

Intellectual Freedom & Core Values Summer 2020

Format: online class
Instructor Information: Dr. Shannon M. Oltmann
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(contact by email is preferred, for reasons of timeliness)
Office Hours: by appointment

Overview

Course Description: Designed to be applicable to all types of libraries and information organizations, this course provides a deep look at intellectual freedom and related issues. We discuss how the core values of the profession can serve as a guide when faced with ethically challenging situations. We examine several issues related to intellectual freedom beyond the library.

Contact Information: I am most accessible through email: shannon.oltmann@uky.edu. As a general rule, I will respond to course-related email correspondence within 24 business hours (responses may be slower during the weekends and holidays). Please include the course number in brackets [xxx] in the subject line for all messages. I am happy to meet via technology with students, but you should set up the appointment in advance via email.

Please note that class communication is done via your official UK email address and Canvas messaging. You must check both of these frequently.

Course Objectives: At the end of the semester, students will be able to:

- Articulate the meaning and importance of intellectual freedom.
- Evaluate and respond to challenges to library materials.
- Analyze ethical issues that pertain to librarianship through an intellectual freedom lens.

Assignments

Participation	20% of final grade
Core value essay	15% of final grade
Response to challenge	20% of final grade
Sharing core values	20% of final grade
Group presentation	25% of final grade

Summary of module schedule and due dates:

Module	Topic	Assignment due (last day of module)
Module 1 6/11-6/17	Intellectual freedom and core values	
Module 2 6/18-6/24	Ethical frameworks	Core value essay (due 6/24)
Module 3 6/25-7/01	Challenges to library materials	
Module 4 7/02-7/08	Sharing our core values	Response to challenge (due 7/08)
Module 5 7/09-7/15	Internet filtering	
Module 6 7/16-7/22	Privacy	Sharing core values (due 7/22)
Module 7 7/23-7/29	Copyright and open access	
Module 8 7/30-8/05	Net neutrality	Group presentation (due 8/05)

Course Schedule

Part One: Basics of Intellectual Freedom and Core Values

Module 1: Intellectual freedom and core values

- American Library Association. (2007). Intellectual freedom and censorship Q&A. Available at: <http://www.ala.org/advocacy/intfreedom/censorship/faq>.
- American Library Association. (2006). Core values of librarianship. Available at: <http://www.ala.org/advocacy/intfreedom/corevalues>.
- Oltmann, S.M. (2016). Intellectual freedom and freedom of speech: Three theoretical perspectives. *Library Quarterly*, 86(2), 153-171.
- Jacobs, H.M. & Berg, S. (2011). Reconnecting information literacy policy with the core values of librarianship. *Library Trends*, 60(2), 383-394.
- Foster, C., & McMenemy, D. (2012). Do librarians have a shared set of values? A comparative study of 36 codes of ethics based on Gorman's Enduring Values. *Journal of Librarianship & Information Science*, 44(4), 249-262.

Module 2: Ethical frameworks

Note: Core value essay due

- Burgess, J.T.F. (2019). Principles and concepts in information ethics. In Burgess, J.T.F. & Knox, E.J.M (Eds.), *Foundations of Information Ethics* (pp. 1-16). Chicago: American Library Association.

- Mager, K. (2016). The ethical implications of the Daoist world view. *Asian Philosophy*, 26(3), 206-215.
- Gupta, B. (2002). Chapter 5.4.b: John Rawls, Justice as fairness. In *Ethical questions east and west* (pp. 258-268). New York: Rowman & Littlefield.

Part Two: Communicating Intellectual Freedom

Module 3: Challenges to library materials

- Steele, J.E. (2018). Censorship of library collections: An analysis using gatekeeping theory. *Collection Management*, 43(4), 229-248.
- Kincaid, C., & King, B. (2018). Fire up about censorship. *Texas Library Journal*, 94(1), 12-13.
- Knox, E.J.M. (2014). ‘The books will still be in the library’: Narrow definitions of censorship in the discourse of challengers. *Library Trends*, 62(4), 740-749.
- Dickinson, G. (2007). The challenge of challenges: What to do? *School Library Monthly*, 23(6), 21-24.

