

# Intellectual Freedom: power, bias, control, authority, safety, privilege, censorship, technology, economics, rights and justice

Fall 2022

Brian W. Keith

IDH 2930 - (Un)Common Read

Class Number: 27770

Section: 0240

Little Hall – Room 117

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

Office hours: Wednesdays, 11:30 to Noon OR upon request (feel free to request!)

Contact:      [bwkeith@ufl.edu](mailto:bwkeith@ufl.edu) (preferred)      352-273-2600

## UF Course Catalogue Abstract:

This is a discussion-based class in which we will consider a broad range of important and timely questions. What is intellectual freedom? Where does it come from? How is it expanded or diminished and what does it matter? When are ideas and/or speech too dangerous or offensive? When is censorship okay? Who should control and own information and what are the implications on the greater good? How much privacy and freedom from manipulation do we really have? What is the purpose of higher education? How important is safety in learning? Fundamentally: how do power, technology, money, bias and privilege interact below the surface of these questions and seek to shape what we can experience and know? How have those forces shaped the personal and societal intellectual landscapes we occupy today? The course topics will be introduced and framed through readings and multimedia materials, popular and scholarly, but the focus will be our class dialogues. The class will be a space where we can reconsider our assumptions, think about important topics that some may have never really considered and benefit from the consideration of other people's perspectives and experiences.

## Conduct/Collegiality:

We will develop a set of Ground Rules early on in the semester. We can revisit and update them throughout the semester. These will relate to in-person and online interactions. They will be posted on the Canvas site for our class. Adherence to these will be expected from all of us.

## Grading Policy:

This is a graded class.

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

- **Participation (50%)** – I expect you to equitably participate actively and collegially in all discussions, share insights and observations, 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, but also the conscientiousness you show in affording others opportunities to present their views.  
**Attendance will be taken.** You can miss one class session without penalty. More than one absence will reduce your participation grade proportionally, with the rationale being that you cannot participate if you are not present.
- **Discussion Topics (25%)** – For most weeks you are required to submit (at least 2) potential discussion topics/prompts in the form of your thoughts, questions or epiphanies from the week’s materials. **These are due by midnight on Sunday before the class and will be submitted in Canvas.** We will rely on these to help determine the topics we discuss during our face-to-face sessions.
- **Written Assignments (25%)** – There are 5 short written assignments distributed throughout the semester – typically 500 words or so, total.

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| Assignment 1 | Due: 9/20  |
| Assignment 2 | Due: 10/18 |
| Assignment 3 | Due: 11/1  |
| Assignment 4 | Due: 11/15 |
| Assignment 5 | Due: 12/14 |

There are prompts that relate to and draw from the readings and discussions. You can write on one of them or several. You can come up with your own topic(s), if you prefer.

The written assignments are due during the week following the class session covering the relevant topics - so that you can benefit from the week’s discussion and the thoughts and observations of your peers.

**Your submissions will be posted in Canvas**, so your peers can see them, too - our time is really limited, so this is another opportunity for us to learn from each other.

In addition, we have 2 really short outside of class assignments.

### Late 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. I also understand this will be a uniquely challenging semester for many of us. 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 course 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.

## 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/](http://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](mailto: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>, 352-392-1575

### 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 professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-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.

