



Summer 2007

Time: 1:00-4:00 T, Th

Instructor: Howard Rosenbaum

Net: hrosenba@indiana.edu

Web: <http://www.slis.indiana.edu/hrosenba/www/Home/home.html>

Syllabus: <http://www.slis.indiana.edu/hrosenba/www/L608/syll/syll113.html>

Place: L 036

Office: SLIS 005B

Office hours: 11:30-1:00 T, Th

Phone: 855-3250

Introduction

"We are not afraid to entrust the American people with unpleasant facts, foreign ideas, alien philosophies, and competitive values. For a nation that is afraid to let its people judge the truth and falsehood in an open market is afraid of [them].

John F. Kennedy, 1962

Censorship, restrictions on free speech, the ability to disseminate and access information, the control of privacy and personal information, the use of digital rights management technologies, the spread of surveillance, the protection of intellectual property, net neutrality, the impact of the open source movement - these are some of the issues that shape the concept of intellectual freedom in the 21st century. These issues are also central to the information professions. In this course, we will investigate intellectual freedom in three contexts. We will look critically at:

- Libraries, where principles of intellectual freedom are used as a basis for standards of library practice and ethics;
- Society at large, where intellectual freedom issues have an impact on our personal and professional lives; and
- The Internet, where some of the most difficult and complex issues surrounding the creation, exchange, and use of information can be found

For example, intellectual freedom has been a cornerstone of library practice throughout this century and has faced and withstood many challenges. It does, however, embody a paradox; the core of this concept is rather simple to express and extremely difficult to use as a basis for professional activities. According to the Office of Intellectual Freedom of the American Library Association (1996; xiii), intellectual freedom rests on the conditions that:

- All individuals have the right to hold any belief on any subject and to convey ideas in any form the individual deems appropriate; and
- Society makes an equal commitment to the right of unrestricted access to information and ideas regardless of the communication medium used, the content of the work, and the viewpoints of both the author and receiver of information

This concept has been incorporated into an Interpretation of the Library Bill of Rights which has been expanded to include the networked information environment (ALA, 1996)¹:

Freedom of expression is an inalienable human right and the foundation for self-government. Freedom of expression encompasses the freedom of speech and the corollary right to receive information. These rights extend to children as well as adults.

Libraries and librarians exist to facilitate the exercise of these rights by selecting, producing, providing access to, identifying, retrieving, organizing, providing instruction in the use of, and preserving recorded expression regardless of the format or technology.

It is clear that libraries have an important role to play as institutions that provide unrestricted access to information and attempt to create and maintain the conditions that support a "climate of intellectual freedom." Challenges to this role have arisen in the form of censorship disputes, access issues, privacy issues, and collection development. One purpose of this course is to provide you with the opportunity to carefully develop a reasoned position on these and other issues and, more generally, on the problem of the preservation of intellectual freedom in libraries, librarianship, and the information professions.

However, the problems that coalesce around the concept of intellectual freedom have moved far beyond the walls of the library. Branscomb (1994; 174) points out that the issue of the ownership and control of information is intricately intertwined with the concept of intellectual freedom and developments are occurring in society at a rate which far outpaces the ability of the legal system to keep up; as a consequence, "controversy over the ownership and control of information is rampant today." There are important decisions being made in the courts, in the legislative and regulatory branches of government, and in the private sector that will affect the public's access to, control over, and use of information. For example,

- To what extent are you able to control your personal information? What rights do you have to control this information once it is outside of your personal sphere of influence?
- To what extent and for what purposes is surveillance justifiable, in public, in your home, and in the workplace?
- How can we best manage the tension between the desire to preserve our civil liberties and the desire to live in a safe and secure society?

Another purpose of this course is to give you the opportunity to explore these issues in some depth.

A third arena where some of these issues are being discussed and, in some cases fought over, is the Internet, where, some argue, the traditional concepts of intellectual property protection and copyright no longer hold. The Internet, the argument continues, may be the last preserve of intellectual freedom. How long this situation may hold, however, is an open question, since there are a number of challenges to intellectual freedom arising in the networked information environment. These involve the such events as the ongoing series of court cases in which the RIAA sued people who were operating peer-to-peer network nodes from their campus computers and others who were accused of trading copyright-protected music files, the revision of the Patriot Act, which greatly extends the ability of the Federal Government to monitor online and offline activities, the Federal Government's warrantless spying program, the controversy over what has become known as "cyberporn," and the growing debate over a fee-for-service internet. Some current issues that are moving to the center of the debate include:

- The tension between the protection of the right to free speech and the desire to protect children from pornographic materials available on the web
- The protection of intellectual property in a networked digital environment
- The increasing technological ability to monitor the online activities of net users

- The challenge represented by the Free and Open Source movement

A third purpose of this course is to consider the issues that surround intellectual freedom in the networked information environment.

