

Social Justice, Inclusion, Trigger Warnings, Censorship and Intellectual Freedom

Fall 2018

IDH 2930 - (Un)Common Read

Class Number: 18205

Section: 1F58

Little Hall, Room 0117

Wednesday, Period 4 (10:40 AM - 11:30 AM)

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Office hours upon request (feel free to request)

UF Course Catalogue Abstract:

Intellectual freedom requires free access to a diversity of views and expressions, including those that are unorthodox, unpopular, or considered dangerous by the majority. However, these freedoms may conflict with a welcoming, inclusive, and safe environment, especially for under-represented groups. Just over half of Americans believe it is okay to ban a book in certain circumstances. Challenges to materials featuring characters who are neither white, straight, nor gender normative are growing on college campuses, while conservatives believe their perspectives are under-represented in higher education and mainstream culture.

This is a discussion-based class in which we will consider important and timely questions. What is intellectual freedom? How does access to historical and literary materials that are offensive affect contemporary society? Are there situations where these materials are educationally unsuitable or pervasively vulgar? What are the implications to society and the academy if creating an inclusive, safe environment leads to forms of censorship? Spoiler: we may not agree on the answers.

COURSE OUTLINE

PREFACE:

Learning Objectives

At the end of the module, participants will...

- ...understand the course design and schedule.
- ...understand their roles and responsibilities for a successful semester.
- ...help establish critical ground rules for our class discussions.

Agenda for Module

Session	Topic
8/22	Welcome, Course Overview and Ground Rules
8/29	NO CLASS SESSION – Read Ahead

MODULE 1: Intellectual Freedom

Learning Objectives

At the end of the module, participants will...

- ...be able to define intellectual freedom in its social and historical context.
- ...understand the role of privilege, power, and oppression in censorship.
- ...recognize current issues in intellectual freedom.
- ...have built a foundation of knowledge that will ground them in the following modules.
- ...understand how societal standards have shifted over time and been reflected in the public's perception of what is offensive.

Agenda for Module

Session	Topic
9/5	Intellectual Freedom & Censorship
9/12	Intellectual Freedom & Censorship (Continued)
9/19	"The Adventures of Huckleberry Finn" and "Little Black Sambo"

MODULE 2: Historical materials and contemporary society

Learning Objectives

At the end of the module, participants will...

- ...recognize the role of non-mainstream, and challenging or offensive materials in intellectual freedom and academia, and knowing our past and the experiences of others.
- ...understand the purpose of historical archives and special collections and the challenges presented by disturbing ideas and beliefs.
- ...consider the role of cultural awareness in exercising our intellectual freedom, and the potential for intellectual freedom to contribute to social justice.
- ...establish a perspective on the importance of challenging our beliefs.

Agenda for Module

Session	Topic
9/26	Site visit and Curator talk: The Baldwin Library of Historical Children's Literature
10/3	Follow Up on Baldwin Visit; and Minstrel Music Archives
10/10	Site visit and Curator talk: The Price Library of Judaica
10/17	Follow Up on Price Library Visit; and "Fun Home: A Family Tragicomic"

MODULE 3: Intellectual Freedom on Campus, Scholarly Communications

Learning Objectives

At the end of the module, participants will...

- ...understand the historic and contemporary ideas around Liberal Education.
- ...understand the debates about freedom of speech and hate speech, and the particular implications for higher education.
- ...understand the economics of knowledge creation, distribution and access and the predominant economic models for this.
- ...appreciate the realized and potential disruptive influences of digital technology on intellectual freedom.

Agenda for Module

Session	Topic
10/24	Intellectual Freedom on Campus
10/31	Intellectual Freedom on Campus (Continued)
11/7	Scholarly Communications and the Economics of Information
11/14	Digital Scholarship and the Future of Intellectual Freedom

MODULE 4: Privacy, Ethics, Allyship, Privilege, and Oppression

Learning Objectives

At the end of the module, participants will...