## COURSE SCHEDULE

| Week | Key content and activity   |
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| 1    | <p><b>8/24 Discussion: Welcome, Course Overview, and Ground Rules</b></p> <p>In our discussion we will review syllabus and discuss course format and expectations. Critically, we will collaboratively establish Ground Rules for the collegial discussion of challenging topics, which serve as the core of this course.</p> <p><b>Assignments BEFORE 8/31 class:</b></p> <ol style="list-style-type: none"> <li>1. Take one or more of the Project Implicit, Implicit Association Tests (IAT) at <a href="https://implicit.harvard.edu/implicit/takeatest.html">https://implicit.harvard.edu/implicit/takeatest.html</a></li> <li>2. Take a virtual Privilege Walk.</li> </ol>   |
| 2    | <p><b>8/31 Discussion: Freedom and Rights</b></p> <p>Our discussion will be an introduction to the fundamental and evolving freedoms that frame our political society and, in many ways, intellectual pursuits. We will also begin our consideration of the role of privilege.</p> <p><b>Assigned Readings for this class (to be read in advance):</b></p> <ul style="list-style-type: none"> <li>• Freedom to Read: Canada. (n.d.). <u>Bannings and Burnings in History</u>.<br/><a href="http://www.freedomtoread.ca/links-and-resources/bannings-and-burnings-in-history/#.WqH595PwaRt">http://www.freedomtoread.ca/links-and-resources/bannings-and-burnings-in-history/#.WqH595PwaRt</a></li> <li>• National Center for Constitutional Studies. (n.d.) <u>Bill of Rights</u>.<br/><a href="https://nccs.net/blogs/americas-founding-documents/bill-of-rights-amendments-1-10">https://nccs.net/blogs/americas-founding-documents/bill-of-rights-amendments-1-10</a></li> <li>• American Civil Liberties Union. (n.d.) <u>THE BILL OF RIGHTS: A BRIEF HISTORY</u>.<br/><a href="https://www.aclu.org/other/bill-rights-brief-history">https://www.aclu.org/other/bill-rights-brief-history</a></li> <li>• Van Mill, D. (2017). <u>Stanford Encyclopedia of Philosophy: Freedom of Speech</u>.<br/><a href="https://plato.stanford.edu/entries/freedom-speech/">https://plato.stanford.edu/entries/freedom-speech/</a></li> <li>• Crichton, D., Christel, B., Shidham, A., Valderrama, A., and Karmel, J. (.n.d.) <u>Journalism in the Digital Age – History: Early America</u>.<br/><a href="https://cs.stanford.edu/people/eroberts/cs181/projects/2010-11/Journalism/index8067.html?page_id=14">https://cs.stanford.edu/people/eroberts/cs181/projects/2010-11/Journalism/index8067.html?page_id=14</a></li> </ul> |
| 3    | <p><b>9/7 Discussion: Intellectual Freedom &amp; Censorship</b></p> <p>We will examine intellectual freedom in its historical context and carry our discussion into current defenses of literary intellectual freedom.</p> <p><b>Assigned Readings for this class (to be read in advance):</b></p> <ul style="list-style-type: none"> <li>• American Library Association. (n.d.) <u>Intellectual Freedom and Censorship Q &amp; A</u>.<br/><a href="http://www.ala.org/advocacy/intfreedom/censorship/faq">http://www.ala.org/advocacy/intfreedom/censorship/faq</a></li> <li>• American Library Association. (n.d.). <u>Top Ten Most Challenged Books Lists</u>.<br/><a href="http://www.ala.org/advocacy/bbooks/frequentlychallengedbooks/top10">http://www.ala.org/advocacy/bbooks/frequentlychallengedbooks/top10</a></li> <li>• American Library Association. (n.d.). <u>The Freedom to Read Statement</u>.<br/><a href="http://www.ala.org/advocacy/intfreedom/freedomreadstatement">http://www.ala.org/advocacy/intfreedom/freedomreadstatement</a></li> <li>• Wiegand, W. (2016, March 15). <u>The Freedom to Read: The history of ALA's vital statement on intellectual freedom</u>.<br/><a href="https://americanlibrariesmagazine.org/2016/03/15/freedom-to-read/">https://americanlibrariesmagazine.org/2016/03/15/freedom-to-read/</a></li> </ul>   |