Why should these events be of concern to information professionals?

The library and information professions are deeply involved in the acquisition, storage, and dissemination of a wide range of print, traditional non-print, and electronic information, so familiarity with the issues involved in the ownership of and provision of access to information in a networked environment will have personal and professional benefits for you.

It is now commonplace that this environment has become well integrated into libraries and information centers, so a concern for the problem of intellectual freedom in this environment is simply an extension of traditional concerns, and as future professionals, you should be aware of the issues that will arise as the struggle for the ownership and control over different type of information unfolds over the next decade.

This course will be divided into three sections to accommodate these major components of intellectual freedom. The first section will be "Intellectual Freedom and Libraries," the second will be "Intellectual Freedom and the Society," and the third will be "Intellectual Freedom and the Internet."

Notes:

1. ALA. Office of Intellectual Freedom. (2000). Access to Electronic Information, Services, and Networks: An Interpretation of the Library Bill of Rights. Adopted by the ALA Council, January 24, 1996 Available at:

<http://www.ala.org/ala/oif/statementspols/statementsif/interpretations/qandaaccesseselectronic.htm>

2. ALA. Office for Intellectual Freedom. (2002). Intellectual Freedom Manual, 6th Ed. Chicago: American Library Association.

3. Branscomb, A.W. (1994). Who Owns Information? From Privacy to Public Access. New York: Basic Books.

Course Objectives

By the end of this course, you will:

- Be able to articulate reasoned and coherent positions on the issues and challenges raised by of intellectual freedom in a variety of organizational and social settings;
- Understand the historical background and development of the concept of intellectual freedom in the US and its impact on the information professions;
- Be able to explain the importance of the conflict between privacy and the ownership and control of information in professional and personal terms; and
- Be aware of the challenges to intellectual freedom that are emerging in society in general and in the networked electronic information environment.

Course Requirements

What is means to participate in a seminar

This course is run as a seminar, which means that the success or failure of the class depends, to a great extent, on your participation throughout the semester. The class will not be run in a lecture format after the first class and will thereafter involve discussions and active interchanges among the people in the class. This means that you have a greater responsibility to take control of your own education, both in and outside of class. In class, you should be prepared to discuss the topics that are scheduled for each afternoon. Outside of class, you should make the time to read and think about the material placed on reserve.

Although the syllabus follows a predetermined schedule, the seminar format provides a degree of flexibility that will allow the class to spend more time on those topics that are capturing our interest. The course content can therefore evolve as we begin to explore the concept of intellectual freedom and its related issues.

Other requirements

To receive a passing grade in this course, you must turn in all of the assignments and the term project and do your presentation. You cannot pass this course without doing all of the assigned work, however, turning in all of the work is not a guarantee that you will pass the course. Grades of <I> (Incomplete) may be assigned in this course after discussion with the instructor, but, depending on the circumstances, there will be a penalty applied at the discretion of the instructor.

All papers and assignments must be submitted on the dates specified in this syllabus. If you cannot submit an assignment or cannot deliver a presentation on the date it is due, it is your responsibility to discuss your situation with the instructor, preferably in advance. Given that your reasons or problems are legitimate, arrangements for the completion of the outstanding work can be made; this will occur, however, at the discretion of the instructor. There will be a penalty for work turned in after the assigned date, and this will also be applied at the discretion of the instructor.

Your written, web-based, and oral work will be evaluated according to four criteria; it must:

- Be clearly written or presented;
- Demonstrate a degree of insight into the concepts, issues, and trends in both the areas you investigate in the assignments and in the course content;
- Demonstrate a degree of originality in your assignments and the term project; and
- Display some familiarity with the appropriate current and/or classic literatures.

Borderline grades will be decided (up or down) on the basis of class contributions and participation throughout the semester.

Academic dishonesty

There is extensive documentation and discussion of the issue of academic dishonesty here in the Indiana University "Code of Student Rights, Responsibilities and Conduct". Of particular relevance is the section on plagiarism:

3. Plagiarism

A student must not adopt or reproduce ideas, words, or statements of another person without appropriate acknowledgment. A student must give credit to the originality of others and acknowledge an indebtedness whenever he or she does any of the following:

- a. Quotes another person's actual words, either oral or written;
- b. Paraphrases another person's words, either oral or written;
- c. Uses another person's idea, opinion, or theory; or
- d. Borrows facts, statistics, or other illustrative material, unless the information is common knowledge.

