

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School New College of Interdisciplinary Arts and Sciences Department/School School of Humanities, Arts & Cultural Studies

Prefix: PHI Number: 417 Title: Philosophy of Censorship Units: 3

Course description: **Investigates philosophical concepts underlying instances of censorship, both in historical and in contemporary settings.**

Is this a cross-listed course? Yes If yes, please identify course(s): IAS 417

Is this a shared course? No If so, list all academic units offering this course:

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a permanent-numbered course with topics? No

If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. Chair/Director Initials _____ (Required)

Requested designation: Literacy and Critical Inquiry–L **Mandatory Review:** (Choose one)

Note- a separate proposal is required for each designation.

Eligibility: Permanent numbered courses **must** have completed the university’s review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucic@asu.edu.

Submission deadlines dates are as follow:

For Fall 2019 Effective Date: October 5, 2018

For Spring 2020 Effective Date: March 8, 2019

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

- Complete and attach the appropriate checklist
- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books


It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Tuomas Manninen E-mail tuomas.manninen@asu.edu Phone 602-543-6411

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Louis G. Mendoza Date: 3/5/19

Chair/Director (Signature): 

Arizona State University Criteria Checklist for
LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014

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

ASU - [L] CRITERIA			
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 1: At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i></p>	<p>Course syllabus; Term paper assignment; Book/Movie report assignment; Response paper assignment,</p>
<p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p style="background-color: #ffff00; display: inline-block; padding: 5px;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".</p> </div> <p>C-1</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 2: The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p>	<p>Term paper assignment; Book/Movie report assignment</p>
<p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p style="background-color: #ffff00; display: inline-block; padding: 5px;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".</p> </div> <p>C-2</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 3: The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.</p>	<p>Course syllabus; Term paper assignment; Book/Movie report assignment</p>
<p>1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p style="background-color: #ffff00; display: inline-block; padding: 5px;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3".</p> </div> <p>C-3</p>			

ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i>	Course syllabus; Term paper assignment; Book/movie report assignment
1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"><p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".</p></div> C-4			

Course Prefix	Number	Title	General Studies Designation
PHI/IAS	417	Philosophy of Censorship	L

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 checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
C1	The writing assignments--term paper, book/movie report, and response papers--amount to 75 per cent of the grade	See the course syllabus, pp.2-3, "Summary of Assignments" (highlighted in yellow). Also, see the included handouts for the Term paper, the Book/Movie report, and the Response papers.
C2	The term paper is an argumentative paper on one of the topics discussed in the readings. The book/movie report requires the students to investigate the warrant of the challenges to the work in question.	See the Term paper handout, and the Book/Movie report handout, especially the sections highlighted in green.
C3	The term paper (12-15pp.) is an argumentative paper. The book/movie report (5pp, plus 15 minute presentation) requires investigating the instances of censoring the work, and analyzing the justifications.	See the Course syllabus, especially the sections highlighted in yellow. Also, see the handouts for the Term paper, and the Book/Movie report.
C4	The work for the book/movie report is selected in consultation with the instructor. The presentations of the reports is scheduled for Week 13, allowing time for students to utilize this material in their term papers (if they choose to develop their presentation into a paper). The term paper proposals are due by Spring Break, with the intention of providing feedback by the week following the break. Paper drafts are optional, but encouraged.	The course schedule (pp.4-5 of the syllabus, sections highlighted in red) indicates all the deadlines pertinent to the paper and the book/movie report. These deadlines are also included in the assignment sheets for the Term paper, and the Book/movie report, respectively (sections highlighted in red).

**PHI 417/IAS 417: Philosophy of Censorship:
Arizona State University-West, Spring 2018, Session C**

Instructor

Dr. Tuomas W. Manninen

New College of Interdisciplinary Arts and Sciences
Arizona State University at the West campus

Contact Information

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Office hours: 10 a.m. – 12:00 p.m. on Mondays & Wednesdays, and by appointment

Catalogue Description

Investigation of philosophical concepts underlying instances of censorship, both in historical and in contemporary settings.

