

1.) DATE: 8/17/16	2.) COMMUNITY COLLEGE: Maricopa Co. Comm. College District
3.) COURSE PROPOSED: Prefix: IFS Number: 210 Title: Research in a Global Society Credits: 3	
CROSS LISTED WITH: Prefix: Number: ; Prefix: Number: ; Prefix: Number: ;	
Prefix: Number: ; Prefix: Number: ; Prefix: Number: ;	
4.) COMMUNITY COLLEGE INITIATOR: KIMBERLY CHUPPA-CORNELL PHONE: 480-732-7022 FAX:	
ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable) are not eligible for the General Studies Program.	
MANDATORY REVIEW: <input type="checkbox"/> The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area). POLICY: The General Studies Council (GSC) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.	
AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.	
5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA: Core Areas: Social-Behavioral Sciences (SB) Awareness Areas: Select awareness area...	
6.) On a separate sheet, please provide a description of how the course meets the specific criteria in the area for which the course is being proposed.	
7.) DOCUMENTATION REQUIRED <input checked="" type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Syllabus <input checked="" type="checkbox"/> Criteria Checklist for the area <input checked="" type="checkbox"/> Table of Contents from the textbook required and list of required readings/books <input checked="" type="checkbox"/> Description of how course meets criteria as stated in item 6.	
8.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS: <input checked="" type="checkbox"/> DECSTS prefix <input type="checkbox"/> Elective Current General Studies designation(s): G Effective date: 2017 Spring Course Equivalency Guide Is this a multi-section course? <input checked="" type="checkbox"/> yes <input type="checkbox"/> no Is it governed by a common syllabus? <input checked="" type="checkbox"/> yes <input type="checkbox"/> no	
Chair/Director: MARJORIE LETA, LIBRARY IC CHAIR Chair/Director Signature:	

AGSC Action: Date action taken: Approved Disapproved

Effective Date:

Arizona State University Criteria Checklist for
SOCIAL-BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[SB] CRITERIA					
A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.					
YES	NO		Identify Documentation Submitted		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	Course Description/ Competencies, Syllabus		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY </td> <td style="width: 50%; vertical-align: top;"> Information Sciences, Information Studies </td> </tr> </table>	<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	Information Sciences, Information Studies	Course Competencies, Syllabus, Assignments, Readings
<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	Information Sciences, Information Studies				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). OR b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).	Course Competencies, Assignments, Readings		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	Course Competencies, Assignments, Readings		
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:			
		• Courses with primarily arts, humanities, literary or philosophical content.			
		• Courses with primarily natural or physical science content.			
		• Courses with predominantly applied orientation for professional skills or training purposes.			
		• Courses emphasizing primarily oral, quantitative, or written skills.			

Course Prefix	Number	Title	General Studies Designation
IFS	210	Research in a Global Society	G (Global Awareness) Applying for SB

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	The course explores "the global culture developing around the Internet and the impact of local, national and global cultures as well as economic and social factors related to the flow of information in a global society." IFS 210 Research in a Global Society defines and describes beliefs, values, and norms related to global competence.	MCCCD Official Course Description MCCCD Official Course Outline (I, II, IV) Sample Syllabus 1 : course overview Sample LC Syllabus 2: Units
2	This course draws on a multi-disciplinary perspective including the fields of economics, political science, sociology, cultural studies/anthropology, history and information studies.	MCCCD Official Course Outline (I, II, IV) Sample Syllabus 1: Course overview Sample LC Syllabus 2: Units Sample assignment: Week 1.0/1.3 BRIC country research Sample assignment: Week 8.0 UN Sustainability Development Dossier research project Sample assignment: Unit2 UN Millennium Development Goals Project, including the Needs Analysis and Proposal Sample readings: --Access Contested chapter 3, chapter 4,

		<p>chapter 5</p> <p>--Access Denied chapter 2, chapter 5, chapter 6</p> <p>--Freedom of Expression, chapter 1, chapter 3, chapter 4</p>
3	<p>The course has a theoretical framework with regard to how to conduct analyses of various forms of human interactions. Learners participate in academic scholarship by understanding how to identify credible sources and the process of academic discourse. Students also learn that inquiry is a cycle of exploration and discovery. This cycle is dependent on many variables and that to conduct successful inquiry requires a set of knowledge practices including the ability to determine the research need, the need to design and revise research strategies, and how to mine social sciences systems for the most relevant information.</p>	<p>MCCCD Official Course Competencies (1, 2, 3, 4, 7)</p> <p>Sample assignment: Week 1.5 global citizen analysis</p> <p>Sample assignment: Week 8.0 multi-media dossier on Sustainability Development Goals</p> <p>Sample assignment: UN Millennium Development Goals Project, including the Needs Analysis and Proposal</p> <p>Sample readings:</p> <p>--The Filter Bubble, chapters 2, 4, and 5 which address issues such as changes in newspapers/journalism and media, social media and opinions, and tailored news/information</p> <p>--Access Denied, chapter 1, chapter 2</p> <p>--Freedom of Expression, chapter 1, chapter 3, chapter 4</p>
4	<p>Course is drawn multiple disciplines in the social sciences. Global issues are examined using real-world data, such as organizational and agency reports, clinical studies, statistical data, and cultural artifacts.</p>	<p>MCCCD Official Course Outline (V, VI)</p> <p>Sample assignment: Week 1.3/Week 1.5 BRIC country analysis and global citizen research/analysis</p> <p>Sample assignment: Week 8 Sustainability Development Goals Dossier</p> <p>Sample assignment: UN Millennium Development Goals Project, including the Needs Analysis and Proposal</p> <p>Sample readings:</p> <p>--The Filter Bubble, chapters 2,4, and 5</p>

		<p>which address issues such as changes in newspapers/journalism and media, social media and opinions, and tailored news/information</p> <ul style="list-style-type: none">--Access Contested, Part II Country Profiles--Access Denied, Regional Overviews--Freedom of Expression, chapter 1, chapter 3, chapter 4
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Justification for Social-Behavioral Sciences [SB] for IFS 210

1. Social Scientific Theories, Perspectives, and Principles:

Information Science is an integral component of most disciplines, but it is particularly aligned with the social and behavioral sciences. It addresses the critical need for human beings to acquire information necessary to survive and thrive in a complex and evolving world.

Information access is a human right: it is essential to the functioning and growth of economies, and without it, social, political, technological, cultural, and scientific progress is at a standstill.

Information Science operates within a very specific research and practice paradigm encompassing the study of the gathering, organizing, storing, retrieving, analyzing, and disseminating of information. The discipline of Information Science investigates the properties and behavior of information including how people relate to, seek, and use information as influenced by social, political, cultural, and economic factors. Human engagement with information is reflected in this social science's deep concern with the origination, collection, organization, storage, retrieval, interpretation, transmission, transformation, and utilization of information.

2. The Use of Social-Behavioral Methods to Acquire Knowledge or Social Events and Processes:

Information Science uses a variety of social-behavioral inquiry and research methods including “empirical, experimental, ethnographic, conceptual, historical, socio-technical, policy-analytic, or critical-theoretical nature” (as outlined in the journal *JASIST, Journal of the Association of Information Science and Technology*).

IFS 210 students learn how to engage effectively with various types of social-science data and to become ethical contributors to the global information landscape. Assignments require students to learn how to identify and use authoritative information from social sciences disciplines to gain global knowledge and to create projects that address real-world problems and issues.

3. The Impact of Social Scientific Understanding on the World:

Information sharing is closely related to social and economic progress. IFS 210 examines the role that information access plays in the development of complex societies. The class explores the relationship between human behavior and “the flow of information in a global society” (from MCCD Official Course Description). Students examine issues that have affected human conflict and peace over history, including the use of propaganda and censorship. Students think critically about the consequences of information disparity. For example, what happens in communities where information is not shared, or if the distribution of information is unequal?

How does that disparity affect educational, economic, and health outcomes? These types of questions allow students to view the world through a multi-disciplinary social science lens, as a global citizen and as a resident of the United States.

IFS 210 SB Application-- color coded guide to evidence

Criteria 1

The course explores "the global culture developing around the Internet and the impact of local, national and global cultures as well as economic and social factors related to the flow of information in a global society." IFS 210 Research in a Global Society defines and describes beliefs, values, and norms related to global competence.

MCCCD Official Course Description

MCCCD Official Course Outline (I, II, IV)

Sample Syllabus 1 : course overview

Sample LC Syllabus 2: Units

Criteria 2

This course draws on a multi-disciplinary perspective including the fields of economics, political science, sociology, cultural studies/anthropology, history and information studies.

MCCCD Official Course Outline (I, II, IV)

Sample Syllabus 1: Course overview

Sample LC Syllabus 2: Units

Sample assignment: Week 1.0/1.3 BRIC country research

Sample assignment: Week 8.0 UN Sustainability Development Dossier research project

Sample assignment: Unit2 UN Millennium Development Goals Project, including the Needs Analysis and Proposal

Sample readings:

--Access Contested chapter 3, chapter 4, chapter 5

--Access Denied chapter 2, chapter 5, chapter 6

--Freedom of Expression, chapter 1, chapter 3, chapter 4

Criteria 3

The course has a theoretical

framework with regard to how to

conduct analyses of various forms of human interactions. Learners participate in academic scholarship by understanding how to identify credible sources and the process of academic discourse. Students also learn that inquiry is a cycle of exploration and discovery. This cycle is dependent on many variables and that to conduct successful inquiry requires a set of knowledge practices including the ability to determine the research need, the need to design and revise research strategies, and how to mine social sciences systems for the most relevant information.

MCCCD Official Course Competencies (1, 2, 3, 4, 7)

Sample assignment: Week 1.5 global citizen analysis

Sample assignment: Week 8.0 multi-media dossier on Sustainability Development Goals

Sample assignment: UN Millennium Development Goals Project, including the Needs Analysis and Proposal

Sample readings:

--The Filter Bubble, chapters 2, 4, and 5 which address issues such as changes in newspapers/journalism and media, social media and opinions, and tailored news/information

--Access Denied, chapter 1, chapter 2

--Freedom of Expression, chapter 1, chapter 3, chapter 4

Criteria 4

Course is drawn multiple disciplines in the social sciences. Global

issues are examined using real-world data, such as organizational and agency reports, clinical studies, statistical data, and cultural artifacts.