- ...consider the impact of “Big Tech” on knowledge and intellectual freedom.
- ...appreciate the impact of digital technology on privacy.
- ...understand the shifting ethical considerations fostered by big data.
- ...establish perspectives on allyship, privilege and oppression, and consider the role of intellectual freedom in each.

Agenda for Module

Session	Topic
11/21	HOLIDAY
11/28	Intellectual Freedom, Privacy, Ethics and Digital Technology
12/5	NO CLASS SESSION – Video Presentation on Allyship and Privilege

CONCLUSION:

Agenda for Module

Session	Topic
12/11	WRAP UP and LUNCH

COURSE SCHEDULE

Session	Key content and activity
8/22	<p>Welcome, Course Overview, and Ground Rules</p> <p>In this session we will review the syllabus and discuss the course format and expectations. Critically, we will collaboratively establish ground rules for the discussion of challenging topics, which serve as the core of this course.</p> <p>Discussion Topics:</p> <ul style="list-style-type: none"> ● What are our ground rules? <p>Assignment:</p> <p>Optional: Take one or more of the Project Implicit, Implicit Association Tests (IAT) at https://implicit.harvard.edu/implicit/takeatest.html</p>
8/29	<p>No Class – Read Ahead</p>
9/5	<p>Intellectual Freedom & Censorship</p> <p>This session will be an introduction to the concept of intellectual freedom. We will examine intellectual freedom in its historical context and carry our discussion into current defenses of literary intellectual freedom.</p> <p>Discussion Topics:</p> <ul style="list-style-type: none"> ● What is intellectual freedom? ● How has the conversation around intellectual freedom shifted over time? ● How do systemic racism and other forms of oppression impede intellectual freedom? <p>Assigned Readings:</p> <ul style="list-style-type: none"> ● The George A. Smathers Libraries. (n.d.). Inclusion and Intellectual Freedom. http://cms.uflib.ufl.edu/InclusionAndIntellectualFreedom ● Cornell Law School: Legal Information Institute. (n.d.). Constitution: First Amendment. https://www.law.cornell.edu/constitution/first_amendment ● American Library Association. (2007, May 29). Intellectual Freedom and Censorship Q & A. http://www.ala.org/advocacy/intfreedom/censorship/faq ● American Library Association. (n.d.). Top Ten Most Challenged Books Lists. http://www.ala.org/advocacy/bbooks/frequentlychallengedbooks/top10 ● Lo, M. (2014, September 18). Book Challenges Suppress Diversity. http://www.diversityinya.com/2014/09/book-challenges-suppress-diversity/ ● National Coalition Against Censorship. (n.d.). The Struggle for Civil Rights and the First Amendment. http://ncac.org/resource/the-struggle-for-civil-rights-and-the-first-amendment <p>Assignment:</p> <ul style="list-style-type: none"> ● Submit Discussion Topics by Tuesday, 9/4 at Noon
9/12	<p>Intellectual Freedom & Censorship (Continued)</p> <p>This session will center on censorship and its impact on individuals, social movements, and society as a whole.</p> <p>Discussion Topics:</p> <ul style="list-style-type: none"> ● Do you believe censorship is ever an appropriate course of action?

- Who is disproportionately affected by censorship?
- How do institutions of power use censorship as a weapon to silence opposing viewpoints?

Assigned Readings:

- Freedom to Read: Canada. (n.d.). Bannings and Burnings in History. <http://www.freedomtoread.ca/links-and-resources/bannings-and-burnings-in-history/#.WqH595PwaRt>
- American Library Association. (n.d.). The Freedom to Read Statement. <http://www.ala.org/advocacy/intfreedom/freedomreadstatement>
- Wiegand, W. (2016, March 15). The Freedom to Read: The history of ALA's vital statement on intellectual freedom. <https://americanlibrariesmagazine.org/2016/03/15/freedom-to-read/>
- Bell, J. (1973, March 6). The Case for Censorship. <https://www.thecrimson.com/article/1973/3/6/the-case-for-censorship-pbnbot-long/>
- Clark Davis, J. (2018, February 19). The FBI's War on Black Bookstores. <https://www.theatlantic.com/politics/archive/2018/02/fbi-black-bookstores/553598/>
- Mzezewa, T. (2018, January 12). To Make Prisons 'Safer,' Some Are Banning...Books. <https://www.nytimes.com/2018/01/12/opinion/books-prison-packages-new-york.html>