Course Overview

Inasmuch as it is obvious that we live in a free society, it is equally clear that many of our freedoms are restricted. When it comes to the freedom of expression, examples of such restrictions are abound in everyday life, from the blurred images on television to the bleeped-out words on songs, and from the redacted parts on many governmental documents to the lack of certain books at our preferred bookstore – and so on, and so forth. In short, censorship is quite a pervasive factor in our society. But what kinds of materials get censored? What kinds of materials ought to get censored? Who imposes the censure? And by whose authority is it imposed? Are there commonalities to all these instances, or is governmental censorship a species (or, genus, even) apart from commercial censorship?

This is but a small selection of the questions that we will pursue in this course, from philosophical, religious, and societal perspectives. Albeit philosophical questions (and tentative answers thereunto) form the mainstay of this course, we will explore how these views inform both religious and societal vantage points on the same.

In addition to the course readings, all course participants are expected to stay informed of current events, as many of the issues discussed in the readings are recurring daily.

Course Prerequisites

English 101 or 105 or 107 with a grade of C or better; Minimum of 30 credit hours.

Not open to students with credit from PHI/REL 494 Topics: Censorship (in Spring 2016-2018 semesters)

Course Textbook and Materials

Mill, J.S., *On Liberty*, Hackett, 1978. ISBN: 9780915144433.

Petley, Julian. *Censorship: A Beginner's Guide*, Oneworld, 2009. ISBN: 9781851686742.

All other readings will be distributed on the course Blackboard.

Course Grading

Grades and Grading Scale

Assignment of letter grades is based on the amount of points *earned*. The letter grade will correspond with the following point levels achieved. All course requirements must be completed before a grade is assigned. Please note that the final grade in the course is not negotiable (with the exception for cases of human errors).

A+	400 – 396
A	395 – 376
A-	375 – 364
B+	363 – 348
B	347 – 332
B-	331 – 320
C+	319 – 308
C	307 – 288
D	287 – 268
E	267 and below

Summary of Assignments

Commented [TM1]: C-1

Assignment	# of assignments/ pts per each	Points total	Percentage
Exams	Two, at 50 pts each	100	25
Book/Movie report	One, at 50 pts	50	12.5
Discussion papers	10 required, at 10 pts each	100	25
Term paper	One, at 150 pts	150	37.5

Exams

There will be two exams, one before the semester break ("midterm exam") and one during the finals week ("final exam"). Each of the exams will have short-answer questions and essay questions.

Book/Movie Report

You are required to write up a five-page report on a classic book/film of your choice, focusing on the censorship history of the work. In addition, you will give a short presentation on this work to the class.

Commented [TM2]: C-3

Discussion Papers

To motivate a close reading of the texts, you are required to turn in a total of ten reading responses, each worth up to 10 points.

The responses can take a number of forms: you may raise a substantive question about the assigned readings, you may raise an objection to the author's claim(s), you may present a problem you think the author may have overlooked, you may bring up an application that the author does not seem to discuss explicitly, you may draw a connection between the text and current events, and so on.

Your responses should be *typed* (obviously) and they should *engage* the readings *in significant* way. That is, quoting a few lines from the readings followed by a well-developed and thorough response is ideal; quoting a page from the text and adding a couple of lines of your own thoughts is far less than ideal (read: not worth full credit).

Because the responses are intended to stimulate class discussion, they need be on the assigned readings for the class meeting. For this reason, there is no point in turning in responses after the class; in order for you to get credit for your response, you need to attend the class to submit the response. (More bluntly: if you just drop off your response and don't stay for the class meeting, you will not receive credit for your response.)

Term paper

You are required to write a term paper (ca. 3,500 words/12 pp.), worth 100 points towards your grade. The paper will be due at the end of the semester (at the last class meeting).