MCCCD Official Course Outline (V, VI)

Sample assignment: Week 1.3/Week 1.5 BRIC country analysis and global citizen research/analysis

Sample assignment: Week 8 Sustainability Development Goals Dossier

Sample assignment: UN Millennium Development Goals Project, including the Needs Analysis and Proposal

Sample readings:

--The Filter Bubble, chapters 2,4, and 5 which address issues such as changes in newspapers/journalism and media, social media and opinions, and tailored news/information

--Access Contested, Part II Country Profiles

--Access Denied, Regional Overviews

--Freedom of Expression, chapter 1, chapter 3, chapter 4

Research in a Global Society

Course: **IFS210**

Lec + Lab **3** Credit(s) **3** Period(s) **3** Load

Course Type: **Academic**

First Term: **2014 Fall**

Load Formula: **S - Standard Load**

Description: A comparative study focused on access to digital information in a global environment. Explore the global culture developing around the Internet and the impact of local, national and global cultures as well as economic and social factors related to the flow of information in a global society. Examine emerging technologies to produce and distribute information across cultures in a global society in an ethical manner.

MCCCD Official Course Competencies

1. Compare and contrast the global culture developing around access to information and the Internet. (I-V)
2. Identify information seeking behavior in relation to cultural background and experiences in emerging nations. (I-V)
3. Select relevant sources, determine usefulness and examine reliability of information in a selected country. (I-II)
4. Compare and contrast global inequities in information access, production, and distribution. (III-V)
5. Create original information sources in an ethical manner applying global elements and values. (IV)
6. Apply web collaboration tools to produce and distribute information related to the workforce, life skills and life roles in a global culture. (IV-VI)
7. Explain the philosophical concepts that effect technology in the production and distribution of information on a global scale. (V-VI)

MCCCD Official Course Outline

- I. Global Society **Also green Criteria 2**
 - A. Awareness
 1. Values
 2. Norms
 3. Ideas
 - B. Understanding
 1. Identities
 2. Histories
 3. Human experience

II. Information Seeking Behavior Also green Criteria 2

- A. Definition
 - 1. Customs
 - 2. Traditions
- B. Self-assessment
- C. Cultural differences and variations
 - 1. The Americas
 - 2. Africa
 - 3. Asia
 - 4. Australia
 - 5. Europe
- D. Human Right

III. Information Literacy

- A. Research need
- B. Topic selection
- C. Audience
- D. Global Awareness
 - 1. Values
 - 2. Norms
 - 3. Ideals
- E. Sources
 - 1. Library resources
 - 2. Internet
 - 3. Other
- F. Organization
 - 1. Management
 - 2. Storage
 - 3. Other
- G. Reliability
- H. Evaluation
- I. Ethical Use

IV. Information Access Also green Criteria 2

- A. Censorship
 - 1. Identities
 - 2. Histories
 - 3. Human experience
 - B. Inequities
 - 1. Local
 - 2. National
 - 3. Global
 - 4. Digital twilight
 - 5. Digital infrastructure
 - C. Open source
 - 1. Privacy
-

2. Security

D. Cultural distinctions

1. Local
2. National
3. Global
 - a. The Americas
 - b. Africa
 - c. Asia
 - d. Australia
 - e. Europe

V. Information Creation

A. Digital citizenship role

1. Ethics
2. Social responsibility
 - a. Education
 - b. Healthcare
 - c. Environmental policy
3. Global perceptions
4. Other

B. Plagiarism

C. Copyright

D. Cultural perceptions

1. Local
2. National
3. Global
 - a. The Americas
 - b. Africa
 - c. Asia
 - d. Australia
 - e. Europe
4. Digital infrastructure

VI. Information Distribution

A. Philosophical concepts

B. Traditional vs. non-traditional

1. Books
 2. Periodicals
 3. Social networks
 4. Aggregators and RSS (Really Simple Syndication) feeds
 5. Blogs
 6. Wikis
 7. Media
 8. Citizen journalist
 9. Open source
 10. Other
-

C. Cultural distinctions

1. Local
 2. National
 3. Global
 - a. The Americas
 - b. Africa
 - c. Asia
 - d. Australia
 - e. Europe
-

Last MCCCCD Governing Board Approval Date: **April 22, 2014**

All information published is subject to change without notice. Every effort has been made to ensure the accuracy of information presented, but based on the dynamic nature of the curricular process, course and program information is subject to change in order to reflect the most current information available

IFS210 Official Syllabus

Spring 2015/Section #37084

Instructors:

Kande Mickelsen, 602-787-6692, kandice.mickelsen@paradisevalley.edu

Lori Espinoza, 602-787-7204, lori.espinoza@paradisevalley.edu

Offices: Paradise Valley Community College Library, E-Building

Office Hours: By appointment.

Textbook: This course uses a OneClick Digital© framework, utilizing Buxton Library and open access scholarly digital content. As such, students are not required to purchase textbooks but must have access to the Internet to access all required reading materials via the library databases and open web.

Course Description: A comparative study focused on access to digital information in a global environment. Explore the global culture developing around the Internet and the impact of local, national and global cultures as well as economic and social factors related to the flow of information in a global society. Examine emerging technologies to produce and distribute information across cultures in a global society in an ethical manner.

Course Competencies:

1. Compare and contrast the global culture developing around access to information and the Internet. (I-V)
2. Identify information seeking behavior in relation to cultural background and experiences in emerging nations. (I-V)
3. Select relevant sources, determine usefulness and examine reliability of information in a selected country. (I, II)
4. Compare and contrast global inequities in information access, production, and distribution. (III, IV, V)
5. Create original information sources in an ethical manner applying global elements and values. (IV)
6. Apply web collaboration tools to produce and distribute information related to the workforce, life skills and life roles in a global culture. (IV, V, VI)
7. Explain the philosophical concepts that effect technology in the production and distribution of information on a global scale. (V, VI)

Course Overview: also green criteria 2

A comparative cultural study focused on access to the Internet and information seeking behavior in a global community. This focus translates to global awareness in the form of solutions to pressing problems found in the values, aspects, and social processes of all cultures culminating in the

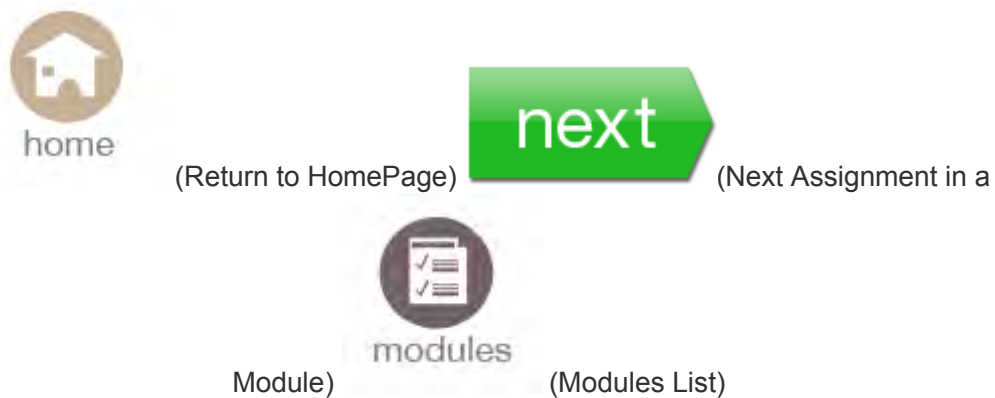
illumination of our interrelationships on a global scale. In addition, you will gain 21st Century critical literacy skills to succeed academically and professionally through a Rip-Mix-Burn instructional approach:

- **Rip It:** Learn new skills for accessing information from a variety of sources thereby empowering your digital research prowess while considering the legal, cultural, political, social, and economic milieu that shapes this ability;
- **Mix It:** Evaluate, integrate and synthesize learning through weekly assignments;
- **Burn It:** Use and apply what you've learned in a real world context—for example assignments in other courses or careers of interest—to produce new forms of knowledge that are instantiated in multimedia formats.

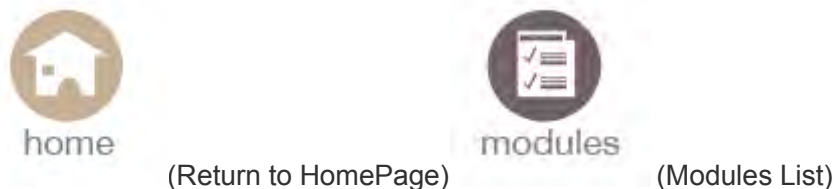
The content is **cumulative**, building from one **module** to the next, so progressing through the assignments as presented in each module is **highly recommended**. All assignments are complete with specific due dates and will be graded and returned with instructor feedback no later than two weeks after that posted due date.

Attendance: Since content builds throughout the duration of the course, any inactivity for 2 weeks will constitute a drop from course.

Course Navigation: When **progressing** through a **module**, you'll see the following at the bottom of each page:



The **last assignment** in a **module** will display the following:



Grading: IFS modules will be released on a weekly basis and are worth between 50 and 100 points each—due dates are posted in Canvas for each assignment. Grading will be based on the completeness of assignments and the extent to which assignments and participation demonstrate an

understanding of the topic and its application for this college level course with credits transferable to a four year university. Grading is as follows:

A: 90% to 100%

B: 80% to 89.9%

C: 70% to 79.9%

D: 65% to 69.9%

F: 64% or less

Student Maricopa E-Mail Policy & Naming Convention (E-Mail & Uploaded Assignments)

Your MEID@maricopa.edu email account is the official form of communication between PVCC and you. You are responsible for reading course messages and responding accordingly. ALL uploaded assignments must include "IFS102" and your first and last names--the same applies for the subject line in all correspondence. It is advised that students keep a copy of each assignment submitted in case of server failure or other technical difficulties.

Extra Credit

Extra credit is not offered. However, any assignment may be resubmitted to earn a higher grade. To exercise this option, assignments must be resubmitted within two weeks of receiving the original grade. Furthermore, all assignments must be resubmitted within the sixteen week time frame for the course.

Important Policies

Special Needs – Students with special needs, including invisible disabilities like chronic diseases and learning disabilities, are encouraged to call the instructor to set an appointment to discuss appropriate accommodations that might be helpful to them. Students are encouraged to contact the Disability Resource Center at <http://www.paradisevalley.edu/drs>

Student Rights & Academic Conduct – Plagiarism will not be tolerated. Students are expected to do their own assignments without any but the most casual of help from others. Your instructor is available through office hours to help students with any problems or difficulties with their assignments. For your complete rights and conduct guidelines see: http://paradisevalley.edu/catalogs/catalog2012/g_12_pvcc_student_rights.pdf

Changes to the Syllabus – Students will be notified by the instructor when adjustments to the syllabus are required.