From: <http://www.dsa.indiana.edu/Code/index1.html>

Plagiarism is the use of someone else's ideas, words, or opinions without attribution. Any assignment that contains plagiarized material or indicates any other form of academic dishonesty will receive a grade of F. A second instance will result in an automatic grade of F for the course. Penalties may be harsher depending upon the severity of the offense. See Indiana University's "Code of Student Rights, Responsibilities and Conduct" (link above).

There is more to avoiding plagiarism than simply citing a reference. To aid students both in recognizing plagiarism and in avoiding the appearance of plagiarism, Indiana University's Writing Tutorial Services has prepared a short guide entitled "Plagiarism: what it is and how to recognize and avoid it". This guide is available at:

<http://www.indiana.edu/~wts/wts/plagiarism.html>.

It provides explicit examples of plagiarism and offers strategies for avoiding it. Each student should be familiar with this document and use it as a guide when completing assignments.

Here are some strategies for avoiding plagiarism provided by Writing Tutorial Services at Indiana University:

1. Put in **quotations** everything that comes directly from the text especially when taking notes.
2. **Paraphrase**, but be sure you are not just rearranging or replacing a few words. Instead, read over what you want to paraphrase carefully; cover up the text with your hand, or close the text so you can't see any of it (and so aren't tempted to use the text as a "guide"). Write out the idea in your own words without peeking.
3. **Check your paraphrase** against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.

From: <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Indiana University and School of Library and Information Science policies on academic dishonesty will be followed. Students found to be engaging in plagiarism, cheating, and other types of dishonesty will receive an F for the course. As a rule of thumb, when in doubt, cite the source!

Grades at SLIS

The following definitions of letter grades have been defined by student and faculty members of the Committee on Improvement of Instruction and have been approved by the faculty (November 11, 1996) as an aid in evaluation of academic performance and to assist students by giving them an understanding of the grading standards of the School of Library and Information Science:

Grade	GPA	Meaning
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 is 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. Coursework performed at this level will not count toward the MLS or MIS degree. For the course to count towards the degree, the student must repeat the course with a passing grade.
D+	1.3	
D	1.0	
D-	.07	
F	0.0	Failing. Student may continue in program only with permission of the Dean.

Other Important Information

There are three ways you can get in touch with me outside of class:

1. My office is Room 005B in the School of Library and Information Science, Bloomington campus, and my office hours are **11:30-1:00 PM Tuesday**, and **Thursday**. I can also meet with you by appointment if these hours are not convenient.
2. My office phone number at SLIS is **812-855-3250**. I have voice mail, so you can always leave me a message.
3. My email address is <hrosenba@indiana.edu>. I will check the mail at least twice daily and will respond to messages when I read them. This is a good way to for you to communicate with me privately - email messages do not get lost!

There is also a class list called <hrosenba_intellect>, to which we are all subscribed. By sending an electronic mail message to <hrosenba_intellect@listserv.indiana.edu> you can communicate with everyone else.

I will use the mailing list to send messages to the class; typically, these will be clarifications of questions about assignments and other important information, such as when I must alter or cancel office hours. I'll also send interesting postings that cross my desktop from time to time. You can use the list to ask questions of your colleagues and discuss issues raised in class as the semester progresses

I suggest that you check your e-mail every day!

Assignments

You will be evaluated on the basis of three assignments: These assignments are described below, and will be discussed in greater detail in class.

For this class, you will:

Wiki entry and commentary

- Develop another section of the intellectual freedom wiki. This is a two part assignment. For the first part, you will collaborate with another person and write a wiki entry on a controversial intellectual freedom issue that is discussed either in class or in the readings. On Tuesday, **May 15**, you will find a partner and sign up for a topic. You will investigate the topic and write an entry that will be posted by **May 29**.

This entry should have three main sections. In the **first** section, clearly introduce and define the issue that you are exploring and explain why it is significant and controversial. In the **second** section, develop the main argument of the entry. Explain both sides of the issue (you explain one side and your partner explains the other). Try to offer the strongest case for your side of the issue. Make use of other resources in your entry including articles and websites, where appropriate. In the **third** section, take an informed position on the issue. This means giving your opinion and supporting it in some way. You will express your opinion as will your partner. You and your partner can agree, in which case you can write this section together, or you can disagree, in which case each writes his or her own third section.