The specifics for each assignment are explained in greater detail in Blackboard (in the **Course Information** folder).

Commented [TM3]: C-3

Course Objectives

- Students will analyze different instances of censorship both in historical and in contemporary settings.
- Students will investigate the philosophical ideas underlying the instances of censorship.
- Students will learn to critically assess instances of censorship as they occur in contemporary settings.

Learning outcomes

- Students will be able to analyze contemporary examples of censorship for their philosophical justification.
- Students will present the censorship history of a classic film/book.

Course Schedule

With the exception of the required textbooks, all the course readings will be distributed on Blackboard, indexed by the date of the class meeting.

In order to comply with copyright laws, the readings that are excerpted from books will be available only for a limited time (usually for two weeks after the date for which they are assigned).

Please note that there may be additional readings (in form of case studies relevant to the assigned topics); these will be made available as time permits.

Week 1: Introductions/Basic definitions

Tu	1/9	Introductions
Th	1/11	Green & Carolides: selection from <i>Encyclopedia of Censorship</i> (BB) PBS, "Definitions of Censorship" (BB) Petley, ch.1

Week 2: Beyond the basics

Tu	1/16	Wittgenstein: selection from <i>Philosophical Investigations</i> (BB)
Th	1/18	Plato: selection from <i>Republic</i> (BB)

Week 3: "Won't somebody please think of the children!": Present-day applications of Plato's argument

Tu	1/23	Fish, "The First Amendment and Kittens" (BB) Nehamas, "Plato's Pop Culture Problem—and Ours" (BB)
Th	1/25	<i>U.S. v. Stevens</i> (BB)

Week 4: "Congress shall make no law ... abridging the freedom of speech...": A comparative legal survey

Tu	1/30	Selection from constitutional documents (BB)
Th	2/1	Sullivan & Gunther: selection from <i>Constitutional Law</i> (BB) Book/Movie report proposals due

Week 5: Censorship and translation

Tu	2/6	Quine: selection from <i>Word and Object</i> , and "On Empirically Equivalent Systems of the World" (BB)
Th	2/8	<i>Miller v. California</i> (BB) <i>ABA v. Hudnut</i> (BB)

Week 6: Of things harmful and offensive

Tu	2/13	Mill: selection from <i>On Liberty</i> (chs.1, 3, 5)
Th	2/15	Feinberg, "Offense principle" (BB); Book/Movie proposals due

Commented [TM4]: C-4

Week 7: Harmful offenses? Offensive harm? / Milling about the freedom of expression

Tu	2/20	Dworkin, "Do we have a right to pornography?" (BB) Stewart, "The limits of the harm principle" (BB)
Th	2/22	Mill, <i>On Liberty</i> (ch.2)

Week 8: Milling about the freedom of expression

Tu	2/27	Gill, "Mill on censorship" (BB)
Th	3/1	Midterm exam; Paper topic proposals due

Commented [TM5]: C-4

Week 9: SPRING BREAK (3/4-3/11)

Week 10: "That's a heresy!"

Tu	3/13	Ehrman, selection from <i>Misquoting Jesus</i> , and from <i>After the New Testament</i> (BB)
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Th 3/15 Petley, ch.2
Sheridan, "The Catholic Case—Index of Prohibited Books" (BB)

Week 11: Religion in a secular state

Tu 3/20 Blackford: selections from *Freedom of Religion and the Secular State* (BB)
Epperson v. Arkansas (BB)
Th 3/22 Sturm, "Creationism, Censorship, and Academic Freedom" (BB)
TBA (BB)

Week 12: The epistemology of forbidden knowledge

Tu 3/27 Shattuck: selection from *Forbidden Knowledge* (BB)
Genesis, chs.2-3 (BB);
Williams-Jones, *et.al.*, "Governing 'dual-use' research..." (BB)
Th 3/29 Clifford, "The ethics of belief" (BB)
Battaly, "Virtue epistemology" (BB)