Assignment:

- [Submit Discussion Topics](#) by Tuesday, 9/11 at Noon

9/19

“The Adventures of Huckleberry Finn” and “Little Black Sambo”

“The Adventures of Huckleberry Finn” and “The Story of Little Black Sambo” serve as cases of frequently challenged works. In this session, these works serve as case studies because the materials were authored in the same era and have faced ongoing challenges based on their content, and these challenges have evolved over time.

Discussion Topics:

- What are the similarities and differences between these two works in their depiction of race?
- Are they racist? Definition: “showing or feeling discrimination or prejudice against people of other races, or believing that a particular race is superior to another.”
- Is one of these works more legitimate?
- What audiences should have access to these ideas/images?
- What do the different objections to “Huckleberry Finn” over time tell you about US society?
- If racist, can “Huckleberry Finn” truly be a great work?

Assigned Readings:

- Smith, C. L. (2014). "Nigger" or "Slave": Why Labels Matter for Jim (and Twain) in Adventures of Huckleberry Finn. *Papers On Language & Literature*, 50(2), 182-206.
- Bannerman, H. The Project Gutenberg EBook of Little Black Sambo <https://www.gutenberg.org/files/17824/17824-h/17824-h.htm>

Assignment:

- [Submit Discussion Topics](#) by Tuesday, 9/18 at Noon
- Written Assignment:
 - Identify a current or recent popular, unchallenged work (film, print, etc.) that you feel is offensive due to its depictions of women, certain races or other groups of people. Describe the work, the audience and the offensive content (in general terms, please). Do you think it will be challenged in your lifetime? Why or why not? Should it be challenged? What can we learn about our society from this work and the inclusion of this material?

(500 -1000 words)

Submit by [email](#) on Tuesday, 9/25 at Noon

9/26

Site Visit and Curator Talk: The Baldwin Library of Historical Children's Literature

The session will be in the form of a site visit to the Smathers Library **Baldwin Library of Historical Children's Literature**.

The Baldwin Library of Historical Children's Literature in the Department of Special and Area Studies Collections at the University of Florida's George A. Smathers Libraries contains more than 130,000 books and periodicals published in the United States and Great Britain from the mid-1600s to present day.

Discussion Topics with Baldwin Curator:

- What can a historical children's collection tell us about a society? What can we learn from these old things?
- Why are there so many offensive materials in a children's collection?
- How does the content, including offensive materials support intellectual freedom?

Assigned Readings:

Assignment:

- [Submit Discussion Topics](#) by Tuesday, 9/25 at Noon

10/3

Process Baldwin Visit; and Minstrel Music Archives

This session will include a group *processing* of the Baldwin visit and a discussion of Minstrel Music as archival materials and the implications of these offensive historical materials.

Discussion Topics: Baldwin Visit

- What surprised you or what did you learn from the Baldwin visit?
- Did visiting the Baldwin make you think differently about these works or children's literature, in general? If so, how?
- Do you feel the offensive materials should be readily available online? Exhibited at UF? What is the benefit? What could be the harm?

Discussion Topics: Minstrel Music Archives

- What is minstrel music and what was its role in early twentieth century US culture? Did this surprise you?
- What do they tell us about the time they were produced and why they were popular?
- What are elements of a minstrel music archive that might be offensive?
- Do you feel the offensive materials should be readily available online to everyone? What is the benefit? What could be the harm?
- What does Wheeler put forward as the ethical considerations for minstrel music collection curators? Do you agree? What would you change?

Assigned Readings:

- Wheeler, M. B. (2011). Politics and race in American historical popular music: Contextualized access and minstrel music archives. *Archival Science: International Journal On Recorded Information*, 11(1-2), 47-75.