This entry will be around **1000 words** in length and will be posted to the class wiki. This part of the assignment is worth **20%** of the final grade

For the **second** part of the assignment, you will contribute to at least **two** other entries in the wiki. This will involve posting your informed opinions, clarifications, additions or suggestions for deletions to other entries. In your posting, be sure to make reference to relevant materials whether from the course or your other reading. By **June 5**, you will have made your first posting. By **June 12** you will have made your second posting. Each posting is worth **7.5%** of the final grade, for a total of **15%**.

The wiki is here: <https://ella.slis.indiana.edu/g/freedom/pmwiki.php>

Lead the class

Lead one class discussion. You will select a topic from the syllabus in which you have interest. When this topic is covered in class, you will have the lead role in preparing and leading the discussion. If there is a topic you would like to cover that is not on the syllabus, let me know as soon as possible. If it is appropriate, I will assign you a date when you will lead the discussion.

For the class that you will lead, you will provide your colleagues with at least **two** print or web-based readings that you want the class to read in advance of the discussion. No later than **three days** before you are scheduled to lead the discussion, you will give me paper or digital copies of the readings. I will make copies of any readings, place them on reserve in the SLIS Library, and alert the class that the readings are available by posting messages to the class list. If you want to use web sites, please post the URLs to the class list at least **three days** before the class.

To seed the discussion, you will prepare **four** general discussion questions (two for each reading) and post them to the class list hrosenba_intellect@listserv.indiana.edu no later than **three days** in advance of the class discussion you lead.

When you lead the discussion, you should be prepared to talk about the topic and the readings, raising questions that will serve as the basis for our discussion. You should prepare notes or an outline, and may bring any supporting materials (such as overheads) to class with you. For the brave, you may also provide a live demonstration. If you need a computer and projector, let me know and I will arrange to have them in the class for your session.

After the class, you will submit your written materials to me and after I examine them I will return them to you.

You complete this assignment by providing us with readings, preparing the discussion questions and posting them on the class list, showing up in class, leading the discussion, and turning in your materials. You will sign up for topics on **May 10**. This assignment is worth **20%** of the final grade.

Project

Investigate an intellectual freedom topic in some depth. For this project, you can select one of three options. The first is a conventional term paper. The second and third options will require that you investigate a complex intellectual freedom issue in the community. If you are interested in a different type of project, you must discuss it with me and not begin work on it until I have cleared your topic. You may investigate in more depth the topic you select when you lead the class.

Option #1: Term paper

You will select a topic that involves intellectual freedom issues or controversies and investigate it in considerable depth. The topic may be one that we have covered in class or one of your own choosing and it For this paper, you will

- Carefully define the problem, issue, controversy, or domain that you wish to investigate
- Investigate relevant literature, both on and offline, that helps you understand the topic you are investigating
- Clearly explain the ways in which intellectual freedom issues are raised by or in this topic.
- Develop and defend an argument about this topic where you take a position on the topic.

Two interesting possibilities:

- Monitor a talk radio show or television talk show

Select a television or radio talk show and watch or listen to it for at least two weeks. If you are listening to a radio talk show, listen for an hour at a time at least three times a week. If you are watching a television show, make sure it is broadcast at least five times weekly and then watch it at least three times a week. Listen for the appearance What are the two main issues with intellectual freedom implications that are discussed during this time period? How are these issues presented? How does the host frame these issues? Describe and analyze the persuasive technique(s) used by a talk show host during the period of time you observed the show.

- Controversial issues on the web

Select a controversial issue that has implications for intellectual freedom. Analyze the issue and explain the two major position that divide people concerned with the issue. Find at least four advocacy web sites, two on each side of the issue. Analyze the ways in which the issue is presented on the sites. What are the strengths and weaknesses of their presentations? Whose is more convincing and why?

Option #2: The surveillance project

Increasingly we find that we are being observed as we move through public and private spaces. Advances in technology, particularly in miniaturization and the extension of networked communications, have led to a range of monitoring devices that are used to track our movements.

It is a common although taken for granted experience to be video and sometimes audio recorded as we carry out routine tasks. For this project you will attempt to determine the extent to which we are being monitored in our town.

For this project you will:

- Document the extent to which we are under surveillance.

There are two ways you can do this. One is with images. You can check out a digital camera from the UGL and use it for 48 hours. Go out into town and look for the cameras! The second way is through a textual description of surveillance. This is appropriate when you uncover observation technologies in use in private spaces (such as a retail space) and cannot take a photograph. Collect and organize these descriptions.