Su 4/1 **Course withdrawal deadline**

Week 13: Presentations / Censorship of books&movies

Tu 4/3 Presentations
Th 4/5 Presentations (continued); Petley, chs.3-4

Commented [TM6]: C-4

Week 14: "I know it when I see it...": Conceptual questions about pornography

Tu 4/10 Rea, "What is pornography?" (BB)
Watson, "Pornography" (BB)
Maes, "Who Says Pornography Can't Be Art?" (BB)
Th 4/12 Edelman, "Red Light States" (BB)
Hall, "Obscenity Laws? What's the Point Anymore?" (BB)
Cooke, "On the Ethical Distinction between Art and Pornography"

Week 15: How to do bad things with expressions

Tu 4/17 Austin: selections from *How to do things with words* (BB)
Green, "Speech Act Theory" (BB)
Th 4/19 Langton, "Speech acts and unspeakable acts" (BB)
Saul, "Pornography, Speech Acts, and Context" (BB)
Bauer: selection from *How to do things with pornography?* (BB)

Week 16: Topics

Tu 4/24 [student choice; readings TBA]
Th 4/26 Petley, ch.7; **Term paper due**

Commented [TM7]: C-4

F 4/27 **Last day of classes**

Final exam: Tuesday, May 1, 9:50 - 11:40 a.m.

Academic Integrity and Academic Dishonesty

Each student has an obligation to act with honesty and integrity and to respect the right of others in carrying out all academic assignments. For a full statement of the *Student Academic Integrity Policy*, see here: <https://provost.asu.edu/academicintegrity>

Each student is expected to meet the standards of academic integrity. The failure to meet these standards will *minimally* result in the instructor assigning the student a *failing grade (E) for the course*; additionally, the instructor may recommend to the Dean/Director that the student be assigned the grade of XE, which denotes “failure for academic dishonesty”.

Violations of academic integrity include (but are not limited to) fabricating written work, using materials from any source without appropriate attribution, plagiarizing, submitting the same work to multiple classes without prior approval from all the instructors involved, or facilitating any such activities. For a more comprehensive list of the student obligations to academic integrity, see the link above.

If the instructor has determined that you have violated the *Student Academic Integrity Policy*, and has assigned you a failing grade for the assignment/course, you may appeal the instructor’s decision; the process for doing so is outlined here: <https://provost.asu.edu/node/20>

If you have been sanctioned for violating the Student Academic Integrity Policy, you *may not* try to avert these sanctions by withdrawing from the course.

Academic Status Reports

Your scores on the assignments will be posted on Blackboard after the assignments are handed back in class. In addition, you *may* receive academic status reports to alert you about your performance in this class. The ASRs can be issued at any point between the first day of classes and one week before the complete withdrawal deadline; these are usually sent out after the midterm exam. (See the academic calendar for the specific dates: <https://students.asu.edu/academic-calendar#fall18>)

If you are completing all the required assignments in time, *and* if you perform well in these, you are not in danger of failing the course. Hence, you will not receive any ASRs. However, *if this is not the case*, you will receive an ASR indicating that your performance up to that point is unsatisfactory, and that you are on a trajectory for a (borderline) failing grade for the course.

Accommodations for Students with Disabilities

The Disability Resource Center (DRC) provides information and services to students with any documented disability who are attending ASU. The DRC offers individualized accommodations (e.g. for testing). Students in need of such accommodations are encouraged (although not required) to contact the instructor. For further information, see: <https://eoss.asu.edu/drc/>

Attendance

Your responsibilities to this class – and to your education as a whole – include attendance and participation. Regular attendance in class is expected, but it will not be monitored (for the time being; this policy may be changed if chronic absenteeism occurs). Regardless of the policy, being frequently absent from class may have a negative effect on your final grade. If you are absent (for whatever reason), you are still responsible for all the materials covered in class that day.