All students are expected to know and comply with all current published policies, rules, and regulations as printed in the college catalog, class schedule, and/or student handbook. See the Current Students website for additional resources at <http://www.paradisevalley.edu/current-students>

Student Services

You are welcome to ask any questions. However, if you require technical assistance above and beyond the content of this course (e.g. software, connectivity), please contact the following:

Canvas support: <http://www.paradisevalley.edu/training/canvas-resources-and-support>

Distance learning support: <http://www.paradisevalley.edu/distance-learning>

Computer Commons: <http://www.paradisevalley.edu/cc>

PVCC Library: <http://www.pvc.maricopa.edu/library/>

Technology Requirements:

Known Technology: MSWord, MSPowerPoint

Helps:

[How To from your Instructors RE: Insert a URL, Embed an Image, Upload a Document](#)

[Canvas Resources & Support](#)

[Student Online Canvas Orientation](#)

[Mural.ly How To](#)

[Prezi First Steps & Prezi Account for Students \(Free\)](#)

[Glogster.com \(Free\)](#)



home



modules

Syllabus Acknowledgement Assignment – DB in Canvas:

Read/Reflect: The **syllabus** is the official contract governing the course so it is important that you review it thoroughly. As evidence you have done this, state one thing you've learned about IFS210 - Be creative and add something new as opposed to repeating a classmate's post.

"We can never be sure that the opinion we are endeavoring to stifle is a false opinion; and if we were sure, stifling it would be an evil still." --John Stuart Mill, *On Liberty*, 1859

"Burn This!": Perspectives on Censorship in a Global Society

Welcome to our learning community for spring 2015!

This syllabus is your invitation to a successful semester!

You should be enrolled in ENG101 27007 OR ENG102 27045 AND CRE101 27095 AND IFS210 27598, for a total of 9 credits.

These courses will be fully integrated in a learning community that meets Monday 8:25-12:30 and Wednesday 8:25-11:05 in BRD129 (CGCC Pecos Campus), as well as hybrid via Canvas.

HOW CAN I GET IN TOUCH WITH MY INSTRUCTORS?

IFS instructor, Dr. Kim Chuppa-Cornell ("Dr. C")

- PHONE: (480) 732-7022
- OFFICE LOCATION and HOURS: LIB220; I'm in the library---stop by, email or call for an appointment!
- EMAIL: kim.chuppa-cornell@cgcc.edu

ENG instructor, Dr. Heather Horn

- PHONE: (480) 857-5193 (office) and (480) 788-9051 (text)
- OFFICE LOCATION and HOURS: EST210, M 1:30-2:30, T&Th 2:15-3:15
- WRITING CENTER HOUR: W 2-3
- EMAIL: heather.horn@cgcc.edu

CRE instructor, Mary Zimmerer

- PHONE: (480) 857-5441 and (623) 396-6279 (text)
- OFFICE LOCATION and HOURS: IRN265; MW 7-8 am, T&TH 8:30-9:30 am
- EMAIL: mary.zimmerer@cgcc.edu

WHAT DOES "HYBRID" MEAN?

A hybrid class meets both in person (face-to-face) AND online via Canvas. You will be accountable for attending the face-to-face classes AND for turning in out-of-class assignments, including the extra hybrid or virtual class assignments, which will have specific deadlines each week. Hybrid classes give students more flexibility, BUT they also require good self-discipline and time-management skills. **You should check Canvas and email regularly for updates on course assignments.**

*****Students are expected to understand and be familiar with all course policies outlined in this document. If you have any questions or concerns, please contact your instructors. Please note that policies and assignments are subject to change per instructors' discretion.*****

WHAT BOOKS AND MATERIALS DO I NEED FOR THIS CLASS?

BOOKS and COURSE COSTS:

- *Ray Bradbury’s Fahrenheit 451* (authorized adaptation) graphic novel by Tim Hamilton
- Other books or readings/chapters required as the semester progresses
- Admission to local museum for field trip

MATERIALS:

- **Regular, reliable high-speed internet/computer access** to our course Canvas site. Use computers in the CGCC Library and/or Computer Lab if you don’t have access from home. The Canvas app can also be useful but may not give you access to all course materials. Please note that a crashed computer is **not** an excuse for incomplete work!
- Daily/weekly/monthly **planner** (paper or electronic) for keeping track of all assignments, appointments, schedules, etc.
- **3-ring notebook or folder** used only for this class to keep class readings, writing, logs, and notes to bring to each class period. Keeping an organized notebook will be especially critical for projects and essays.
- Access to word processor, stapler, DVD, and copy machine.

Bring current reading materials, your planner, and notebook/paper/etc. to every class.

WHAT IS THIS LEARNING COMMUNITY ABOUT?

Here are the official course descriptions from the catalog:

IFS210 explores “the global culture developing around the Internet and the impact of local, national, and global cultures as well as economic and social factors related to the flow of information in a global society.”

ENG101 emphasizes “rhetoric and composition with a focus on expository writing and understanding writing as a process. Establishing effective college-level writing strategies through four or more writing projects comprising at least 3,000 words in total.”

Similarly, ENG102 emphasizes “rhetoric and composition with a focus on persuasive, research-based writing and understanding writing as a process. Developing advanced college-level writing strategies through three or more writing projects comprising at least 4,000 words in total.” ENG102 requires that students have already completed ENG101 with a grade of “C” or higher.

While ENG101 and ENG102 will be taught together, writing requirements (such as paper length and number of sources) will be specific to each course level.

CRE101 emphasizes “applying critical thinking skills to varied and challenging reading materials. Includes application, analysis, synthesis, and evaluation.”

In this course you will ...

1. Read and analyze a variety of banned and challenged works from around the world.

We will explore works that have been challenged for a wide range of reasons, including race, sexuality, religion, politics, gender, and ethnicity.

2. Study the ways that authors and artists construct persuasive arguments. We will learn about rhetorical strategies authors and artists use to express their ideas and influence the opinions of others. We will analyze the logic of these arguments and learn to identify logical errors and bias.

3. Develop college-level library research skills through selecting relevant sources, determining their usefulness, and assessing their reliability. We will be learning to find and evaluate a wide variety of library sources for our assignments and projects.

4. Review and practice the correct ways to quote, summarize, paraphrase, and document ideas from primary and secondary sources. We will not only practice working with others’ ideas, but we will also practice integrating others’ ideas with our own and using those ideas to develop our own arguments.

5. Create multi-media presentations and write academic essays on censorship topics, synthesizing information and ideas from multiple sources. In your presentations and papers, you will present your own analyses and arguments about censorship topics, based on your critical reading and synthesis of primary and secondary sources.

SO WHAT KINDS OF ASSIGNMENTS WILL WE BE DOING?

You can expect some kind of reading and/or writing assignment due either via Canvas submission the night before each class or at 8:25 am on M or W. In addition, a hybrid assignment will be due via Canvas every Thursday and/or Friday.

Our semester in this learning community will be organized into three thematic units. At the end of each unit you will complete a research-based writing assignment and presentation. All assignments—both in and out of class--will be designed to support and scaffold student learning throughout the unit. In other words, the work we do in this class isn’t designed to keep you busy; it’s designed to help you produce the best quality writing and presentations.

Keep in mind that college students in the United States are expected to spend two-three hours doing work outside of class for every hour they spend in class. This means that you may spend 27-36 total hours per week on these three classes.

HOW WILL MY GRADE BE DETERMINED?

Because all assignments are integrated--which means that for each assignment you work on skills for all three classes--you will earn the same grade for each three-credit class in this learning community. No need to worry, however: the purpose of this learning community is to develop the common set of skills that you need to be a successful critical reader, researcher,

and writer at the college level. Everything you learn in this class will support your learning in all three areas. Your instructors are here to help you learn at each step along the way.

This class uses a standard grading scale: 90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; below 60% = F.

Here is how your final course grade will be determined.

Attendance and in-class assignments: 15%

Out-of-class assignments: 30%

Major assignments: 55%

SAVE ALL assignments on your hard drive or other storage device for the class. Also save all major graded assignments (papers and projects) with the instructors' original feedback. Keep these copies in a safe place until you have submitted your final assignments and received your final semester grade.

Extra credit: Your instructors want you to spend your energy and time doing thoughtful, thorough work on our regular assignments. Although extra credit will not be offered to students trying to make a last-ditch effort to raise their final grade, extra credit will be offered throughout the semester for activities that will benefit you personally and academically, as for example participation in Writing Center and Student Success Center workshops and/or tutoring above and beyond the workshops and tutoring that will be assigned as homework. Details will be provided as these opportunities arise.

Attendance grade/late arrivals: You will earn 25 points for course attendance each week: 5 points for each 75-minute face-to-face segment. If you arrive more than ten minutes late to any class session (8:25 am, 9:50 am, 11:15 am), please join us at the start of the next class session (doors may be locked). In the event of unforeseen circumstances, please text your instructors.

If you must leave class early, please inform your instructors in advance. Unfortunately, you will lose points for any class period if you must leave more than five minutes before the end of class; however, you may still earn points for any in-class activities during that period.

How many classes can a student miss before being dropped?

You are allowed to miss three full meetings of our learning community. Any student missing four meetings or the equivalent may be dropped at the instructors' discretion.

Your instructors recognize only official absences, as defined in the CGCC Student Handbook. These include required college activities, jury duty, bereavement for an immediate family member, and religious holidays. The college requires that you notify your instructors and make arrangements to complete assignments in advance of your absence. All other absences, while understandable, are unexcused. (See “Excused Absences,” posted to “Syllabus” on Canvas.)

Whenever you miss class, for whatever reason, it is your responsibility to find out what you missed by contacting other students and checking Canvas, so that you may come prepared for the next class. Please contact your instructors via phone or e-mail, or set up a conference

- If you have contacted other students and checked Canvas but still have questions about assigned work
- If you know in advance that you will be absent, and would like course materials before you miss class
- If you find that you are missing class frequently due to illness, work, or other unavoidable circumstances
- If you ever have any questions about or difficulties with an assignment

If you are considering withdrawing from our learning community, please speak with your instructors first. If together we determine that it is best for you to withdraw, then go to Admissions and Records to complete the necessary paperwork. The responsibility for requesting a withdrawal is yours. If you simply stop attending, you may receive a final grade of “F” or “Y” (“Y” means withdrawal and failing). **March 10** is the deadline for students to initiate a withdrawal without obtaining an instructor’s signature.

IS LATE WORK ACCEPTED?

All work should be completed thoroughly and on time. However, life happens. Therefore, you have two “life happens” opportunities to turn in an out-of-class assignment late for up to 50% credit. The “life happens” policy does not apply to essay drafts, major assignments, or to ANY group/partner assignment, including reading circle assignments. To use a “life happens,” you will fill out a form posted to the front page of our Canvas course and turn in the form instead of the assignment at the original time the assignment is due. Then the late assignment must be turned in whenever your next out-of-class assignment is due.

Please note that if you don’t submit the assignment by the new due date, the “life happens” is still counted as used.