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|   | <ul style="list-style-type: none"> <li>Lo, M. (2014, September 18). <u>Book Challenges Suppress Diversity</u>.<br/><a href="http://www.diversityiny.com/2014/09/book-challenges-suppress-diversity/">http://www.diversityiny.com/2014/09/book-challenges-suppress-diversity/</a></li> </ul>  |
| 4 | <p><b>9/14 Discussion: Intellectual Freedom &amp; Censorship (Continued)</b><br/>Our discussion will center on censorship and its goals and impacts on individuals, social movements, and society as a whole.</p> <p><b>Assigned Readings for this class (to be read in advance):</b></p> <ul style="list-style-type: none"> <li>Educational Broadcasting Corporation. (2004). <u>Slavery and the Making of America – The Slave Experience: Education, Arts, &amp; Culture: Original Documents</u>.<br/><a href="https://www.thirteen.org/wnet/slavery/experience/education/docs1.html">https://www.thirteen.org/wnet/slavery/experience/education/docs1.html</a></li> <li>National Coalition Against Censorship. (n.d.). <u>The Struggle for Civil Rights and the First Amendment</u>.<br/><a href="http://ncac.org/resource/the-struggle-for-civil-rights-and-the-first-amendment">http://ncac.org/resource/the-struggle-for-civil-rights-and-the-first-amendment</a></li> <li>Clark Davis, J. (2018, February 19). <u>The FBI's War on Black Bookstores</u>.<br/><a href="https://www.theatlantic.com/politics/archive/2018/02/fbi-black-bookstores/553598/">https://www.theatlantic.com/politics/archive/2018/02/fbi-black-bookstores/553598/</a></li> <li>Mzezewa, T. (2018, January 12). <u>To Make Prisons 'Safer,' Some Are Banning...Books</u>.<br/><a href="https://www.nytimes.com/2018/01/12/opinion/books-prison-packages-new-york.html">https://www.nytimes.com/2018/01/12/opinion/books-prison-packages-new-york.html</a></li> <li>DeSantis, R. (official website). (n.d.). <u>Governor Ron DeSantis Announces the "Combatting Violence, Disorder and Looting and Law Enforcement Protection Act"</u>.<br/><a href="https://www.flgov.com/2020/09/21/governor-ron-desantis-announces-the-combatting-violence-disorder-and-looting-and-law-enforcement-protection-act/">https://www.flgov.com/2020/09/21/governor-ron-desantis-announces-the-combatting-violence-disorder-and-looting-and-law-enforcement-protection-act/</a></li> </ul> <p>Remember to submit Discussion Topics for these readings by Sunday, 9/11</p>  |
| 5 | <p><b>9/21 Discussion: Intellectual Freedom and Racist Content</b><br/>In our discussion we will consider the presence, significance, and implications of racist information.</p> <p><b>Assigned Readings for this class (to be read in advance):</b></p> <ul style="list-style-type: none"> <li>Peralta, E. (2016, January 18). <u>Amid Controversy, Scholastic Pulls Picture Book About Washington's Slave</u>.<br/><a href="https://www.npr.org/sections/thetwo-way/2016/01/18/463488364/amid-controversy-scholastic-pulls-picture-book-about-washingtons-slave">https://www.npr.org/sections/thetwo-way/2016/01/18/463488364/amid-controversy-scholastic-pulls-picture-book-about-washingtons-slave</a></li> <li>Schoenberg, N. (2019, May 09). <u>Children's book 'A Birthday Cake for George Washington' pulled for insensitive depiction of slavery</u>.<br/><a href="http://www.chicagotribune.com/lifestyles/books/ct-prj-birthday-cake-george-washington-20160118-14-story.html#">http://www.chicagotribune.com/lifestyles/books/ct-prj-birthday-cake-george-washington-20160118-14-story.html#</a></li> <li><u>Amazon user reviews of 'A Birthday Cake for George Washington'</u><br/><a href="https://www.amazon.com/Birthday-Cake-George-Washington/product-reviews/0545538238/ref=cm_cr_getr_d_show_all?ie=UTF8&amp;reviewerType=all_reviews&amp;pageNumber=1#reviews-filter-bar">https://www.amazon.com/Birthday-Cake-George-Washington/product-reviews/0545538238/ref=cm_cr_getr_d_show_all?ie=UTF8&amp;reviewerType=all_reviews&amp;pageNumber=1#reviews-filter-bar</a></li> <li>Douthat, R. (2021, March 6). <u>Do Liberals Care if Books Disappear?</u><br/><a href="https://www.nytimes.com/2021/03/06/opinion/dr-seuss-books-liberalism.html">https://www.nytimes.com/2021/03/06/opinion/dr-seuss-books-liberalism.html</a></li> <li>Kelley, P. (2011, January 19). <u>A sanitized 'Huckleberry Finn'</u><br/><a href="https://www.washington.edu/news/2011/01/19/a-sanitized-huckleberry-finn/">https://www.washington.edu/news/2011/01/19/a-sanitized-huckleberry-finn/</a></li> </ul> <p>Remember to submit Discussion Topics for these readings by Sunday, 9/18</p> |
| 6 | <p><b>9/28 Session: Intellectual Freedom, Race and Sexuality, and a Case for Censorship</b><br/>Our session will include a discussion of <i>Fun Home: A Family Tragicomic</i>.<br/><b>Fun Home: A Family Tragicomic</b> is a 2006 graphic memoir by the American cartoonist Alison Bechdel, author of the comic strip <i>Dykes to Watch Out For</i>. It chronicles the author's childhood and youth in rural</p>   |