If you miss a class meeting, it is your responsibility to find out what you missed. If you inquire “Did I miss anything important today?” from the instructor, the answer will invariably be “Yes.”

Accommodations for Religious Practices

If you miss a class meeting or a scheduled assignment due to a religious observance/practice, you should inform the instructor before the day of the observance so that alternative accommodations can be made. For ASU’s policy, see: <https://www.asu.edu/aad/manuals/acd/acd304-04.html>

University-sanctioned Absences

If you miss a scheduled assignment due to a university-sanctioned activity (e.g., athletic competition, etc.), you should inform the instructor before the day of your absence so that alternative accommodations can be made. For ASU’s policy, see: <https://www.asu.edu/aad/manuals/acd/acd304-02.html>

Commercial note taking services

The course content, including the lectures, are copyrighted material, and students may not sell notes or recordings taken during the conduct of the course. See ACD 304-06, "Commercial Note Taking Services" for more information.

Communication

All electronic communication related to your coursework should be conducted using your official ASU e-mail account. Due to privacy concerns, e-mail inquiries about your grades etc. from a non-ASU e-mail address (e.g. hotmail, yahoo, gmail, and the like) will be returned via the ASU system. Furthermore, it will be greatly appreciated if you properly identify yourself (e.g., "I am a student in your [fill-in-the-blank] course"), as this will facilitate a more prompt response. In general, the instructor's goal is to respond to your email within 48 hours of receipt during the business week (which does not include weekends or university holidays).

Computers/Smart phones/Tablets/Other devices

Please keep your phones muted during the class meetings.

Although the use of laptops/netbooks/tablets/smartphones/etc. during class meetings is permitted, this applies only to class-related purposes. That is, using your device for taking notes or for looking up information pertinent to the discussion is allowed; updating your status on Facebook, or playing [insert the name of currently popular game here], is not.

If this privilege is abused, it may be revoked without a warning.

Course/Instructor Evaluation

The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes of each semester or summer session.

Your response(s) to the course/instructor are anonymous and will not be returned to your instructor until after grades have been submitted. The use of a course/instructor evaluation is an important process that allows our college to (1) help faculty improve their instruction, (2) help administrators evaluate instructional quality, (3) ensure high standards of teaching, and (4) ultimately improve instruction and student learning over time. Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is critical.

About two weeks before the class finishes, watch for an e-mail with "NCIAS Course/Instructor Evaluation" in the subject heading. The email will be sent to your official ASU e-mail address, so make sure ASU has your current email address on file.

Extensions/Make-ups

Extensions for any scheduled assignments (quizzes or papers) will only be granted in special circumstances and arrangements must be made *before* the scheduled exam time. Obviously, this does not apply in cases of emergencies (medical or some other kind). However, if you miss a deadline for assignment due to an emergency, *you are expected to provide documentation of the emergency from the appropriate source.*

If you miss an assignment for a non-medical emergency (e.g. your car breaks down and you are stranded), you must inform the instructor *during the day of the missed assignment* in order to be eligible for a make-up assignment. If you wait several days before contacting the instructor, your request for a make-up will be denied.

Poor time-management does not constitute a valid reason for an extension on the assignments. Neither does personal convenience; please check the deadlines for the assignments before you make travel plans for Thanksgiving break or for the end of semester.

Final exams

The final exam for this course will be held according to the schedule available at the Registrar's Office. The schedule can be viewed here: <https://students.asu.edu/final-exam-schedule>

It is your responsibility to check whether there is a conflict between the final exam for this class and your other final exams. A student who has either (a) two examinations scheduled for the same period or (b) more than three examinations scheduled for the same day, should inform the instructor of these conflicts.