No points will be awarded for missing or late in-class assignments. If you know in advance that you will miss class, you are always welcome to turn in work early or make alternate arrangements.

WHAT ABOUT MISSING MAJOR ASSIGNMENTS?

Major assignments, including papers and group projects, are not accepted late. If there is a chance that extenuating circumstances may prevent you from submitting a major assignment on time, please contact your instructors ASAP to discuss the situation.

Students who do not submit a unit paper final draft or who do not contribute their fair share on a group project may be dropped from the learning community classes or may not receive a passing final grade, at the instructors’ discretion.

WHAT OTHER BEHAVIORS ARE EXPECTED OF ME?

CONSTRUCTIVE PARTICIPATION: You will contribute to the quality of everyone’s experience in this learning community—including your own—through constructive participation and behavior that demonstrates respect for yourself and for others. Respectful behavior includes kindness and a positive attitude: being open minded to people and to ideas that may be different from what you are used to. Another way of understanding the kind of behavior expected in a college classroom is in terms of the behavior expected in most workplaces, with co-workers and customers of different ages and backgrounds. Disruptive, hostile, immature, and/or disrespectful behavior that interferes with your own or others’ learning may result in your removal from class.

PUNCTUALITY: Punctuality is essential. Make class time a priority by setting doctors’ appointments and other commitments around your school schedule, rather than vice-versa. If family commitments affect your punctuality and attendance, please explain to others that college is like work: we start each class on time, we use the full period, and everyone is expected to be present. Refer to “**Attendance grade**” (above) for additional information.

COURTESY: Please follow accepted norms of courtesy. When in doubt, use common sense. Mute electronic devices and keep them OUT OF SIGHT unless we are using them for an activity (or unless you have notified the instructors that you are awaiting an important call or text, as in a family emergency). Refrain from using language that may be offensive to others (f-bombers, you know who you are!). Don’t work on assignments for other courses or use computers for activities unrelated to our class. Don’t sleep, snore, drool. Finally, don’t pack up before the instructors have concluded class, especially during final announcements or an end-of-class reflection.

ACADEMIC INTEGRITY: Academic integrity means presenting your work honestly by consciously avoiding plagiarism of sources as well as by claiming ownership only when the assignment, exam, or essay is the result of your own efforts. Plagiarism is defined as presenting the work of another as one’s own. More than four consecutive words from a source other than the writer constitute plagiarism when the source is not clearly identified in appropriate documentation format.

From the *CGCC Student Handbook*: “Plagiarism includes, but is not limited to, the use of paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in selling of term papers or other academic materials.” Put simply: **DO YOUR OWN WORK.**

ANYTHING ELSE?

If I object to a topic or reading, may I request an alternative assignment?

Given the topic of our course, you should expect the material to be controversial and to represent a diversity of ideas, subjects, styles, and viewpoints. Institutions of higher education are committed to exploring and understanding differences; in a secular academic context, “different” does not necessarily mean “wrong.” Objection to course activities and/or assignments

is therefore considered inappropriate at the college level, and **NO alternative materials or assignments will be given**. Please be assured, however, that your instructors are committed to fostering a safe environment for each of us to think, feel, or act in our own manner while remaining respectful of others. If you have specific concerns, we can help you choose research topics with which you will feel comfortable.

As your instructors, we look forward to a fun and rewarding semester. Success in college takes emotional and mental discipline; working hard, utilizing resources, and persevering when the going gets tough (got grit?!?) are more important than being born with genius-level intelligence. While critical reading, thinking, researching, and writing take effort, they also bring great rewards: in the end you will become not only a better communicator, but also a better reader and thinker! We're excited to work with you this semester and think you'll really enjoy this course.

WHERE CAN I GET HELP WITH THIS CLASS AND OTHERS?

If struggles with technology, especially Canvas, are making it difficult for you to complete the hybrid portions of this class, you can consult CGCC's computer lab at (480) 732-7221 or the **Canvas support** line available 24/7 at (888) 994-4433.

If we notice that you are having trouble with class, we may speak to you directly. We may also submit your name to the CGCC “**Early Success Referral**” program. However, we may not always notice that you are having trouble, or we may not wish to embarrass you by speaking to you directly in class where others can hear. For these reasons, please contact any one or all of us with any/all questions you may have throughout the semester and especially if you find yourself struggling with one or more assignments.

As mentioned above, we are also strong advocates of taking your assignments--at any stage of the reading, research, or writing process--to the Writing Center, located right next door to our classroom. Read more about CGCC's free tutoring services through the Learning Center, below.

The CGCC Learning Center's mission is to support students' academic learning by providing free tutoring and resources to reinforce and supplement classroom instruction and to assist CGCC students to achieve academic success. Tutoring services are available to CGCC students on a drop-in basis for selected courses with an emphasis on providing writing, mathematics, and science support. Tutoring support for CGCC courses in other areas is provided on an appointment basis, depending on the availability of resources. All Learning Center services are free to students for classes in which they are currently enrolled at Chandler-Gilbert Community College. At the Pecos Campus, the Learning Center is located on the second floor of the Library, rooms LIB227, LIB228, LIB229 and LIB237. At the Williams Campus, the Learning Center is located in Bridget Hall, rooms BRID114 and BRID115. The Learning Center also provides instructional support resources in the form of videotapes, software, and print materials. Both the tutoring and resources help students improve in content specific areas as well as in study skills. For a schedule of tutoring hours, additional information,

or assistance, students should contact the Learning Center at (480) 732-7231 or visit our website at <http://www.cgcc.edu/lc>. We encourage students to "Like" [CGCC Learning Center/Tutoring Services](#) on Facebook to keep posted on Learning Center news and events.

For online/hybrid classes: CGCC students also have access to Smarthinking online tutoring services. Students should be aware that instructors and Learning Center staff may receive reports from smarthinking.com concerning content submitted, feedback, and usage. Some report information is compiled anonymously from all visits of all students of a section; some information is specific and identifies the student, his/her submission, and the tutor comments received. Online and hybrid students are encouraged to take advantage of face to face tutoring as well. For information on how to access Smarthinking visit our website at <http://www.cgcc.edu/lc/>.

Students with disabilities are required to register for services in the Disability Resources and Services (DRS) office in the Student Center at the beginning of the semester. Do not wait to visit the DRS office if you want support with any CGCC classes. The DRS office will meet with you to determine accommodations based on appropriate documentation. Therefore, faculty members are not authorized to provide or approve any accommodations for students in this class without written instructions from the DRS office. This must be on file before any accommodation will be provided. You can contact the DRS office at (480) 857-5188.

WHAT ARE SOME THINGS I SHOULD KNOW ABOUT CGCC OVERALL?

PAY2PRINT: As of June 1, 2010, all CGCC students must pay for printing in the college computer labs and libraries. Registered students will receive their first 50 prints at no charge. Thereafter, black and white print costs will be 10 cents per print. Pre-paid printing accounts can be set up in the CGCC Cashier's Office. For more information, contact the CGCC Cashier's Office at (480) 732-7312.

Maricopa Student Email: Every student receives a Google-powered Maricopa Student Email upon enrollment. CGCC uses this official student email to send information concerning class enrollment, financial aid, tuition, and other important student information. Students *must activate* this email account in order to receive these messages. Activate your Maricopa Student Email now at maricopa.edu/google. **We'll use this frequently as part of our hybrid course!**

CGCC Alert: The CGCC Alert System utilizes text messaging and email to notify students of emergency situations on or around campus. Students should update their contact information in the Maricopa Online Student Center at my.maricopa.edu in order to receive a CGCC Alert notification in the event of an emergency.

Crime Reports and Awareness: Regular crime reports are provided by the Campus Safety Office. If you need assistance or information, please call (480) 732-7280.

College Catalog and Student Handbook

Every CGCC student should access the following on a regular basis:

- An academic advisor, (480) 732-7317
- The monthly newsletter "[Connection](#)"
- The [College Catalog and Student Handbook](#)

Students should be aware of college policies that affect them. Reference 2014-2015 Handbook/Catalog for information on each policy listed below:

- Academic Misconduct
- Disciplinary Standards
- Sexual Harassment
- Disability Resource and Services
- Attendance Policy
- Withdrawals

The Office of the Vice President of Student Affairs serves as the advocate for all CGCC students. If you have a concern, question, or suggestion, please call (480) 732

-7309. All calls

are confidential.

"You seldom get a censorship attempt from a 14-year-old boy. It's the adults who get upset."

--Robert Cormier, author of *The Chocolate Wars*

--Clare Boothe Luce, 20th-Century American Playwright and Journalist

Units and Competencies

Unit 1: *Fahrenheit 451* and Institutional Censorship Also green Criteria 2

Competencies: IFS 210

- Compare and contrast the global culture developing around access to information and the Internet
- Select relevant sources, determine usefulness and examine reliability of information in a selected country
- Apply web collaboration tools in an ethical manner and create original information sources

Competencies: CRE 101

- Describe the nature of reading and its application to life in the contemporary world.
- Apply critical reading techniques to a variety of materials and purposes for reading.
- Identify the structure of an argument.
- Evaluate textual material to ascertain tone, purpose, audience, and context.
- Gather and utilize internet, database, and print resources.
- Determine a writer's purpose(s) for writing an article and cite evidence to support this view.
- Show how an article related to own life and to contemporary world affairs.
- Collect and evaluate biographical information on a writer, and write a brief summary of the information, using varied reference sources and citing these sources.
- Explain allusions in a reading.

Competencies: ENG

- Write for specific rhetorical contexts, including circumstance, purpose, topic, audience, and writer, as well as the writing's ethical, political, and cultural implications.
- Organize writing to support a central idea through unity, coherence and logical development appropriate to a specific writing context
- Use appropriate conventions in writing, including consistent voice, tone, diction, grammar, and mechanics.
- Find, evaluate, select, and synthesize both online and print sources that examine a topic from multiple perspectives.
- Integrate sources through summarizing, paraphrasing, and quotation from sources to develop and support one's own ideas.
- Identify, select and use an appropriate documentation style to maintain academic integrity.
- Use feedback obtained through peer review, instructor comments, and/or other sources to revise writing.
- Assess one's own writing strengths and identify strategies for improvement through instructor conference, portfolio review, written evaluation, and/or other methods.

- Generate, format, and edit writing using appropriate technologies.