- Describe the main policy issues involved in the problem of surveillance

This will involve determining

- What the main positions are with respect to the issue
- Who the main stakeholders are
- What is actually at stake in this issue
- What the outcomes might be
- Summarize the relevant existing and proposed legislation at any level of government and relevant court cases that affect the ability of organizations to observe us and our abilities to resist.
- Take an informed position on this issue based on the research you have done

Option #3: The access project

Recently the Courts in the US have been a setting where an intense debate over the question of access to digital information is being played out in a succession of legal battles. Librarians and public school educators find themselves in the middle of this debate.

For this project, you will attempt to determine the ways in which public and school librarians in the area are coming to grips with this issue. For this project you will:

- Document the positions taken in public libraries and schools towards the access to digital information.
- Describe the main policy issues involved in the problem of providing and restricting access to digital information in these settings

This will involve determining

- What the main positions are with respect to the issue
- Who the main stakeholders are
- What is actually at stake in this issue
- What the outcomes might be
- Summarize the relevant existing and proposed legislation at any level of government and relevant court cases that affect the ability of these organizations to allow and prohibit access to digital information
- Take an informed position on this issue based on the research you have done

You will write a paper of about **10 pages** (~2500 words) summarizing your research. Follow the format above.

You will select your project by **May 17**. You will receive confirmation of your topic by **May 18**. The first draft of the project will be due on **June 5**; the final version is due on **June 14** and will be worth **40%** of the final grade.

Grading

This table shows the assignments you have to do and the percentage of the final grade each is worth.

Assignment	% of Final Grade
Wiki posting	20%
Wiki commentary	15%
Lead class discussion	20%
Project	40%
Participation	5%

Note that there is a portion of the overall grade that has been allocated for class participation. Participation will be determined in two main ways. One will involve a demonstration of your effort and interest in class. Since this class is a seminar, participation in this sense is defined primarily as contributing to class discussion, although there are also ways to demonstrate that you are engaged in the class, such as coming by during office hours to discuss your work or ask questions.

Required Texts

There are no required texts for this course. Readings will be made available through ereserves and may be found on the web.

Topic Outline, Reading Schedule and Assignment Due Dates

NOTE: The URLs for the readings were last checked on May 8, 2007

May 8

Introduction: Intellectual freedom and the networked information environment

Assignments:

Wiki assignment discussed in class

Leading the seminar assignment discussed in class

Final project discussed in class

May 10

The roots of Intellectual freedom: Impacts on librarianship and the information professions

Readings:

American Library Association. (2007). **ALA Action No. 2 in a series: Intellectual Freedom**

<http://www.ala.org/ala/oif/basics/intellectualfreedom.htm>

ALA. (1999). **Libraries: An American Value**

<http://www.ala.org/ala/oif/statementspols/americanvalue/librariesamerican.htm>

ALA. Office for Intellectual Freedom. (1996). **The Library Bill of Rights**

<http://www.ala.org/ala/oif/statementspols/statementsif/librarybillrights.htm>

ALA. OIF. (2004). **The Freedom To Read**

<http://www.ala.org/ala/oif/statementspols/ftstatement/freedomreadstatement.htm>

Dresang, E.T. (2006). **Intellectual freedom and libraries: Complexity and change in the twenty-first-century digital environment**. *Library Quarterly*, 76(2), 169-192.

<http://bert.lib.indiana.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=22509856&site=ehost-live>

Freedom to Read Foundation. (2007). **Home page**.

<http://www.ala.org/ala/ourassociation/othergroups/ftfr/freedomreadfoundation.htm>

Assignments:

Sign up for leading class discussion

May 15

Intellectual freedom and the law: Censorship and privacy

Readings:

ALA. (2002). **Privacy: An Interpretation of the Library Bill of Rights**

<http://www.ala.org/ala/oif/statementspols/statementsif/interpretations/privacy.htm>

Becker, B. (2000). **Before the Censor Comes: Essential Preparation**. In *Intellectual Freedom Manual*, 6th Edition. Chicago: American Library Association, 331-346.

Available on ereserves

Byrne, A. (2003). **The end of history: censorship and libraries**. *Australian Library Journal*, 53(2).

<http://alianet.alia.org.au/publishing/alj/53.2/full.text/byrne.html>

ALA. (2002). **Intellectual Freedom Competencies**

<http://www.ala.org/ala/ifrt/ifrtinaction/ifcompetencies/ifcompetencies.htm>

Moody, K. (2005). **Covert censorship in libraries: A discussion paper**. Australian Library Journal, 54(2).