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|   | <p>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. In 2015, a selection committee at Duke University (comprised of students, faculty, and staff) chose this memoir as a recommended reading for all incoming first-year students. The committee selected the title because it would stimulate interesting and useful discussion about what it means, as a young adult, to take a position on a controversial topic. The book contained 1 page of sex between two women and 1 panel showing a teenager masturbating. The book also portrays issues of mental health, interpersonal relationships, and human rights. About 20 students in the incoming freshmen class refused to read the book because of the graphic visual depictions of sexuality which they felt reading would contradict their religious beliefs.</p> <p><b>Assigned Readings for this class (to be read in advance):</b></p> <ul style="list-style-type: none"> <li>• Bell, J. (1973, March 6). <u>The Case for Censorship</u>.<br/><a href="https://www.thecrimson.com/article/1973/3/6/the-case-for-censorship-pbnbot-long/">https://www.thecrimson.com/article/1973/3/6/the-case-for-censorship-pbnbot-long/</a></li> <li>• Bechdel, A. (2006). <i>Fun home : a family tragicomic</i>. Houghton Mifflin. <b>(Note: Do not feel like you have to read this book, but in case you would like a better sense of the material, an excerpt will be posted in Canvas.)</b></li> <li>• Chappell, B. (2018). <i>Fun Home: A Family Tragicomic</i>. Salem Press Encyclopedia of Literature.</li> <li>• Grasso, B. (2015). <u>I'm a Duke freshman. Here's why I refused to read 'Fun Home.'</u><br/><a href="https://www.washingtonpost.com/posteverything/wp/2015/08/25/im-a-duke-freshman-heres-why-i-refused-to-read-fun-home/?utm_term=.dfc217873c63">https://www.washingtonpost.com/posteverything/wp/2015/08/25/im-a-duke-freshman-heres-why-i-refused-to-read-fun-home/?utm_term=.dfc217873c63</a></li> <li>• Fisher, L. (2019). <u>'This is where we are, America': After a Latina Author Talks About Race... Students Burn Her Book</u>.<br/><a href="https://www.chronicle.com/article/this-is-where-we-are-america-after-a-latina-author-talks-about-race-at-georgia-southern-u-students-burn-her-book/">https://www.chronicle.com/article/this-is-where-we-are-america-after-a-latina-author-talks-about-race-at-georgia-southern-u-students-burn-her-book/</a></li> </ul> <p>Remember to submit Discussion Topics for these readings by Sunday, 9/25</p> |
| 7 | <p><b>10/5 Discussion: Site Visit and Curator Talk: The Isser and Rae Price Library of Judaica.</b></p> <p>Presentation and dialogue with Dr. Rebecca Jefferson, Curator and Head, Isser and Rae Price Library of Judaica</p> <p><b>Assigned Readings for this class (to be read in advance):</b></p> <ul style="list-style-type: none"> <li>• Wheeler, M. B. (2011). <u>Politics and race in American historical popular music: Contextualized access and minstrel music archives</u>. <i>Archival Science: International Journal On Recorded Information</i>, 11(1-2), 47-75.<br/><a href="http://lp.hscl.ufl.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;AuthType=ip,uid&amp;db=rh&amp;AN=A809452&amp;site=eds-live">http://lp.hscl.ufl.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;AuthType=ip,uid&amp;db=rh&amp;AN=A809452&amp;site=eds-live</a></li> </ul>   |
| 8 | <p><b>10/12 Discussion: Intellectual Freedom and College</b></p> <p>Our discussion will center on the purpose(s) of college in historical and contemporary contexts.</p> <p><b>Assigned Readings for this class (to be read in advance):</b></p> <ul style="list-style-type: none"> <li>• AAC&amp;U. (n.d.). <u>What Is a Liberal Education?</u><br/><a href="https://www.aacu.org/leap/what-is-a-liberal-education">https://www.aacu.org/leap/what-is-a-liberal-education</a></li> <li>• Kirk, R. (2007, April 2). <u>The Conservative Purpose of a Liberal Education</u>.<br/><a href="https://www.memoriapress.com/articles/conservative-purpose-liberal-education/">https://www.memoriapress.com/articles/conservative-purpose-liberal-education/</a></li> <li>• Kinser, K. and Forest, J. (2002). <u>Higher Education in the United States, An Encyclopedia: Important Events</u>.<br/><a href="https://www.higher-ed.org/HEUS/Important_Events.pdf">https://www.higher-ed.org/HEUS/Important_Events.pdf</a></li> <li>• Lende, D. (2011, October 11). <u>Florida Governor: Anthropology Not Needed Here</u>.</li> </ul>   |