Unit 2: Freedom of Speech and Freedom of Access to Information Also green Criteria 2

Competencies: IFS 210

- Compare and contrast the global culture developing around access to information and the Internet
- Identify information seeking behavior in relation to cultural background and experiences in emerging nations
- Select relevant sources, determine usefulness and examine reliability of information in a selected country
- Compare and contrast global inequities in information access, production, and distribution
- Apply web collaboration tools in an ethical manner and create original information sources
- Explain the philosophical concepts that affect technology in the production/distribution of information on a global culture

Competencies: CRE 101

- All of the competencies for Unit 1 + the following:
- Apply critical reading skills to assess the nature and accuracy of evidence given in support of an author's argument.
- Show how various articles are related.
- Interpret assumptions, bias, author's point of view, and connotative meanings in text.
- Interpret, evaluate, and analyze internet, database, and print resources.
- Evaluate a writer's ideas by stating what one agrees or disagrees with and why, or what one reserves judgment on and why.
- Rate a writer's accuracy, logic, completeness, coherence, and clarity.

Competencies: ENG (see Unit 1)

Unit 3: Censorship in Documentary Film Also green Criteria 2

Competencies: IFS 210

- Compare and contrast the global culture developing around access to information and the Internet
- Select relevant sources, determine usefulness and examine reliability of information in a selected country
- Compare and contrast global inequities in information access, production, and distribution
- Apply web collaboration tools in an ethical manner and create original information sources

Competencies: CRE 101

- All of the competencies for Units 1 & 2 + the following:
- Evaluate a writer's ideas by stating what one agrees or disagrees with and why, or what one reserves judgment on and why.

- Rate a writer's accuracy, logic, completeness, coherence, and clarity.

Competencies: ENG (see Unit 1)

Burn This: LC Tentative Schedule

(exact due dates for assignments/homework and online sessions will be posted to the Canvas calendar)

Week 1:

Unit 1: *Fahrenheit 451* and institutional censorship

Week 2:

(January 20 is Martin Luther King Holiday, no school)

Unit 1: *Fahrenheit 451* and institutional censorship

Week 3:

Unit 1: *Fahrenheit 451* and institutional censorship

Week 4:

Unit 1: *Fahrenheit 451* and institutional censorship

Week 5:

Unit 1: *Fahrenheit 451* and institutional censorship

Week 6:

(February 17 is Presidents' Day, no school)

Unit 2: Censorship and freedom of speech

Week 7:

Unit 2: Censorship and freedom of speech

Week 8:

Unit 2: Censorship and freedom of speech

Week 9: Spring Break

Week 10:

Unit 2: Censorship and freedom of speech

Week 11:

Unit 2: Censorship and freedom of speech

Week 12:

Unit 3: Censorship in documentary film

Week 13:

Unit 3: Censorship in documentary film

Week 14:

Unit 3: Censorship in the documentary film

Week 15:

Unit 3: Censorship in documentary film

Week 16:

Unit 3: Censorship in documentary film

Week 17: Final Exams

(Please note that syllabus and course policies are subject to change per instructors' discretion.)

WEEK 1.0 – Objectives:

Global competence is understood as having an open mind while actively seeking to understand others' cultural norms and expectations and leveraging that understanding to interact, communicate and work effectively outside of your environment or "comfort zone". To assist with broadening our global competence, we'll further develop our global perspective beginning with three characteristics found universally in all cultures: beliefs, values and norms.



Objectives: This week, you will--

- **Define and Describe** beliefs, values and norms;
- **Apply** the definitions as you **Compare** these characteristics cross culturally;
- **Examine** social responsibility as it applies to interest and knowledge about world issues;
- **Identify and Evaluate** global justice and disparities;
- **Acquire** Global eResearch Skills to support a written opinion.

Your Assignment: Which of these objectives do you find most intriguing? Upload your 1-2 sentence response in an MSWord document.

WEEK 1.1 – Global Research Skills



Research skills can be life saver in both time and frustration because they strengthen your ability to find, evaluate, analyze, integrate, communicate and use information to solve problems, create new ideas, make informed decisions and turn unlimited data into meaning. In addition, savvy research skills can prevent what psychologists have termed "Information Overload Syndrome" whereby information becomes noise and the breadth of information available can drive out knowledge. Our first tasks include honing your research skills in order to ensure a smooth semester:

There is a **First**, **Second** and a **Third** part to this lesson so make sure you complete the entire page . . .

First, view the video "Selecting the Right # of Keywords" from the Kimbel Library; and,



Selecting the Right Number of Keywords. from Kimbel Library on Vimeo.

Second, complete the **Search Strategies for the Digital Scholar Tutorial** found below and submit your completion information found at the end of the tutorial using the email option, and;

Research eSkills:
Search Strategies for the Digital Scholar

Research eSkills: Search Strategies for the Digital Scholar

Objectives:

1. Learn about the importance of selecting appropriate search terms.
2. Discover strategies to improve your searches.

6 Points Possible

Search Terms and Keywords

When searching, **do not use complete sentences.**

What are the ~~effects~~ of substance abuse on depression rates among teens?

Instead, search for the **keywords** in a sentence.

substance abuse and depression and teens

score print all

Third, complete the **Google Like a Librarian Tutorial** found below and submit your completion information found at the end of the tutorial using the e-mail option:

Information Science:
A Research Lab for the Digital Scholar

Google Like A Librarian

Objectives:

1. Understand how to "think" like Google.
2. Learn Google's tools and shortcuts.

Points Possible - 6 Points

How Google Thinks: We are Searching . . . but do we Find?:

Finding the answer to such a rewarding experience, searching smart enhances that experience. To understand a little about the world of search engines, check out Google's algorithms philosophy

Algorithms Rank Relevant Results Higher

For every search query performed on Google, whether it's [hotels in Tulsa] or [New York Yankees scores], there are thousands (if not millions of web pages with helpful information). Our challenge in search is to return only the most relevant results at the top of the page, sparing people from combing through the less relevant results below. Not every website can come out at the top of the page, or even appear on the first page of our search results.

Today our algorithms rely on more than 200

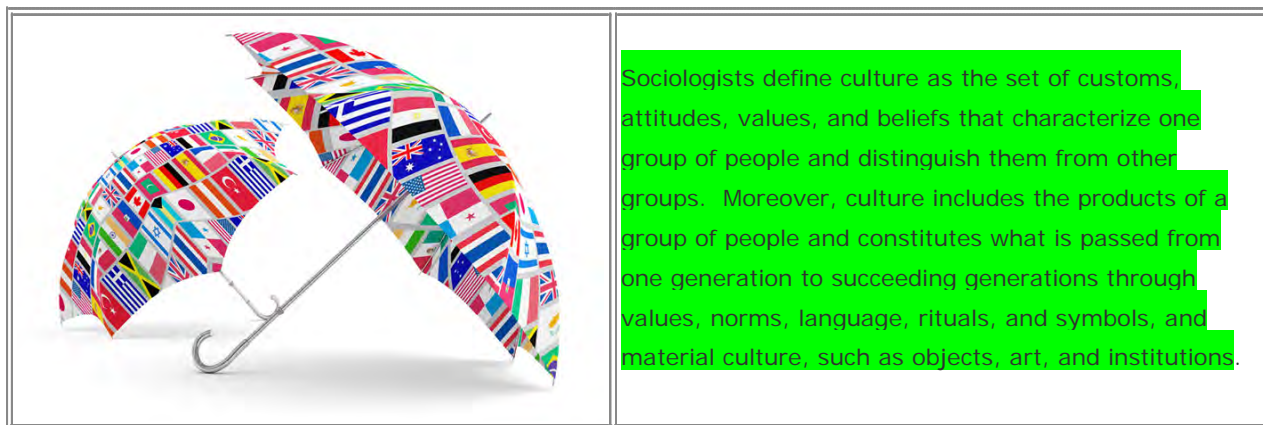
more relevant, higher quality

How often the query terms occur in the document

How often the query terms occur: e.g., **the UPS**

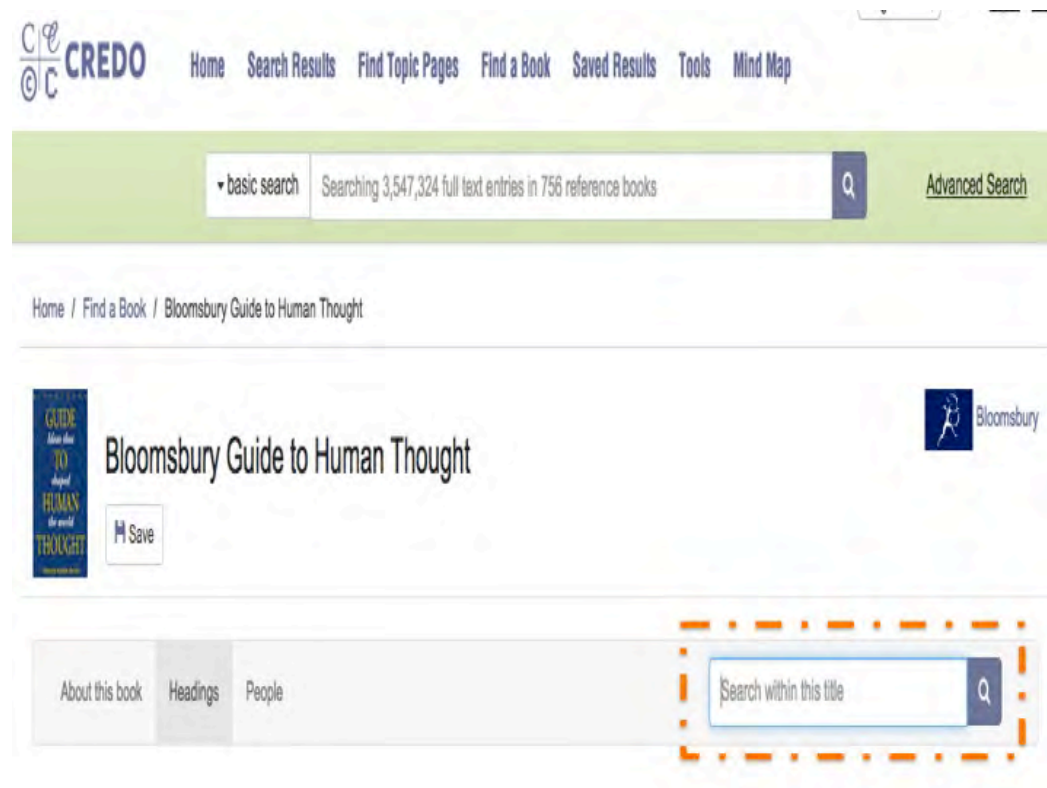
score print all

Week 1.3 – For the Birds: Also gray Criteria 4



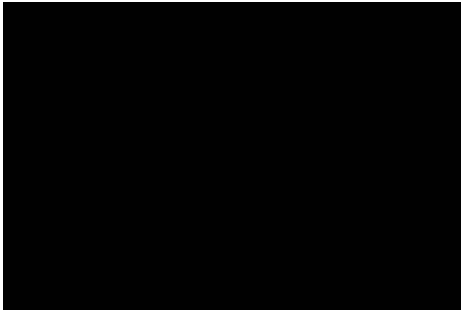
Your Discussion Board prompt has 3 parts for full points:

Part #1: Use Credo Reference's [Bloomsbury Guide to Human Thought](#) to **look up** the definitions for belief, value and norm as they relate to a society and **post** a **revised** definition in **your own words** with a **relevant example** for each. NOTE: Use the "Search within this Title" option--see image:



The screenshot shows the Credo Reference website interface. At the top, the Credo logo is visible along with navigation links: Home, Search Results, Find Topic Pages, Find a Book, Saved Results, Tools, and Mind Map. Below the navigation is a search bar with a dropdown menu set to "basic search" and a search button. The search results indicate "Searching 3,547,324 full text entries in 756 reference books". To the right of the search bar is a link for "Advanced Search". Below the search bar is a breadcrumb trail: Home / Find a Book / Bloomsbury Guide to Human Thought. The main content area features a book cover for "The Bloomsbury Guide to Human Thought" and a "Save" button. At the bottom, there are tabs for "About this book", "Headings", and "People". A search box labeled "Search within this title" is highlighted with a dashed orange border.