Module 4: Sharing our core values

Note: Response to challenge due

- Oltmann, S.M. (2018). Ethics, values, and intellectual freedom in school libraries. *School Libraries Worldwide*, 24(1), 71-86.
- Roberts, S.T., & Noble, S.U. (2016). Empowered to name, inspired to act: Social responsibility and diversity as calls to action in the LIS context. *Library Trends*, 64(3), 512-532.
- McMenemy, D. (2006). What would you do?: Reflecting on the importance of ethical values in librarianship. *Impact: Journal of the Career Development Group*, 9(4), 71-73.
- Barker, K. (2017). Creating a unique brand for your school library: Values, vision, voice, and visuals: Increasing your library’s visibility as a form of advocacy. *Young Adult Library Services*, 15(3), 31-35.

Part Three: Our Values in the Broader World

Module 5: Internet filtering

- Brown, G., & McMenemy, D. (2013). The implementation of internet filtering in Scottish public libraries. *Aslib Proceedings*, 65(2), 182-202.
- Oltmann, S.M. (forthcoming). Chapter 10: Internet filtering (pp). In *Practicing Intellectual Freedom in Libraries*.
- Stem, L.E. (2017). Censorship: Filtering content on the web. *Southeastern Librarian*, 64(4), 17-20.
- Adams, H.R. (2016). Internet filtering: Are we making any progress? *School Library Connection*, April, 18-20.
- American Library Association. (2015). Internet filtering: An interpretation of the library bill of rights. Available at: <http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/internet-filtering>.

Module 6: Privacy

Note: Sharing core values due

- Fortier, A., & Burkell, J. (2015). Hidden online surveillance: What librarians should know to protect their own privacy and that of their patrons. *Information Technology & Libraries*, 34(3), 59-72.
- Varnum, K. (2015). Editorial board thoughts: Library analytics and patron privacy. *Information Technology & Libraries*, 34(4), 2-4.
- Childs, L. (2017). To uphold and resist: Protecting intellectual freedom through progressive librarianship. *Serials Librarian*, 73(1), 58-67.
- American Library Association. (2014). Privacy: An interpretation of the library bill of rights. Available at: <http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/privacy>.
- American Library Association. (2014). Questions and answers on privacy and confidentiality. Available at: <http://www.ala.org/advocacy/privacy/FAQ>.

Module 7: Copyright and open access

- Oltmann, S.M. (forthcoming). Chapter 13: Copyright issues (pp). In *Practicing Intellectual Freedom in Libraries*.
- Willinsky, J. (2018). The academic library in the face of cooperative and commercial paths to open access. *Library Trends*, 67(2), 196-213.
- Mallalieu, R. (2019). The elusive gold mine? The finer details of Creative Commons licenses—and why they really matter. *Insights: The UKSG Journal*, 32, 1-7.
- Radniecki, T. (2018). Intellectual property in the makerspace. *Journal of Library Administration*, 58(6), 545-560.
- Crews, K.D., & Buttler, D.K. (2008). Fair use checklist. Available at: <https://copyright.columbia.edu/basics/fair-use/fair-use-checklist.html>.
- Creative commons website: <https://www.creativecommons.org>. Read the following sections:
 - Use & remix (and links under “in this section” on the right).
 - What we do (and links under “in this section” on the right).

Module 8: Net neutrality

Note: Group presentation due

- Novak, A., & Hajibayova, L. (2019). Net neutrality in the context of fair and equitable access to information sources and services. *Public Library Quarterly*, 38(1), 19-33.
- Adams, H.R., & Harris, C. (2018). Net neutrality: Why it matters to school librarians. *Teacher Librarian*, 45(4), 8-12.
- American Library Association. (2019). Network neutrality. Available at: <http://www.ala.org/advocacy/net-neutrality>.
- Electronic Frontier Foundation. (2019). Net neutrality. Available at: <https://www.eff.org/issues/net-neutrality>. (Read some of the links as well.)