Assignments:

- [Submit Discussion Topics](#) by Tuesday, 10/2 at Noon
- Written Assignment:
 - Produce contextual language, per Wheeler, for a web-accessible version of "Huckleberry

	<p>Finn” or “Little Sambo”. (500 -1000 words) Submit by email by Tuesday, 10/9 at Noon</p>
<p>10/10</p>	<p>Site Visit and Curator Talk: The Price Library of Judaica The session will be in the form of a site visit to the Smathers Library Isser and Rae Price Library of Judaica.</p> <p>The Isser and Rae Price Library of Judaica at the University of Florida, is considered the foremost Jewish studies research collection in the southeastern United States. Its holdings include over 110,000 volumes, and digital collections comprising more than 180,000 pages of content. In terms of many of its scarce late 19th to early 20th century imprints, it ranks among the top 20 academic libraries in the world.</p> <p>Discussion Topics with Curator:</p> <ul style="list-style-type: none"> ● Why is this collection in a separate library? Who are the stakeholders? Why is it at UF? ● What do these materials tell us about the past? What can we learn from these old things? ● What is the relevance of a collection with languages that so few people can read at UF? ● Why dedicate so much effort and space to the holocaust and anti-Semitism? ● Do you feel the disturbing content should be readily available online? Exhibited at UF? What is the benefit? What could be the harm? <p>Assigned Readings:</p> <ul style="list-style-type: none"> ● Schuyler, L. (2014, March/April). Controversial History: The Value of Context in Archives http://www.bluetoad.com/publication/?i=202505&pre=1#{\"issue_id\":202505,\"page\":4} <p>Assignments:</p> <ul style="list-style-type: none"> ● Written Assignment: <ul style="list-style-type: none"> ○ Are the Baldwin and Price collections important? Why? Are they important enough to go to all this effort? (You do not have to answer, “yes”.) ○ Do these collections support social justice? How? How is their impact limited? ○ How does the content, including disturbing materials support intellectual freedom? What are the risks of making disturbing content available? (Choose 2 @ 250 - 500 words each) Submit by email by Tuesday, 10/16 at Noon
<p>10/17</p>	<p>Process site visit and Curator talk; and discuss “Fun Home: A Family Tragicomic” This session will include a group processing of the Price Library visit and a discussion of Fun Home: A Family Tragicomic.</p> <p>Fun Home: A Family Tragicomic is a 2006 graphic memoir by the American cartoonist Alison Bechdel, author of the comic strip Dykes to Watch Out For. It chronicles the author's childhood and youth in rural Pennsylvania, focusing on her complex relationship with her father. The book addresses themes of sexual orientation, gender roles, suicide, emotional abuse, dysfunctional family life, and the role of literature in understanding oneself and one's family.</p> <p>Discussion Topics: Site visit and Archivist/Curator talks, revisit assigned questions and others</p> <ul style="list-style-type: none"> ● Anyone willing to share thoughts? What did you learn? ● Are these collections important? Are they important enough to go to all this effort? ● How does the content, including disturbing materials support intellectual freedom? What are the risks of making disturbing content available? ● Do these collections support social justice? How?

Discussion Topics: Fun Home

- Should university students be able to opt out of reading/seeing materials that offend them? In what cases? What would the criteria be? What did these students miss out on?
- How would you manage a course at a university where students have this right?
- If you were on the Duke committee, would you have supported this selection as an assigned reading? Why or why not?
- What would the protest about this work have meant to incoming LGBTQ students at Duke?