Part #2 - View Pixar's society entitled "For the Birds" and comment on the relationship between the behavior viewed and your revised definitions for belief, value and norm;

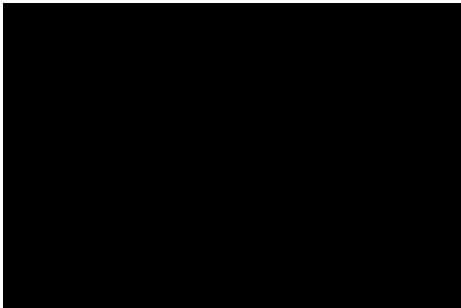


[Disney Pixar - For the Birds](#) from [Anekdotas](#) on [Vimeo](#)

Part #3 - Lastly, comment on a classmate's post for full points.

Week 1.3 – West Meets the World: Also gray Criteria 4

Before we delve into information seeking behaviors and access to information on a global scale, let's further investigate how culture and its beliefs, values and norms dictates our worldview. In For the Birds, you analyzed behavior within a given society; take a few minutes to view this TedTalk before we contemplate our behavior in a global society:



Your reflection will be comprised of a variety of tasks:

Comment on this TedTalk especially the notion, ". . . you went around the whole world, I went around my world" as it relates to global citizenship.

Choose one of the BRICS countries (Brazil, Russia, India, China & South Africa - comprising 40% of the globe's population and viewed as the most important emerging economies) to review in [Global Road Warrior](#) - Check the "Society & Culture" option (see image below) pick ONLY one category to **compare** with the U.S. (Sports, Women in Business, etc.) - your reflection should include the element

you chose and a thoughtful comparison. (5-7 sentences).

Global Road Warrior The Ultimate Guide to the World

Home Contact About ADA Resources Logout Search: Enter keywords for India GO!

India

Overview
Business Culture
City Views
Climate
Communications
Country Facts
Demographics
Education
Electrical
Embassies/Consulates ...
Food and Recipes
Health & Medical
Holidays and Festivals
Human Rights
Language
Maps
Money
Music
National
Photo Galleries
Points of Interest
Religion
Security
Society & Culture

Gift Giving
Greetings & Courtesies
Life Cycle
Sports
Stereotypes
Superstitions & Folklore
Time Orientation
Women in Business
Women in Culture

India
Republic of India

Printer-friendly version Email this page Cite this document

Country Snapshot

The Land

India is one of the largest countries in the world and sits entirely upon its own tectonic plate. Over geological time, the Indian Plate has slowly moved northward and collided with Asia, uplifting the land to form the Himalayan mountain range. This is the world's highest mountain range and forms India's northern border. South of the mountains is an extensive area of alluvial plains fed by rivers originating in the Himalayas. One of these is the Ganges River, which forms the eastern boundary with Bangladesh and has the world's most heavily populated river basin.

Much of western India is a rocky, arid region known as the Thar, or Great Indian Desert. This region merges with the boundary of Pakistan and is the most inhospitable and sparsely populated part of the country. Further south, the country is largely tropical or subtropical forestland with large coastal plains. The Deccan Plateau, an extensive highland plateau rising in the center of southern India, supports forests and agricultural activities. In addition to Bangladesh and Pakistan, India borders China, Nepal, Bhutan, and Myanmar (Burma).

The People

There are numerous distinct ethnic groups resident in India, but the

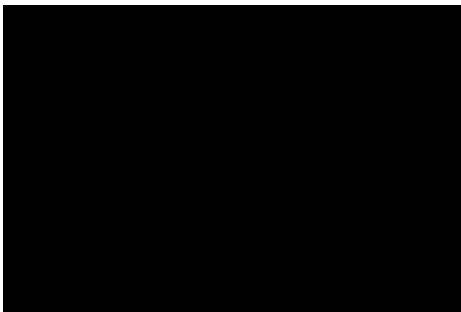
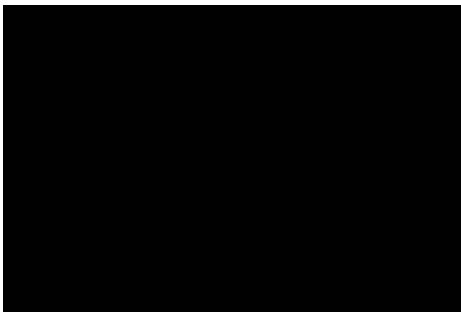


India's vast terrain includes the Himalayas, river basins, arid deserts, tropical forests, and highland plateaus.



Week 1.4 – Global Village Membership

This Discussion Board asks for more than just your reaction; you will **use** your Research eSkills in the areas of Keywords and Search Strategies to **add authority to your opinion**. A "global village" seems like a relatively new term added to our vernacular to demonstrate technology's impact on culture and borders. But, as you'll view below, the term "global village" has been around for quite some time. The following videos are from the 50's and 90's respectively; interesting to hear a lot of the same language/ideas presented that we still discuss today. NOTE: Login using your MEID/Password to view the 2nd video.



What is your viewpoint on the topic of living in a "global village" or being a member of an "international culture" - is it possible? impossible? - provide **reasons** behind your answer by displaying the knowledge you gained through performing a keyword search in the [library's databases \(Links to an external site.\)](#) - be sure to **include the Title/Author of your supporting article** in your brief response - 7-10 sentences.

Week 1.5 – Becoming A Global Citizen: also gray Criteria

4



Global engagement is understood as recognizing local, state, national and global community issues and then acting on that understanding; action can take many forms such as volunteerism, political activism and community participation. Global citizens construct their engagement by synthesizing their global knowledge and experiences in the public domain and purposefully behaving in a way that advances a civic agenda. This doesn't mean that all the issues we'll discuss like access to information, poverty, education and healthcare require our specific involvement but as active members of society and as educated and concerned citizens, we should demonstrate active engagement not just "coffee shop" intellectualism. Week #1 culminates with our class survey on Global Citizenship and researching and comparing global issues and rights.

Your Assignment:

1. Take the [Global Citizen Survey](#) - this survey is anonymous so be reflective and honest.
 2. Read, Review and Compare both the [UN's Universal Declaration of Human Rights](#) and the [U.S. Bill of Rights](#) from the National Archives - you'll refer to these documents to complete this assignment.
 3. **ACCESS** the IFS210 Room (room code: <http://mur.al/b5DXoKW2>) to CREATE a Mural.ly Board. Reflect the following guidelines in Words & Pictures w/at least 4 Images/Informational PostIts. NOTE: Use your Maricopa e-mail to access your Mural.ly invitation. BE SURE to add your Name along with the Title of Your Issue:
- FIND ONE similarity between the UN Articles and the US Amendments to apply to ONE issue found on the [UN's Blog on Global Connections](#) (Check out the Blog Categories - see image below). Your goal is to use this similarity to reflect on problems, social issues, solutions, etc., you find between the global community and the United States.
 - For example: US Amendment 16, UN Article 25 and UN Global Connection on [Dreams about 1 Planet](#) - these three correlate where public goods (cheap & clean energy, clean water, etc.) are concerned:

1. In the U.S. we have, and struggle with, the Clean Air Act ([link](#)) a complex regulatory program federally funded;
2. The UN via G7 Conference supports the industrialized global community's investment in renewable energy on the African Continent ([link](#)), and;
3. The blog post 15 Photos, 7 Billion Dreams, 1 Planet ([link](#)) speaks to the bold steps needed to provide clean air and protect the planet for its global citizens.

So, my Murall.ly might contain a "post it" describing the Clean Air Act in my own words, another "post it" summarizing the blog w/separate images regarding the issue and a final "post it" tying all 3 together with analysis. NOTE: Use your Keyword & Google skills to assist with analysis if needed.

- Revisit the [Global Citizen Survey](#) and pick a question you found most interesting, click on "view results" to see how your classmates' responded--dedicate one Murall.ly "post it" reflecting on this question and subsequent results. Download your Mural.ly as an image and upload into Canvas using the "File Upload" feature.

**“Burn This!” LC, Unit #2 Group Project: Empowering Communities through Education
180 total major assignment points (110 group + 70 individual)**

Also blue Criteria 3; also gray Criteria 4

As UN Millenium Development Goal (MDG) ambassadors for your assigned country, your tasks are as follows:

- To identify the best possible philanthropic organization to empower communities through education (and through support for other closely-related MDGs) and then
- To create a multi-media campaign to persuade members of the CGCC community (faculty, students, staff, and administrators) to support that organization

This project will be divided into a series of steps and smaller assignments:

1. The first step in this process is to write a [needs analysis report](#) (30 group points).
2. You will use your findings from the needs analysis report to identify the philanthropic organization that best addresses the specific needs and barriers related to educational attainment and other closely-related MDGs in your country. That will be the focus of the second group assignment, the support and funding proposal (30 group points).
3. Your group will then prepare multi-media campaign materials to persuade others to support the organization or charitable project you have chosen. These materials will include
 - 30 second - 1 minute original promotional video (using [Animoto](#) or [PowToon](#) or a screencast of a [Prezi](#)) (20 group points)
 - Clear, concise “[elevator pitch](#)”: prepared statement you can make to your audience to show them why they should support your organization (10 group points)
4. On Monday, April 6, our class will host an hour-long event to which CGCC faculty, staff, administrators, and possibly also other classes will be invited. During this event, each country group will host a table at which guests will watch your pitch and hear your video. Groups will also prepare the following materials for this event:
 - Poster and/or decorated table appropriate to the purpose, topic/theme, and audience (10 group points)
 - One-page handout (like a one-page magazine ad) designed to persuade and inform the specific audience (10 group points)

Project Grading

- The 110 group grade points are detailed above. A descriptive version of the rubric will be used to evaluate how each project component fulfills assignment requirements and uses rhetoric appropriate to the specific purpose, theme/topic, audience, and genre of that component.
- Individual grades will be based, in part, on the “Group Member Input Log” that your group created in Google Drive on Wednesday, March 11. It is therefore extremely important that all group members use this log to keep an HONEST account of their contributions to specific pieces of the project. Groups should add a new row for each of the project components listed on this assignment sheet.
- 40 of the 70 individual points will be based on the quality of the work performed by that group member. Again, group members’ contributions will be based on information provided in the “Group Member Input Log.”
- 30 of the 70 individual points will be based on how well group members worked together to distribute responsibilities evenly and to troubleshoot problems.
- Revised final drafts of the group Needs Analysis Report and Proposal will be due as your hybrid assignment on Friday, April 3.