Grades

Your grade for this course will be determined according to the scale in the course syllabus. You should be able to keep track of your performance in this course, especially if you need to achieve a certain grade for maintaining your scholarship, etc. *Except for cases of human errors, the final grades are not negotiable.* The grade book on Blackboard is not considered definitive for your final grade, but only informative. That is, if your Blackboard grade shows 98 per cent for an exam, and your actual exam shows 89 per cent for an exam, your final grade will reflect the actual grade rather than the Blackboard information.

The grade book on Blackboard is updated only periodically, usually after the graded assignment has been returned to you in class.

I will do my best to provide you with feedback on your assignments in a timely manner. However, given the number of students I teach, I consider *two weeks* as a reasonable time to return grades for the assignments.

Honors enrichment contracts

If you are enrolled in the Barrett Honors College, and you are interested in completing an Honors enrichment contract in this class, please contact the instructor. For guidelines of the process, see here: <https://barrethonors.asu.edu/academics/honors-courses-and-contracts/honors-enrichment-contracts>

Incompletes

A grade of 'I' (incomplete) is assigned by the instructor, at the instructor's discretion, only when a student who is otherwise doing acceptable work is unable to complete a course because of extreme personal or immediate family hardship, or other conditions beyond the student's control. The student is required to provide documentation to support a request for a grade of incomplete. The student requesting to be assigned a grade of incomplete must set up a schedule for completing the remaining work with the instructor.

Late work

Each assignment has a specific deadline, as listed in the syllabus. For each 24-hour period (or fraction thereof) your assignment is late, you may lose five points from the total grade. If your assignment is not received within one week of the deadline, it will be refused, and you will receive a score of zero points for it.

Sensitive materials

Some of the material we cover in this course may be considered sensitive. However, this can be expected, given the nature of the subject matter, and the fact that we are looking at competing answers to the questions. The goal of the course is to look at arguments made in advancing philosophical positions. You may (and should) find yourself disagreeing with the particular position, but instead of categorically rejecting a particular view, the challenge for you is to articulate the reasons for your disagreement (or agreement).

If you find some of the course materials offensive, you are invited to bring this to the attention of the instructor.

If you find that the instructor cannot provide a satisfactory resolution to your concerns, you are invited to contact the Director of the School of Humanities, Arts & Cultural Studies, Dr. Louis Mendoza, at: louis.mendoza@asu.edu .

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs> .

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish discuss any concerns confidentially and privately.

Withdrawals

The instructor will not withdraw a student for nonattendance. Even if you stop attending class, you will remain enrolled until you take steps to withdraw from the class. You should not assume that you are no longer enrolled in the course just because you have not attended class. It is your responsibility to be aware of your registration status.

The deadlines for withdrawals are specified in the Academic Calendar: <https://students.asu.edu/academic-calendar#spring18>

For further instructions on course drop/add and withdrawal procedures, please see: <https://students.asu.edu/drop-add>

All students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under Student Services Manual, §201-10 <http://www.asu.edu/aad/manuals/ssm/ssm201-10.html>.

Written work

As a general strategy, you should proofread all the written work you submit for your assignments. For each typo (in excess of three) in your assignment, you will lose one point from the total grade.

If you are required to turn in your papers using the SafeAssign on Blackboard, you are strongly recommended to retain a copy of your receipt (e.g., by taking a screenshot). SafeAssign is known to have problems, especially under heavy loads which typically occur at the end of the semester.

The course policies in general

Enrolling in this class is taken as a tacit agreement with these policies. If you disagree with the policies as outlined, you are at liberty to withdraw from this course at any point, within the timeline specified above (see the section "Withdrawals"). If you do stay enrolled, you are expected to abide by these policies. Given that the policies are handed out on the first day of class, that they are explained on the first day of class, and that they are posted on the Blackboard site for the course, it can be reasonably expected that you are aware of them. If you fail to follow the policies, the consequences thereof will not be mitigated if you claim to be ignorant of them; in this case, what you don't know may hurt you.