Assigned Readings:

- Chappell, B. (2015). Fun Home: A Family Tragicomic. Salem Press Encyclopedia Of Literature
- Grasso, Brian (2015). I'm a Duke freshman. Here's why I refused to read 'Fun Home.'
https://www.washingtonpost.com/posteverything/wp/2015/08/25/im-a-duke-freshman-heres-why-i-refused-to-read-fun-home/?utm_term=.dfc217873c63

Assignments:

- [Submit Discussion Topics](#) by Tuesday, 10/16 at Noon
- Written Assignment:
 - Provide a definition, relevant to student learning in higher education settings, for “emotional distress” and “emotional discomfort”. What are the parallels and differences?
 - What are the parallels and differences between the challenges for “Huckleberry Finn” and “Fun Home”?
 - Should either of these works be required reading for high school students? How about college students?
 (500 - 1000 words)
 Submit by [email](#) by Tuesday, 10/23 at Noon

10/24**Intellectual Freedom on Campus**

This session will center on free speech on college campuses in its historical and contemporary contexts. Special attention will be given to our experiences as students and members of the campus community.

Discussion Topics:

- What are the implications of Liberal Education for intellectual freedom?
- Is UF offering you a Liberal Education? Should that be expected of a public institution? A preeminent public institution?
- Is there a workable distinction between free speech and hate speech?
- Have you ever felt silenced on campus?

Assigned Readings:

- AAC&U. (n.d.). What Is a Liberal Education?
<https://www.aacu.org/leap/what-is-a-liberal-education>
- Kirk, R. (2007, April 2). The Conservative Purpose of a Liberal Education.
<https://www.memoriapress.com/articles/conservative-purpose-liberal-education/>
- Lende, D. (2011, October 11). Florida Governor: Anthropology Not Needed Here.
<http://blogs.plos.org/neuroanthropology/2011/10/11/florida-governor-anthropology-not-needed-here/>
- ACLU. (n.d.). Speech on Campus.
<https://www.aclu.org/other/speech-campus>
- Kennedy, R. (2017, December 28). The Forgotten Origins of the Constitution on Campus.
<http://prospect.org/article/forgotten-origins-constitution-on-campus>
- Shutler, N. and E. Chemerinsky. (2017, September 13). The Free Speech-Hate Speech Trade-Off.
<https://www.nytimes.com/2017/09/13/opinion/berkeley-dean-erwin-chemerinsky.html>
- US Department of Justice. (2017, December 8). Attorney General Sessions Gives an Address on the

	<p>Importance of Free Speech on College Campuses. https://www.justice.gov/opa/speech/attorney-general-sessions-gives-address-importance-free-speech-college-campuses</p> <p>Assignment:</p> <ul style="list-style-type: none"> ● Submit Discussion Topics by Tuesday, 10/23 at Noon
<p>10/31</p>	<p>Intellectual Freedom on Campus (Continued) This session will again consider free speech on college campuses in its historical and contemporary contexts. Special attention will be given to our experiences as students and members of the campus community.</p> <p>Discussion Topics:</p> <ul style="list-style-type: none"> ● What do you think about the ARL statement? Are the standards fair and practical? ● Knowing what you do about intellectual freedom and censorship, what are your thoughts on the George A. Smathers Libraries’ Inclusion and Intellectual Freedom Statement and/or the UF Free Speech and Controversial Speakers website? Do you think the Libraries’ Intellectual Freedom and Inclusion Statements are linked? ● Do you feel that your rights as a student are protected by the University? What about the rights of students of color, LGBTQIA+ students, and undocumented students? <p>Assigned Readings:</p> <ul style="list-style-type: none"> ● Bourq, C. (2016, November 16). <i>Research Libraries and Archives Stand Committed to Diversity, Inclusion, Equity, Social Justice</i>. http://www.arl.org/news/arl-news/4154-research-libraries-and-archives-stand-committed-to-diversity-inclusion-equity-social-justice#.W3BbFfZFxPY ● The George A. Smathers Libraries. (n.d.). <i>Inclusion and Intellectual Freedom</i>. http://cms.uflib.ufl.edu/InclusionAndIntellectualFreedom ● University of Florida. (n.d.). <i>Free Speech and Controversial Speakers</i>. https://freespeech.ufl.edu/ ● Byron, K. k. (2017). From Infantilizing to World Making: Safe Spaces and Trigger Warnings on Campus. <i>Family Relations</i>, 66(1), 116-125. <p>Assignment:</p> <ul style="list-style-type: none"> ● Submit Discussion Topics by Tuesday, 10/30 at Noon ● Written Assignment: <ul style="list-style-type: none"> ○ Using what you’ve learned about intellectual freedom and censorship, evaluate the Libraries’ Inclusion and Intellectual Freedom Statement. How does the statement reflect or align with the University’s priorities? Is anyone left out? What changes would you make? ○ Rewrite the Inclusion and Intellectual Freedom Statement to reflect what you know about intellectual freedom. If you feel that the statement does not need to be rewritten, use this space to justify that decision. (2 @ 250 - 500 words each) Submit by email by Tuesday, 11/6 at Noon
<p>11/7</p>	<p>Scholarly Communications and the Economics of Information How is scholarship produced, brought to market, and accessed by the relevant communities of intellectuals? In this session we will explore these critical supports and inhibitors of intellectual freedom.</p> <p>Discussion Topics:</p> <ul style="list-style-type: none"> ● How does the current market for information support or hinder intellectual freedom? ● Do you feel that your rights to information are impeded by the market? How about less privileged