"Burn This!" Learning Community, Unit #2 Group Project

Also blue Criteria 3; also gray Criteria 4

First Assignment: Needs Analysis Report

As UN Millenium Development Goal (MDG) ambassadors for your assigned country, your task is to identify the best possible philanthropic organization to empower communities through education (and through support for other closely-related MDGs).

The first step in this process is to write a needs analysis report.

The initial purposes of the needs analysis research and writing process are to

- A. Determine what educational needs/gaps exist among specific populations in your country (you will draw conclusions based, in part, on data analysis of trends over time)
- B. Determine the specific economic, social, cultural (including religious), and/or political barriers to educational attainment in your country (you may also identify areas of progress or strength that are contributing to improved educational attainment and overall economic development)

Once you have completed the needs analysis report, you will use your findings to identify and raise awareness (as well as possible eventual funding) for the philanthropic organization that best addresses the specific needs and barriers related to educational attainment and other closely-related MDGs in your country. That will be the focus of a separate group assignment, the support and funding proposal.

Thus, the ultimate purpose of the needs analysis report is to gather the information you will need to determine the best philanthropic organization for your country and to support that choice in a future written document.

Each group's report will follow the format outlined below. Please include the bolded section titles.

- **Abstract:** Summary of the entire report in 200 words or less, generally 1-2 sentences for each of the sections below; this will be written last.
- **Background:** Information readers will need to understand the unique political, historical, socio-cultural, and economic circumstances in this country

This background information will be relevant to educational attainment in the country as well as to related issues that affect educational attainment. However, you will address those two key areas in separate sections of the report rather than in "Background."

- **Data** (educational statistics over time): Here you will present data reported to the UN and/or gathered by other organizations related to progress towards meeting or surpassing MDG #2 of universal primary education.
- **Discussion:** Here you will discuss the specific economic, social, cultural (including religious), and/or political barriers to educational attainment in your country. You may also discuss areas of strength in the country that might be the foundation for future progress towards improved educational attainment.
- **Conclusions:** Based on the background, data, and discussion, describe this country's needs as it works towards improved educational attainment, any strengths or areas of progress, and what types of changes or interventions may address the identified needs and/or support ongoing progress in the country.
- **Works Cited and In-Text Citations** of all sources in MLA style. Note that the needs analysis report should include MLA-style in-text citations for ALL borrowed information/ideas. All borrowed ideas should be quoted exactly from the source or paraphrased in your own words and sentence structure. In other words, the same rules we have been following for source documentation/citation and avoiding plagiarism apply to this assignment.

Suggested length: 700-1200 words, *not including the abstract and Works Cited.*

Required sources:

6 library database sources and 1-2 CRAP-tested open-web

You are recommended to use the following: 1-2 *Global Road Warrior* articles; 1-2 studies from library databases; 1-2 articles from *National Newspapers* database for up-to-date information on issues in your country; open web pages for MDG-related data.

**“Burn This!” Learning Community, Unit #2 Group Project
Second Assignment: Support and Funding Proposal**

Also blue Criteria 3; also gray Criteria 4

As UN Millenium Development Goal (MDG) ambassadors for your assigned country, you have written a needs analysis report in which you have

- A. Determined what educational needs/gaps exist among specific populations in your country (you will draw conclusions based, in part, on data analysis of trends over time)
- B. Determined the specific economic, social, cultural (including religious), and/or political barriers to educational attainment in your country (you may also identify areas of progress or strength that are contributing to improved educational attainment and overall economic development)

Based on those findings and any additional research you conduct as you revise your needs analysis report, identify the philanthropic organization or project that best addresses the specific needs and barriers related to educational attainment and other closely-related MDGs in your country. Keep in mind that the organization you choose may also support areas of progress or strength that are already contributing to improved educational attainment and overall economic development in the country.

This organization or project must be one that individuals in the United States can support through monetary donations.

Each group’s proposal will follow the format outlined below. Please include the bolded section titles.

Abstract: Summary of the entire proposal in 200 words or less, generally 1-2 sentences for each of the sections below; this will be written last.

Country Background:

- Unique political, socio-cultural, historical, and economic circumstances in this country (as discussed in the “Background” section of your Needs Analysis Report)
- Specific economic, social, cultural (including religious), and/or political barriers to educational attainment (as discussed in the “Discussion” section of your Needs Analysis Report)
- Data reported to the UN and/or gathered by other organizations related to progress towards meeting or surpassing MDG #2 of universal primary education (as discussed in the “Discussion” section of your Needs Analysis Report)
- Areas of progress or strength that are already contributing to improved educational attainment and overall economic development in the country (optional but recommended)

Organization (or Project) Background:

1-2 paragraphs providing specific, concise information about

- What the organization or project is—including its mission and/or purpose
- When the organization or project was founded (and for specific projects possibly also a timeline for implementation)
- Where the organization or project is based
- Who is sponsoring or supporting the organization or project

- How the organization or project obtains funding for operations

Work to be Funded/Supported: 1-2 paragraph description of the specific project and/or the work that this organization is doing in your country to address the specific needs and barriers related to educational attainment and other closely-related MDGs in your country AND/OR to support areas of progress or strength that are already contributing to improved educational attainment and overall economic development in the country. **The purpose of this section is to provide information ONLY, not to argue in favor of the specific project and or work of the organization, which is the purpose of the next section.**

Value/Rationale (2-3 paragraphs):

- This section is the heart of your proposal, in which you show how the work of the project or organization addresses the specific needs and barriers related to educational attainment and other closely-related MDGs in your country AND/OR how the project/organization supports areas of progress or strength that are already contributing to improved educational attainment and overall economic development in the country. Your emphasis here should be on the alignment of the work with the needs. (In addition to a written description, your group may also include a table illustrating the alignment of the project/organization with the needs, barriers, and/or strengths, as you did for homework on 3/22.)
- Provide additional argumentation--specific reasons with supporting evidence--in favor of individuals supporting **this** project, such as how it addresses issues that indirectly affect educational attainment, the fiscal responsibility of the organization, its administrative costs vs. direct programmatic spending, its track record or history of successful programs demonstrating meaningful progress, etc.
- Possibly also discuss other projects or organizations that your group considered supporting with reasons and supporting evidence for why the project or organization you chose is better.

Works Cited and In-Text Citations of all sources in MLA style. Note that the needs analysis report should include MLA-style in-text citations for ALL borrowed information/ideas. All borrowed ideas should be quoted exactly from the source or paraphrased in your own words and sentence structure. In other words, the same rules we have been following for source documentation/citation and avoiding plagiarism apply to this assignment.

Suggested length: 900-1200 words, not including the abstract and Works Cited. Min. length is 900 words.

Required sources:

6 library database sources min. and 3-5 max. CRAP-tested open-web

You are recommended to use the following: 1-2 *Global Road Warrior* articles; 1-2 studies from library databases; 1-2 articles from *National Newspapers* database for up-to-date information on issues in your country; open web pages for MDG-related data, and your project/organization (including the organization's website and possibly also "Charity Navigator," which evaluates philanthropic organizations).

Week 8.0: Objective



OBJECTIVES - This week you will:

- **Examine** and **CHOOSE** one of the United Nations Sustainable Development Goals to;
- **Design** and **Create** a visual describing this goal along with your action plan on how to make an impact--in other words, you are the information access point!

Your Assignment:

It truly is a small world and technology has made our countries and societies fluid - Begin by taking the Global Citizen [survey](#) and ponder the questions posed as you complete this week's assignments starting with responding to the questions below:

For many years, people in our country and throughout the world have felt that solving major problems like hunger, fighting disease, poverty, education, etc. should be left to government. Do you agree or disagree with this statement? Why?

Write your response in an MSWord document and upload in the assignments area.

Week 8.1: Critical Goals



Click on the image to view each goal's objectives

World leaders gathered on September 25, 2015 at the United Nations in New York to adopt the 2030 Agenda for Sustainable Development. The concept of the SDGs was born at the United Nations Conference on Sustainable Development, Rio+20, in 2012. The objective was to produce a set of universally applicable goals that balance the three dimensions of sustainable development: environmental, social, and economic.

Your Assignment:

- Choose one of the SDGs that you feel is important to you and to which you would like to be the access of information for your peers;
 - In the discussion board below, provide a brief summary of the goal and its accompanying objectives as well as why you chose this specific goal; and
 - Finally, find one video that pertains to your chosen SDG and post it along with your summary/why in the discussion area.
-

Week 8.2: Critical Information

Now that you know what the Sustainability Development Goals are, you are ready to begin your research. Many of these commitments were drawn from the agreements and resolutions of world conferences and summits organized by the United Nations during the preceding decade. The 17 new [Sustainable Development Goals](#) (links to an external site) included in the 2030 agenda will guide policy and funding for the next 14 years. The SDGs focus the efforts of the world community on achieving significant, measurable improvements in people's lives by the year 2030.



It's taken several years for countries to agree to [Transforming Our World: the 2030 Agenda for Sustainable Development](#), and throughout the negotiation process, the United States has been an active player. The United States will play a crucial role in ensuring the success of this Agenda. But what, exactly, does it mean for the country? Using your well-honed critical thinking skills and research aptitude, you will be the information conduit to enlighten the rest of us on your chosen SDG and the relevant issues and how they may impact our lives. The questions posed above provide an outline for the relevant information that is needed to educate your fellow classmates. You will also want to include an example or story that facilitates further understanding of your chosen SDG.