**PHI/REL 494, REL 598: CENSORSHIP
SPRING 2018C
DR. T. MANNINEN**

Term paper

Commented [TM1]: C-1 and C-3 throughout.

The paper is worth a total of 150 points towards your final grade (or, 37.5 per cent thereof).

The paper is due by 11:59 p.m. on Thursday, May 3. You need to submit an *electronic copy* on Blackboard (using the SafeAssignment drop box; this will be located in the “Content” folder). If you submit your paper after this deadline, it will be subject to a 5 per cent reduction for each 24-hour period (or fraction thereof) in grade. No papers will be accepted after 11:59 p.m. on Saturday, May 5, 2018 (the end of the finals week).

You have a free choice over your paper topic, provided that you observe the following guidelines:

1. The topic of your paper must be connected to the theme of the course – censorship. You also must use the relevant assigned readings. That is, the focus of your paper may be historical, or it may be contemporary. You may choose to focus on a specific type of censorship (including ones that we haven’t explicitly discussed), or a specific case study, either in the US or elsewhere. You may develop your Book/Movie report into a full-fledged term paper. You may want to investigate the philosophical underpinnings of some of the cases we have encountered, or religious connotations of the same. And so on.

Please keep in mind the breadth of some of the topics we’ve covered, and the difficulties involved in even defining what censorship is. Given that, you are strongly encouraged to avoid grandiose topics (e.g., showing that *all* kinds of censorship are unwarranted, etc.). In short, keep the topic manageable: you may want to focus on a particular aspect of these debates, but ask yourself: “is my contribution to this discussion going to add anything substantial?”

2. **Whichever topic you choose, keep in mind that you need to identify and state a thesis. This is an argumentative paper, so with the thesis, you need to consider the arguments in favor of the thesis, as well as against (more on this below).**

Commented [TM2]: C-2

3. To ensure that you are on the right track, you are required to submit a short thesis statement (about a paragraph or so) describing your topic. This can be as informal as you wish – but the more information you give me, the more detailed comments I can provide. **Please turn in your proposals by no later than end of Week 8 (before Spring Break). I’ll be more than happy to make suggestions for revisions and for possible sources at this stage of the project. I will be less happy if I have to mark your paper down because you embarked on a project that was poorly planned, or poorly executed (or both). If you have trouble settling on a topic for your paper, please feel free to contact me—or to bring this topic up in class discussions. Likewise, if you have a tentative topic in mind, feel free to ask me about its suitability, and for suggestions for sources.**

Commented [TM3]: C-4

4. After you have chosen your topic, and selected your thesis, your goal is to argue for your thesis. We have seen how the issues involving censorship are often nuanced, so due finesse is required in dealing with them. However, I would like you to avoid platitudinous conclusions of the form "Everyone makes good points on this issue...". You should provide enough of a description of the issue that it can be understood by a reader who does not have extensive background knowledge in it (but you may assume that the reader is familiar with the assigned texts in this class). Also, try to keep your paper focused on the topic you choose, instead of covering a wide variety of (related) issues only at surface depth.

5. Anticipate (and refute) an objection (or two) to your position. In describing your opponent's viewpoint, try to be as charitable as possible. That is to say, do not strawman the opposing views for an easy knock-down. Again, you *need to incorporate the class readings* with your objections – even if this requires you to extrapolate from the readings we have done. You should focus on just one (or two) objections and cover it (them) thoroughly instead of throwing out every imaginable objection to your thesis.

Better yet, just settle for (what you take to be) the most compelling argument for your thesis, and then consider (what you take to be) the most pressing objection(s) against it, and how you would defend your thesis against those.

6. The use of Wikipedia as a source is not permitted!

This has less to do with the quality of Wikipedia entries (which is quite decent overall), and more with the fact that Wikipedia is a dictionary. Given that this is a 400-level course, you are expected to be able to use primary and secondary sources in your work, instead of relying on summaries made by others. However, it is acceptable to use Wikipedia as a starting point (follow the links to the primary/secondary materials).