	<p>consumers?</p> <p>Assigned Readings:</p> <ul style="list-style-type: none"> • Purdue University. (n.d.). Copyright Overview https://www.lib.purdue.edu/uco/CopyrightBasics/index.html • Jaschik, Scott. (2015, November 2). Language of Protest https://www.insidehighered.com/news/2015/11/02/editors-and-editorial-board-quit-top-linguistics-journal-protest-subscription-fees • Hu, J. (2016, January 26). Academics Want You to Read Their Work for Free • https://www.theatlantic.com/science/archive/2016/01/elsevier-academic-publishing-petition/427059/ • Esposito, J. (2018, January 9). Why Elsevier is a Library’s Best Friend https://scholarlykitchen.sspnet.org/2018/01/09/50692/ • Bohannon, J. (2016, April 28). Who's downloading pirated papers? EVERYONE http://www.sciencemag.org/news/2016/04/whos-downloading-pirated-papers-everyone <p>Assignment:</p> <ul style="list-style-type: none"> • Submit Discussion Topics by Tuesday, 11/6 at Noon
<p>11/14</p>	<p>Guest Lecture: UF Digital Scholarship Librarian</p> <p>Presentation: The Dr. Laurie Taylor will describe her background and provide an overview the role of digital technology in disrupting scholarly communication models and serving as a vehicle for intellectual freedom and social justice.</p> <p>Discussion Topics:</p> <ul style="list-style-type: none"> • Are you an intellectual? Is UF preparing you to be an intellectual? Should that be a priority? • How does digital technology position broader portions of the population to be intellectual? <p>Assigned Readings:</p> <ul style="list-style-type: none"> • Pettit, E. (2018, July 25). How a Rant Against Short Shorts Overturned the ‘Good Ol’ Turtle Boy Club’. https://www.chronicle.com/article/How-a-Rant-Against-Short/244026 • Hecht, K. (2018, July 26). Twitter Post by Kirsten Hecht @HellbenderHecht. https://twitter.com/HellbenderHecht/status/1022533378795548673 • Kendi, I. (2016, December 16) “Are You an Intellectual?” Doctoral Commencement Address, University of Florida. Gainesville, FL, December 16, 2016. http://news.ufl.edu/articles/2016/12/national-book-award-winner-addresses-uf-doctoral-grads.php <p>Assignment:</p>
<p>11/21</p>	<p>UF Holiday - No Class – Enjoy Yourself</p>
<p>11/28</p>	<p>Intellectual Freedom, Privacy, Ethics and Digital Technology This session will be a recap of the module and a discussion of current issues related to intellectual freedom, privacy and censorship.</p> <p>Discussion Topics:</p>