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|           | <p><a href="http://blogs.plos.org/neuroanthropology/2011/10/11/florida-governor-anthropology-not-needed-here/">http://blogs.plos.org/neuroanthropology/2011/10/11/florida-governor-anthropology-not-needed-here/</a></p> <ul style="list-style-type: none"> <li>University of Florida. (1998, June 28). <u>RULES OF DEPARTMENT OF EDUCATION - DIVISION OF UNIVERSITIES - UNIVERSITY OF FLORIDA - 6C1-7.018 Academic Affairs; Academic Freedom and Responsibility.</u><br/><a href="http://regulations.ufl.edu/wp-content/uploads/2012/09/7018.pdf">http://regulations.ufl.edu/wp-content/uploads/2012/09/7018.pdf</a></li> <li>Crenshaw, C., Falcone, M., Kleinman, S., Krusell, J., McNeill, E., &amp; Sanders, P. (2012). <u>Academic Freedom at the University of Florida.</u> ALPATA: A Journal of History, IX (Spring 2012), 1-21.<br/><a href="https://history.ufl.edu/files/2012/10/Alpata2012.pdf">https://history.ufl.edu/files/2012/10/Alpata2012.pdf</a>.</li> </ul> <p>Remember to submit Discussion Topics for these readings by Sunday, 10/9</p>  |
| <p>9</p>  | <p><b>10/19 Discussion: Intellectual Freedom and Campus Speech</b></p> <p>Our discussion 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.</p> <p><b>Assigned Readings for this class (to be read in advance):</b></p> <ul style="list-style-type: none"> <li>ACLU. (n.d.). <u>Speech on Campus.</u><br/><a href="https://www.aclu.org/other/speech-campus">https://www.aclu.org/other/speech-campus</a></li> <li>Kennedy, R. (2017, December 28). <u>The Forgotten Origins of the Constitution on Campus.</u><br/><a href="http://prospect.org/article/forgotten-origins-constitution-on-campus">http://prospect.org/article/forgotten-origins-constitution-on-campus</a></li> <li>Shutler, N. and E. Chemerinsky. (2017, September 13). <u>The Free Speech-Hate Speech Trade-Off.</u><br/><a href="https://www.nytimes.com/2017/09/13/opinion/berkeley-dean-erwin-chemerinsky.html">https://www.nytimes.com/2017/09/13/opinion/berkeley-dean-erwin-chemerinsky.html</a></li> <li>US Department of Justice. (2017, December 8). <u>Attorney General Sessions Gives an Address on the Importance of Free Speech on College Campuses.</u><br/><a href="https://www.justice.gov/opa/speech/attorney-general-sessions-gives-address-importance-free-speech-college-campuses">https://www.justice.gov/opa/speech/attorney-general-sessions-gives-address-importance-free-speech-college-campuses</a></li> <li>Florida House of Representatives. (2021). <u>HB 233.</u><br/><a href="https://www.flsenate.gov/Session/Bill/2021/233/BillText/er/PDF">https://www.flsenate.gov/Session/Bill/2021/233/BillText/er/PDF</a></li> </ul> <p>Remember to submit Discussion Topics for these readings by Sunday, 10/16</p> |
| <p>10</p> | <p><b>10/26 Discussion: Intellectual Freedom and Safety and Inclusion</b></p> <p>Our discussion will allow us to consider the balance and conflicts inherent between safety and information-based freedom, and the implications for inclusivity.</p> <p><b>Assigned Readings for this class (to be read in advance):</b></p> <ul style="list-style-type: none"> <li>Bourg, C. (2016, November 16). <u>Research Libraries and Archives Stand Committed to Diversity, Inclusion, Equity, Social Justice.</u><br/><a href="http://www.arl.org/news/arl-news/4154-research-libraries-and-archives-stand-committed-to-diversity-inclusion-equity-social-justice#.W3BbFfZFxPY">http://www.arl.org/news/arl-news/4154-research-libraries-and-archives-stand-committed-to-diversity-inclusion-equity-social-justice#.W3BbFfZFxPY</a></li> <li>The George A. Smathers Libraries. (n.d.). <u>Inclusion and Intellectual Freedom.</u><br/><a href="http://cms.uflib.ufl.edu/InclusionAndIntellectualFreedom">http://cms.uflib.ufl.edu/InclusionAndIntellectualFreedom</a></li> <li>University of Florida. (n.d.). <u>Free Speech and Controversial Speakers.</u><br/><a href="https://freespeech.ufl.edu/">https://freespeech.ufl.edu/</a></li> <li>Byron, K. (2017). <u>From Infantilizing to World Making: Safe Spaces and Trigger Warnings on Campus.</u> Family Relations, 66(1), 116-125.</li> <li>Patai, D. and Silvergate, H. (2016). <u>From Suppressing to Compelling.</u><br/><a href="https://www.insidehighered.com/views/2016/04/25/new-diversity-requirements-umass-amherst-compel-speech-and-belief-essay">https://www.insidehighered.com/views/2016/04/25/new-diversity-requirements-umass-amherst-compel-speech-and-belief-essay</a></li> </ul>   |