<http://alianet.alia.org.au/publishing/alj/54.2/full.text/moody.html>

Oppenheim, C. and Smith, V. (2004). **Censorship in libraries**. Information Services and Use, 24(4), 159-171

http://www.slis.indiana.edu/hrosenba/www/L608/pdf/oppenheim_censorship.pdf

Schmitt, S. and Krieger, L. (2003). **The Battle of the Dumpster and Other Stories: Processing the Censorship**. Serials Librarian 44(3/4), 325-330.

http://www.slis.indiana.edu/hrosenba/www/L608/pdf/schmitt_censorship.pdf

Assignments:

Find partner and sign up for Wiki posting

Notify instructor of final project topic (receive confirmation May 18)

May 17

Issues for Librarians: Access and filtering

Readings:

ALA. OIF. (2005). **Access to Electronic Information, Services, and Networks: An Interpretation of the Library Bill of Rights**. Adopted by the ALA Council, January 24, 1996

<http://www.ala.org/Template.cfm?Section=interpretations&Template=/ContentManagement/ContentDisplay.cfm&ContentID=31872>

ALA. OIF. (2000). **Guidelines and Considerations for Developing a Public Library Internet Use Policy**

<http://www.ala.org/Template.cfm?Section=otherpolicies&Template=/ContentManagement/ContentDisplay.cfm&ContentID=13098>

ALA. OIF. (2000). **Questions and Answers: Access to Electronic Information, Services, and Networks: An Interpretation of the Library Bill of Rights**

<http://www.ala.org/Template.cfm?Section=interpretations&Template=/ContentManagement/ContentDisplay.cfm&ContentID=31877>

ALA. OIF. (1997). **Resolution on the Use of Filtering Software in Libraries**

http://www.ala.org/Template.cfm?Section=IF_Resolutions&Template=/ContentManagement/ContentDisplay.cfm&ContentID=13076

ALA. OIF. (2001). **Resolution on Opposition to Federally Mandated Internet Filtering**

http://www.ala.org/Template.cfm?Section=IF_Resolutions&Template=/ContentManagement/ContentDisplay.cfm&ContentID=13069

ALA. OIF. (2000). **Statement on Library Use of Filtering Software**

http://www.ala.org/Template.cfm?Section=IF_Resolutions&Template=/ContentManagement/ContentDisplay.cfm&ContentID=13090

Indiana Library Federation (2005). **ILF Internet Access Policy**

<http://www.ilfonline.org/IFC/ilf/ifstatement.htm>

Infopeople. (2007). **History of internet filters and the library.**

<http://www.infopeople.org/resources/filtering/>

Missouri Research and Education Network. (2004). **CIPA: Children's Internet Protection Act**

<http://www.more.net/services/cipa/index.html#filteringfaq>

Trushina, I. (2004). Freedom of access: Ethical dilemmas for Internet librarians. *The Electronic Library*, 22(5), 416-421.

<http://www.emeraldinsight.com/Insight/ViewContentServlet?Filename=Published/EmeraldFullTextArticle/Articles/2630220505.html>

May 22

Access to the networked information environment: Across the digital divide

Readings:

Center for Media & Community. (2005). **The Digital Divide Network**

<http://www.digitaldividenetwork.org/>

Erdelez, S., Houston, R.D. (2004). **The digital divide: Who really benefits from the proposed solutions for closing the gap.** *Journal of Information Ethics*, 13(1), 19-33.

<http://vnweb.hwwilsonweb.com/hww/jumpstart.jhtml?recid=0bc05f7a67b1790ea68bbb02843eb01b7d5e60e883bdbf9595ff7c38007bc108d580f0acfd9d7ae9&fmt=H>

Friedman, W. (2001). **The digital divide.** Seventh Americas Conference on Information Systems. 2081-2088

http://www.slis.indiana.edu/hrosenba/www/L608/pdf/friedman_dig-div.pdf

Lindsay, B., and Poindexter, M.T. (2003). **The Internet: Creating Equity through Continuous Education or Perpetuating a Digital Divide?** *Comparative Education Review*. 47(1) 112-23.

http://www.slis.indiana.edu/hrosenba/www/L608/pdf/lindsay_dig-div.pdf

Yu, L. (2006). **Understanding information inequality: Making sense of the literature of the information and digital divides**. *Journal of Librarianship & Information Science*, 38(4), 229-252.