	<ul style="list-style-type: none"> • What are the ethical issues brought about by digital technology? • How concerned should we be about our privacy? • How does “Big Tech” impact intellectual freedom? <p>Assigned Readings:</p> <ul style="list-style-type: none"> • Reidsma, M. (2016, March 11). ALGORITHMIC BIAS IN LIBRARY DISCOVERY SYSTEMS. https://matthew.reidsrow.com/articles/173 • Goel, V. (2014, August 12). As Data Overflows Online, Researchers Grapple With Ethics https://kb.wisc.edu/images/group78/43237/NYTimesarticle.pdf • Kiberenge, K. (2013, August 10). US scientists ‘spied’ on phone users https://www.nation.co.ke/news/US-scientists-spied-on-phone-users/1056-1943726-137xjgg/index.html • Chambers, C. (2014, July 1). Facebook fiasco: was Cornell's study of ‘emotional contagion’ an ethics breach? https://www.theguardian.com/science/head-quarters/2014/jul/01/facebook-cornell-study-emotional-contagion-ethics-breach • Reich, R. (2015, September 18). Big Tech Has Become Way Too Powerful https://www.nytimes.com/2015/09/20/opinion/is-big-tech-too-powerful-ask-google.html • Erlick, E. (2018, January). How Instagram May Be Unwittingly Censoring the Queer Community. https://www.them.us/story/instagram-may-be-unwittingly-censoring-the-queer-community <p>Assignment:</p> <ul style="list-style-type: none"> • Submit Discussion Topics by Tuesday, 11/27 at Noon
12/5	<p>No Class Session – Video Presentation</p> <p>Assigned Readings:</p> <ul style="list-style-type: none"> • Wise, T. (2018, January 27) “Likes and Re-Tweets are Not Enough: Making Allyship a Verb in the Struggle for Social Justice” Social Justice Summit, University of Florida. Gainesville, FL, January 27, 2018. https://www.facebook.com/UFSocialJusticeSummit/videos/161238244502917/ • Fister, B. (2015, October 20). Checking Our Library Privilege https://www.insidehighered.com/blogs/library-babel-fish/checking-our-library-privilege <p>Assignment:</p>
12/11	<p>Lunch and Wrap Up our Semester</p> <p>Discussion Topics:</p> <ul style="list-style-type: none"> • How is intellectual freedom intertwined with other elements of our culture that maintain power inequalities? • Are you optimistic that our society can level the intellectual freedom opportunity disparities in our society? What about globally? <p>Assigned Readings:</p> <p>Assignment:</p>

GRADING POLICY

This is a graded class.

Your final course grade will be based on the following activities:

- Participation (50%) – I expect you to participate actively in all discussions, ask thoughtful questions, share confusions, help each other, and so forth. Your participation grade will depend on the regularity and substance of your contributions to our class discussions. Attendance will be taken. You can miss one class session without penalty. More than one absence will reduce your grade.
- Discussion Topics (20%) – For most weeks you are required to submit potential discussion topics/prompts based on the readings. These are due by noon the day before the class.
- Written Assignments (30%) – There are 5 written assignments. These are due by the Tuesday following the class session covering the associated topic, so that you can benefit from the week's discussion and the thoughts and observations of your peers.

Late Assignments

You have a six-hour grace period for submitting the 5 Written Assignments. I am open to granting extensions if you have a compelling reason; I understand that this course is not your only commitment this semester. However, I will grant extensions only before the due date, so be sure to communicate with me early on if you don't think you'll be able to meet the deadline. If I don't hear from you before the due date, I will deduct 2 percentage points from your grade for every day that your assignment is overdue.

Make-up Work

I do not assign make-up work in this course. You'll be graded based on the assigned coursework.

OTHER IMPORTANT INFORMATION

Accommodations for students with disabilities:

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Campus Resources:

Health and Wellness

U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392- 1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575

Library Support

Various ways to receive assistance with respect to using the Libraries or finding resources: <http://cms.uflib.ufl.edu/ask>.

UF grading policies for assigning grade points

See: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

UF class attendance and assignment make-up policies

See: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Online course evaluation process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

Cheating, plagiarism, etc.

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.