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|    | Remember to submit Discussion Topics for these readings by Sunday, 10/23   |
| 11 | <p><b>11/2 Discussion: Intellectual Freedom and Scholarly Communications: the Economics of Information</b><br/>How is scholarship produced, distributed (brought to market), and accessed by the relevant communities of intellectuals? In our discussion we will explore these critical supports and inhibitors of intellectual freedom.</p> <p><b>Assigned Readings for this class (to be read in advance):</b></p> <ul style="list-style-type: none"> <li>• Purdue University. (n.d.). <u>Copyright Overview</u><br/><a href="https://www.lib.purdue.edu/uco/CopyrightBasics/index.html">https://www.lib.purdue.edu/uco/CopyrightBasics/index.html</a></li> <li>• Jaschik, Scott. (2015, November 2). <u>Language of Protest</u><br/><a href="https://www.insidehighered.com/news/2015/11/02/editors-and-editorial-board-quit-top-linguistics-journal-protest-subscription-fees">https://www.insidehighered.com/news/2015/11/02/editors-and-editorial-board-quit-top-linguistics-journal-protest-subscription-fees</a></li> <li>• Hu, J. (2016, January 26). <u>Academics Want You to Read Their Work for Free</u><br/><a href="https://www.theatlantic.com/science/archive/2016/01/elsevier-academic-publishing-petition/427059/">https://www.theatlantic.com/science/archive/2016/01/elsevier-academic-publishing-petition/427059/</a></li> <li>• Esposito, J. (2018, January 9). <u>Why Elsevier is a Library's Best Friend</u><br/><a href="https://scholarlykitchen.sspnet.org/2018/01/09/50692/">https://scholarlykitchen.sspnet.org/2018/01/09/50692/</a></li> <li>• Bohannon, J. (2016, April 28). <u>Who's downloading pirated papers? EVERYONE</u><br/><a href="http://www.sciencemag.org/news/2016/04/whos-downloading-pirated-papers-everyone">http://www.sciencemag.org/news/2016/04/whos-downloading-pirated-papers-everyone</a></li> </ul> <p>Remember to submit Discussion Topics for these readings by Sunday, 10/30</p> |
| 12 | <p><b>11/9 Discussion: Intellectual Freedom and Gender</b></p> <p><b>Assigned Readings for this class (to be read in advance):</b></p> <ul style="list-style-type: none"> <li>• Pettit, E. (2018, July 25). <u>How a Rant Against Short Shorts Overturned the 'Good Ol' Turtle Boy Club'</u>.<br/><a href="https://www.chronicle.com/article/How-a-Rant-Against-Short/244026">https://www.chronicle.com/article/How-a-Rant-Against-Short/244026</a></li> <li>• Hecht, K. (2018, July 26). <u>Twitter Post by Kirsten Hecht @HellbenderHecht</u>.<br/><a href="https://twitter.com/HellbenderHecht/status/1022533378795548673">https://twitter.com/HellbenderHecht/status/1022533378795548673</a></li> <li>• Topaz, C. M., Klingenberg, B., Turek, D., Heggeseth, B., Harris, P. E., Blackwood, J. C., . . . Murphy, K. M. (2019, March 20). <u>Diversity of artists in major U.S. museums</u>.<br/><a href="https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0212852#sec001">https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0212852#sec001</a></li> <li>• National Museum of Women in the Arts. (n.d.). <u>Get the Facts</u>.<br/><a href="https://nmwa.org/advocate/get-facts">https://nmwa.org/advocate/get-facts</a></li> </ul> <p>Remember to submit Discussion Topics for these readings by Sunday, 11/6</p>  |
| 13 | <p><b>11/16 Discussion: Intellectual Freedom, Privacy, Ethics and Digital Technology</b><br/>Our discussion will afford a discussion of current issues related to intellectual freedom, privacy and censorship.</p> <p><b>Assigned Readings for this class (to be read in advance):</b></p> <ul style="list-style-type: none"> <li>• The Washington Post. (2018, January 15). <u>Privacy (Podcast)</u>.<br/><a href="https://www.washingtonpost.com/podcasts/constitutional/episode--privacy/?utm_term=.22c1eb39a71a">https://www.washingtonpost.com/podcasts/constitutional/episode--privacy/?utm_term=.22c1eb39a71a</a></li> <li>• Goel, V. (2014, August 12). <u>As Data Overflows Online, Researchers Grapple With Ethics</u><br/><a href="https://kb.wisc.edu/images/group78/43237/NYTimesarticle.pdf">https://kb.wisc.edu/images/group78/43237/NYTimesarticle.pdf</a></li> <li>• Kiberenge, K. (2013, August 10). <u>US scientists 'spied' on phone users</u><br/><a href="https://www.nation.co.ke/news/US-scientists-spied-on-phone-users/1056-1943726-137xjgg/index.html">https://www.nation.co.ke/news/US-scientists-spied-on-phone-users/1056-1943726-137xjgg/index.html</a></li> </ul>   |



