.org/advocacy/banned/frequentlychallenged](http://www.ala.org/advocacy/banned/frequentlychallenged). (Read 7/31/2013). 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.
• Green, J. (200?). I am not a pornographer. www.youtube.com/watch?v=fHMPtYvZ8tM&list=TLcLsbUtCwi3s. (Viewed 7/31/2013)
Due: Forum Discussion 6 (October 7-13)

9. Oct. 14-20: No Lesson; Preliminary work on final paper;
• Due: Final paper topic to Irwin in Messages for approval (Oct. 20)

Due: Forum Discussion 7 (Oct. 21-27)

12. Nov. 4-10: Libraries & Intellectual Freedom: Other IF Issues

Due: Forum Discussion 8 (November 4-10)

13. Nov. 11-17: Filters & Access for Youth

Due: Forum Discussion 9 (November 11-17)

   Due: Forum Discussion 10 (November 18-24)

Nov. 25-Dec. 1: No Class, Thanksgiving

15. Dec. 2-8: Ethics and Information Professional, Wrap Up

Due: Final papers in Assignments (December 8)