<http://lis.sagepub.com/cgi/content/abstract/38/4/229>

May 24

What is protected speech? Free speech and hate speech

Readings:

American Civil Liberties Union. (nd). **Hate speech on campus**

<http://www.aclu.org/StudentsRights/StudentsRights.cfm?ID=9004&c=159>

Becker, P., Byers, B, and Jipson, A. (2000). **The contentious American debate: The First Amendment and Internet-based hate speech**. *International Review of Law Computers and Technology*. 14(1). 2333-41.

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Nielsen, L.B. (2002). **Subtle, Pervasive, Harmful: Racist and Sexist Remarks in Public as Hate Speech**. *Journal of Social Issues*. 58 (2), 265–280.

<http://www.blackwell-synergy.com/doi/abs/10.1111/1540-4560.00260>

May 29

Freedom of information: personal and governmental concerns

Readings:

Caidi, N. and Ross, A. (2005). Information rights and national security. *Government Information Quarterly*, 22(4), 663-684.

http://vnweb.hwwilsonweb.com/hww/shared/shared_main.jhtml?_requestid=9153

Electronic Privacy Information Center. (2006). **Open Government: Freedom of Information Resources**.

http://epic.org/open_gov/

Feinberg, L.E. (2004). **FOIA, federal information policy, and information availability in a post-9/11 world**. *Government Information Quarterly*. 21. 439-460.

http://www.slis.indiana.edu/hrosenba/www/L608/pdf/friedman_foia.pdf

Hanstock, T. (2006). Editorial: **The terrorism bill and its implications for libraries**. *Journal of Librarianship and Information Science*, 38(2), 67-69.

<http://lis.sagepub.com/cgi/content/abstract/38/2/67>

Public Citizen. (2006). **Freedom of Information Clearinghouse**.

http://www.citizen.org/litigation/free_info/

United States. Department of Justice. (2005). **Freedom of Information Act Reference Guide**

<http://www.usdoj.gov/04foia/referenceguidemay99.htm>

Assignments:

Wiki posting due

May 31

What is the tradeoff between our rights and our security? Surveillance, monitoring, and the Patriot Act

Readings

ALA. (2002). **Guidelines for Librarians on the U.S.A. PATRIOT Act: What to do before, during and after a “knock at the door?”** ALA Intellectual Freedom Manual..

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http://vnweb.hwwilsonweb.com/hww/shared/shared_main.jhtml;jsessionid=FW0V2RNWM51GJQA3DIKSF4ADUNGHIV0?_requestid=19235

Mortorella, G. (2006). **Libraries in the Aftermath of 9/11.** *The Reference Librarian*, 45(94), 109-137.
http://www.haworthpress.com/store/EText/View_EText.asp?sid=B6S3N4PA806B9GHTD9PL7RA2TJLW9F90&a=3&s=J120&v=45&i=94&fn=J120v45n94%5F08

June 5

Controlling the flow of information: Copyright, the Digital Millennium Copyright Act, digital rights management, and the Creative Commons

Readings

Camp, L.J. (2002). **Emerging applications: DRM: doesn't really mean digital copyright management.** Proceedings of the 9th ACM conference on Computer and communications security.

http://www.slis.indiana.edu/hrosenba/www/L608/pdf/camp_drm.pdf

Copyright Management Center. (2006). **Copyright Quickguide.**

<http://www.copyright.iupui.edu/quickguide.htm>

Corante. (2007). **Copyfight.**

<http://copyfight.corante.com/>

Creative Commons. (2007). **Home page**

<http://creativecommons.org/>

Electronic Frontier Foundation. (2006). **Unintended Consequences: Seven Years under the DMCA**

http://www.eff.org/IP/DMCA/unintended_consequences.php

Electronic Privacy Information Center. (2005). **Digital Rights Management and Privacy.**

<http://www.epic.org/privacy/drm/>

Tsai, J.Y., Cranor, L.F. & Craver, S. (2006). Business and legal issues: Vicarious infringement creates a privacy ceiling. Proceedings of the ACM Workshop on Digital Rights Management DRM '06, 9-18.

<http://doi.acm.org/10.1145/1179509.1179512>

United States Copyright Office. (2001). **The Digital Millennium Copyright Act of 1998 U.S. Copyright Office Summary**

http://www.slis.indiana.edu/hrosenba/www/L608/pdf/usgov_dmca-overview.pdf

Assignments:

First Wiki commentary due

Project draft due

June 7

The Free and Open Source Movement and Challenges to Intellectual Freedom

Readings

Hoepman, J. & Jacobs, B. (2007). **Increased security through open source.** Communications of the ACM, 50(1), 79-83.