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|    | <ul style="list-style-type: none"> <li>Chambers, C. (2014, July 1). <u>Facebook fiasco: was Cornell's study of 'emotional contagion' an ethics breach?</u><br/><a href="https://www.theguardian.com/science/head-quarters/2014/jul/01/facebook-cornell-study-emotional-contagion-ethics-breach">https://www.theguardian.com/science/head-quarters/2014/jul/01/facebook-cornell-study-emotional-contagion-ethics-breach</a></li> <li>Harwell, D. and Timberg, C. (2021, April 2). <u>How America's surveillance networks helped the FBI catch the Capitol mob.</u><br/><a href="https://www.washingtonpost.com/technology/2021/04/02/capitol-siege-arrests-technology-fbi-privacy/">https://www.washingtonpost.com/technology/2021/04/02/capitol-siege-arrests-technology-fbi-privacy/</a></li> <li>Solove, D.. (2007). <u>'I've Got Nothing to Hide' and Other Misunderstandings of Privacy.</u><br/><a href="https://scholarship.law.gwu.edu/cgi/viewcontent.cgi?article=1159&amp;context=faculty_publications">https://scholarship.law.gwu.edu/cgi/viewcontent.cgi?article=1159&amp;context=faculty_publications</a></li> </ul> <p>Remember to submit Discussion Topics for these readings by Sunday, 11/13</p>  |
| 14 | <p><b>11/23      THANKSGIVING</b></p>  |
| 15 | <p><b>11/30 Discussion: Intellectual Freedom, Privacy, Ethics and Digital Technology (Continued)</b><br/>Our discussion will be a recap of the module and a discussion of current issues related to intellectual freedom and the role of bias in technology in determining the information we discover and access.</p> <p><b>Assigned Readings for this class (to be read in advance):</b></p> <ul style="list-style-type: none"> <li>Reich, R. (2015, September 18). <u>Big Tech Has Become Way Too Powerful.</u><br/><a href="https://www.nytimes.com/2015/09/20/opinion/is-big-tech-too-powerful-ask-google.html">https://www.nytimes.com/2015/09/20/opinion/is-big-tech-too-powerful-ask-google.html</a></li> <li>Reidsma, M. (2016, March 11). <u>ALGORITHMIC BIAS IN LIBRARY DISCOVERY SYSTEMS.</u><br/><a href="https://matthew.reidsrow.com/articles/173">https://matthew.reidsrow.com/articles/173</a></li> <li>Erlick, E. (2018, January). <u>How Instagram May Be Unwittingly Censoring the Queer Community.</u><br/><a href="https://www.them.us/story/instagram-may-be-unwittingly-censoring-the-queer-community">https://www.them.us/story/instagram-may-be-unwittingly-censoring-the-queer-community</a></li> <li>Gerstein, J. (2021, April 5). <u>Justice Thomas grumbles over Trump's social media ban.</u><br/><a href="https://www.politico.com/news/2021/04/05/justice-clarence-thomas-trump-twitter-ban-479046">https://www.politico.com/news/2021/04/05/justice-clarence-thomas-trump-twitter-ban-479046</a></li> <li>Hill, L. (2020, September 7). <u>PODCAST: Is it okay to laugh at Florida Man?</u><br/><a href="https://www.washingtonpost.com/podcasts/post-reports/is-it-okay-to-laugh-at-florida-man/">https://www.washingtonpost.com/podcasts/post-reports/is-it-okay-to-laugh-at-florida-man/</a></li> </ul> <p>Remember to submit Discussion Topics for these readings by Sunday, 11/27</p> |
| 16 | <p><b>12/7 Discussion: Intellectual Freedom and Fake News</b><br/>Our discussion will be a recap of the module and a discussion of current issues related to intellectual freedom, privacy and censorship.</p> <p><b>Assigned Readings for this class (to be read in advance):</b></p> <ul style="list-style-type: none"> <li>Crichton, D., Christel, B., Shidham, A., Valderrama, A., and Karmel, J. (.n.d.) <u>Journalism in the Digital Age – The Fourth Estate: Introduction.</u><br/><a href="https://cs.stanford.edu/people/eroberts/cs181/projects/2010-11/Journalism/index7f0d.html?page_id=16">https://cs.stanford.edu/people/eroberts/cs181/projects/2010-11/Journalism/index7f0d.html?page_id=16</a></li> <li>ad fontes media Inc. (2020). <u>Interactive Media Bias Chart® 5.0.</u><br/><a href="https://www.adfontesmedia.com/interactive-media-bias-chart/">https://www.adfontesmedia.com/interactive-media-bias-chart/</a></li> <li>CCCOnline. (2019, July 10). <u>LibGuides: Learn about Evaluating Sources: CRAP Test.</u><br/><a href="https://ccconline.libguides.com/c.php?g=242130&amp;p=2185475">https://ccconline.libguides.com/c.php?g=242130&amp;p=2185475</a></li> <li>Azzimonti, M. and Fernandes, M. (2018, March). National Bureau of Economic Research. <u>Social Media Networks, Fake News, and Polarization.</u> (JUST PAGES 1-5)<br/><a href="https://www.nber.org/papers/w24462.pdf">https://www.nber.org/papers/w24462.pdf</a></li> </ul>   |