Your Assignment: Also blue Criteria 3 ; Also gray Criteria 4

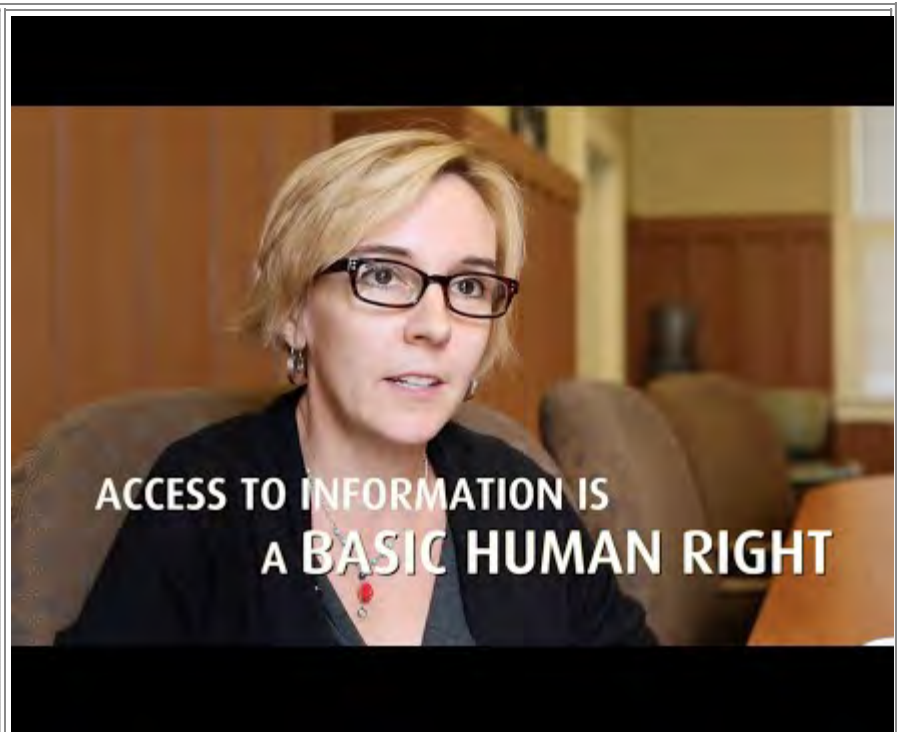


Create a visual multi-media dossier that presents your chosen SDG and the issue(s) and goal(s) that you deem imperative for educating your fellow classmates on what is essential for initiating a global transformation and how it may impact our society.

A Dossier is a collection of documents, images or media on a particular person, event or subject. Preparing a dossier can be a challenge because you will need to attend to both the “big picture” and the minutia. Additionally, it can be hard to continually bear the readers’ needs in mind. Readers can only consider materials included in your dossier, so make sure you include everything you want readers to know about your chosen SDG. Provide readers with some background about the significance of your chosen SDG and the information you deem to be most critical in educating your classmates. Your dossier is your opportunity to summarize and communicate clearly to those who need and want to know about your chosen SDG. Be sure your dossier provides the relevant information needed to educate others about the particular SDG and compels further critical thought and/or action.

View the following video for further understanding of compiling a dossier:

Dossier: A Collection of Documents, Images, Media on a Particular Person, Event or Subject



You can create a PowerPoint, [Prezi, \(Links to an external site.\)](#) or any other visual production that will get your message across. Convince us why we should consider your

chosen SDG to be the most critical for initiating transformation and what is being done related to the issue.

You will want to address these questions in your presentation:

Also blue Criteria 3

- How will it impact our domestic policies and programs?
- What is being done on a local level that contributes to the success of reaching the targets set forth in these goals?
- What is the scope of the SDGs and their connections to other issues?
- What progress is being made toward the goal(s)?
- Why are SDGs important to our lives?
- How can we get involved?

You are required to include the following sources, but certainly not limited to, and be sure to include citations and/or URLs for your source(s).

Use keywords and Boolean (AND, OR, etc.) to find 5 sources that you will include in your dossier:

- 1 ebook (try [EBSCO ebook collection database](#))
- 1 digital encyclopedia article (try [Gale Virtual Reference](#), [Credo Reference](#))
- 1 magazine article (you can use the Library's [Academic Search Premier](#) and the limit results under "Publication Type" by "periodical" to get magazine articles)
- 1 newspaper article (try [National Newspapers](#) or [Ethnic Newswatch](#))
- 1 scholarly peer reviewed journal (you can use the Library's [Academic Search Premier](#) and then limit results by ""scholarly peer reviewed" to get journal articles)
- 1 DUPED-free web site (remember advanced Google techniques to search by .edu, .gov, and .org. Remember to apply the [DUPED](#) criteria)
- 1 video and/or audio file (try [Films on Demand](#), [Alexander Street Video](#), [Opposing Viewpoints](#), [Ted Talks](#), something passing the DUPED test-free from YouTube, NPR, PBS, CNN, etc.)
- 1 Additional Source of your choosing.

You are not bound to the sources we have linked--however, **full points** equal a wide-range and variety of sources. As long as your sources meet the basic criteria (ebook, journal, magazine article, etc.), feel free to include them. Remember if you do use Library databases, you have to login with your MEID.

- **Give your dossier/presentation a title and post your dossier/presentation or link in the discussion area.**

- **You will also choose one or two presentations of your fellow classmates that compels you to action or further critical thought and respond to their post. Tell us why the presentation called to you and what you learned from it.**
- **You must respond to at least one presentation for full points.**

The Filter Bubble

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FREEDOM OF EXPRESSION

AFP UNDER THREAT
PRESS GAGGED
FREEDOM IN DANGER!

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5. In Slovakia and Throughout Eastern Europe, Media Freedom Has Declined <i>The Economist</i> In Slovakia and other formerly Communist countries of Eastern Europe, restrictive laws and political influence have resulted in a dramatic decline in media freedom.	58
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Kuwait Times

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2. **Thailand and Turkey Ban YouTube Web Site** 121

The Economist

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Jonathan Watts

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4. **Iranian Bloggers Face Harassment** 132

Lara Sukhtian

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5. **The European Union Searches for Bomb**

David Charter and

The European Union bomb-making instructions were not of speech were not instructions could be the EU.

6. **Tunisia Seeks to Control Internet**
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2. **Islamic Governments Restrict Freedom of Expression**

Maryam Namazie

Maryam Namazie's speech at the European Parliament in June 2000 criticized the lack of freedom of expression, religion and politics, in Islamic governments.

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Foreword

*"The problems of all
only be solved by all
—Swiss author Fr*

Global interdependence
Mass media and
access to information
Understanding and
challenge, requiring a
a new level of learning

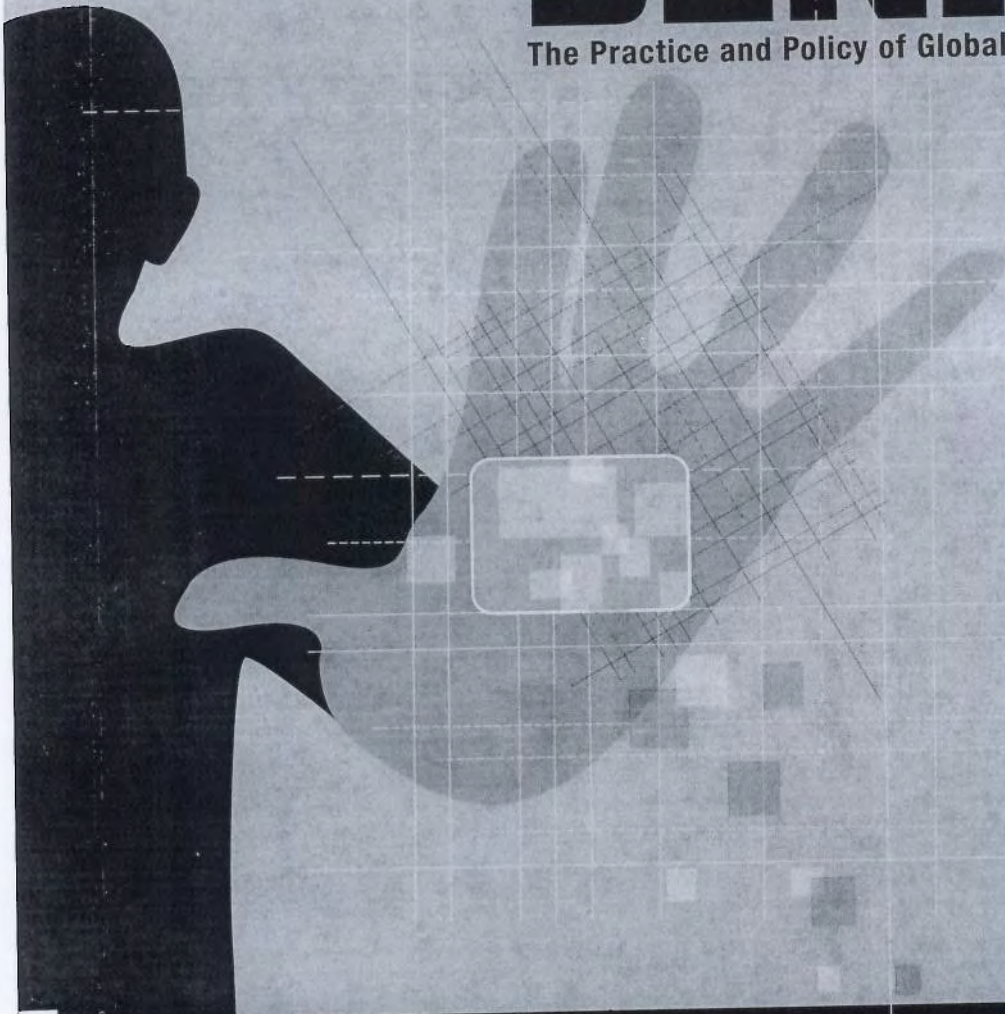
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controversial topics of world
international perspectives
ers with the information
tions and think critical
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of widespread significance

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and political issues such
and early college students
use *Global Viewpoints* series
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national perspectives with
interconnectedness that
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Material in each volume
sources, including journals,
books, speeches, govern-
ment newsletters, and

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The Practice and Policy of Global Internet Filtering



edited by

Ronald Deibert
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Fore

The Internet and money in time. Charities, terrorist organizations. Internet

But the Internet to convention

communicating. At the beginning, rights organizations but they had I of the problem

Four years ago (Oxford joined) sorship and researchers provide and technical information on the work of censorship. This implied a direct

The project with universities is conducting researchers and over the world. International relations programmers.

From 2003 to eleven major countries finding ways to find reports were detected worldwide. The C and was featured

Access Contested

Security, Identity, and Resistance in Asian Cyberspace

edited by Ronald Deibert, John Palfrey, Rafal Rohozinski, and Jonathan Zittrain

Less in

of Innovation

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