<http://doi.acm.org/10.1145/1188913.1188921>

Jackson, S. (2004), **Open Source Is the Answer. Now What Was the Question?** The Chronicle of Higher Education.

<http://gjackson.uchicago.edu/open-source.html>

O'Hara, K.J. and Kay, J.S. (2003). **Open source software and computer science education.** Journal of Computing Sciences in Colleges 18(3).

<http://portal.acm.org/citation.cfm?id=771712.771716>

OpenSource.org. (2005). **The Artistic License**

<http://www.opensource.org/licenses/artistic-license.php>

OpenSource.org. (2005). **The MIT License**

<http://www.opensource.org/licenses/mit-license.php>

OpenSource.org. (2005). **The open Source Definition**

<http://www.opensource.org/docs/definition.php>

Stallman, R. (2001). **The GNU Project.**

<http://www.gnu.org/gnu/thegnuproject.html>

Tuomi, I. (2004), **The Future of Open Source.** In: Wynants, M. & J. Cornelis (eds.) How Open is the Future? VUB Brussels University Press, pp. 429-59.

http://www.slis.indiana.edu/hrosenba/www/L608/pdf/tuomi_open-source.pdf

June 12

Net Neutrality

Readings:

Kabay, M.E. (2006). **The net neutrality debate**. *Ubiquity*, 7(20).

<http://doi.acm.org/10.1145/1138693.1138694>

Oram, A. (2006). **Network neutrality and an Internet with vision**. O'Reilly Media.

<http://laxer.com/module/newswire/view/53907/>

Save The Internet. (2006). **Home Page**.

<http://www.savetheinternet.com/=coalition>

Thierer, A.D. (2004). **"Net neutrality" Digital discrimination of regulatory gamesmanship in cyberspace?** *Policy Analysis*. 507. 1-28.

<http://www.cato.org/pubs/pas/pa507.pdf>

U.S. Senate Committee on Commerce, Science, and Transportation. (2006). **Prepared Statement of Vinton G. Cerf Vice President and Chief Internet Evangelist Google Inc.** Hearing on "Network Neutrality"

<http://commerce.senate.gov/pdf/cerf-020706.pdf>

Weiss, B. (2006). **Net neutrality?: There's nothing neutral about it**. *netWorker*. 10(2), 18-25.

<http://doi.acm.org/10.1145/1138096.1138097>

Assignments:

Second Wiki commentary due

June 14

Ethics and the information professions

Readings

ALA. (1995). **Code of Ethics of the American Library Association**

<http://www.ala.org/ala/oif/statementspols/codeofethics/codeethics.htm>

Budd, J.M. (2006). **Toward a practical and normative ethics for librarianship**. *The Library Quarterly*, 76(3), 251-269.

<http://www.journals.uchicago.edu/cgi-bin/resolve?id=doi:10.1086/511140>

Bynum, T. (2001). **Computer Ethics: Basic Concepts and Historical Overview**. In Zalta, E.N. (ed.). The Stanford Encyclopedia of Philosophy.

<http://plato.stanford.edu/entries/ethics-computer/>

Doyle, T. (2001). **A Utilitarian Case for Intellectual Freedom in Libraries**. *Library Quarterly*, 71(1) 44-72.

http://www.slis.indiana.edu/hrosenba/www/L608/pdf/doyle_hist-if.pdf

Fallis, D. (2007). **Information Ethics for 21st Century Library Professionals**. *Library Hi Tech* 25(1).

<http://dlist.sir.arizona.edu/1820/01/fallislibraryhitech.pdf>

Wengwert, R.G. (2001). **Some Ethical Aspects of Being an Information Professional**. *Library Trends*. 49(3) p486-210

Available through EBSCO

Assignments:

Final projects due

Assignments and Due Dates: Short Version

This table shows the assignments you have to do, the dates that they will be discussed in class, other important dates, the percentage of the final grade each is worth, and the dates the assignment are due.

Assignment/Project	% of Final Grade	Due Date
Wiki entry	20%	May 29
Discussed in class		May 8
Find partner and sign up for topic		May 10
Wiki commentary		
Discussed in class		May 8
First commentary due	7.5%	June 5
Second commentary due	7.5%	June 12
Class discussion	20%	Whenever
Discussed in class		May 8
Sign up in class		May 10
Project	40%	June 14
Discussed in class		May 8
Send topic		May 17
Receive confirmation		May 18
Draft due		June 5