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|              | <ul style="list-style-type: none"> <li>• Chiou, L. and Tucker, C. (2018, November) National Bureau of Economic Research. <u>FAKE NEWS AND ADVERTISING ON SOCIAL MEDIA: A STUDY OF THE ANTI-VACCINATION MOVEMENT.</u><br/><a href="https://www.nber.org/papers/w25223.pdf">https://www.nber.org/papers/w25223.pdf</a></li> <li>• Kraft, P., Lodge, M., and Taber, C. (2015, February 8) <u>Why People “Don’t Trust the Evidence”:</u><br/><u>Motivated Reasoning and Scientific Beliefs.</u><br/><a href="https://journals.sagepub.com/doi/pdf/10.1177/0002716214554758">https://journals.sagepub.com/doi/pdf/10.1177/0002716214554758</a></li> </ul> <p>Remember to submit Discussion Topics for these readings by Sunday, 12/4</p> |
| <b>FINAL</b> | <p><b>12/14 NO MEETING:</b><br/><b>Intellectual Freedom and Being an Intellectual</b></p> <p><b>Assigned Reading for Final Assignment:</b></p> <ul style="list-style-type: none"> <li>• Kendi, I. (2016, December 16) “Are You an Intellectual?” Doctoral Commencement Address, University of Florida.<br/><a href="http://news.ufl.edu/articles/2016/12/national-book-award-winner-addresses-uf-doctoral-grads.php">http://news.ufl.edu/articles/2016/12/national-book-award-winner-addresses-uf-doctoral-grads.php</a></li> </ul>   |