7. Feel free to use passages from the readings or the lecture notes to support the point(s) you make, but make sure you cite all material that is not original to you. Failure to do so may be construed as plagiarism; the consequences from plagiarizing your exam minimally include a *failing grade for the course*.

8. The paper should be about 3,500 words (approximately 12-15 pages) in length. As for editorial conventions, please observe the following:

- Use a 12 point font, one inch margins, and double spaced text, except for long quotations (longer than three lines) which should be single-spaced and indented.
- Use the Turabian style (i.e., the parenthetical author-year-page – format) for in-text citations. Avoid using footnotes or endnotes for citations.
- Please include a works cited page, again using the Turabian style. See the link for the basics of Turabian-style citations from the ASU library guide.

PHI/REL 494: CENSORSHIP

Dr. Tuomas Manninen

On reading responses

Commented [TM1]: C-1 throughout.

Throughout the semester, you are required to write a total of ten responses to the assigned readings. These responses can take a number of forms; you may raise a *substantive* question about the assigned reading, you may raise an objection to the author's claim(s), you may present a problem that the author may have overlooked, you may bring up an application that the author does not explicitly discuss, you may compare and contrast what the author says in light of one of the previous authors we have studied, etc. Given that the course focuses (largely) in applied philosophy, it is encouraged that you find examples from real life (e.g., from the news) with which to connect the theories we are reading.

Your response should *engage* the readings *in significant way*. That is, quoting a few lines from the readings (or, summarizing a key idea expressed in it) followed by a well-developed and thorough response is ideal. Quoting a large chunk from the text and adding just a couple of lines of your own thoughts is far less than ideal (read: not worth full credit).¹

Also, these responses are intended to stimulate class discussion, so they need be on the assigned readings for the class meeting. For this reason, you need to be present in class in order to turn in your response. Feel free to drop off your response at the instructor's desk before the beginning of the class; this way, they can be included to the lecture at appropriate points.

As for the scoring, each response is worth (up to) 10 points, using the following scale: The responses will be graded using a 10-point scale (A+ =10, A =9, B =8, C =7, D =6, E =5). The extra credit responses (up to two of them) will be graded using the same criteria.

Finally, for some lectures we will have more than just one reading assignment. You are not required to write a response to all of them. If you write your response to one of the readings (or, when the readings cover common ground, you can focus on that), this will be adequate.

Please see below for an example (#1) of what a response should look like, as well as a warning example (#2) of what it should not look like.

¹ And, as should go without saying: copying someone else's words, and presenting these as your own (without proper citation – regardless of the source) will amount to a violation of the Academic Integrity policy, and it will be treated as such. This is your one (and only) warning. Also, please don't be so daft as to copy passages from the lecture notes (without attribution) and try to pass them off as your own. If you wish to comment on what is said in the lecture notes, you should give proper citation.

Ex.1 [as in: This is what a reading response worth 9/10 points could look like]:

“Stanley Fish has written a compelling essay on the ridiculousness of some recent First Amendment judgments that protect actions like the publication of videos depicting animal cruelty or pornography because they are deemed forms of speech, which in itself makes it untouchable. The fact that they have been determined to be speech and not actions makes their published presence subject to First Amendment protection. It is frightening to read about some of these rulings and their defense based on constitutional rights. Fish illustrates the difference between free speech as it was intended by the creation of the First Amendment when he states, ‘It would not be the end of freedom of speech if forms of speech that were part of a benign “conditioning” were protected while malign forms were treated with the negative caution they deserve.’

The real problem with the all-powerful, untouchable god that has been made out of the First Amendment is that morality has changed tremendously since the early 1800’s when the U.S. was building its foundation. Today, there are issues that were never considered when the founding fathers were building upon their own education and putting their knowledge to collective use in the writing of the Constitution. The problem of censoring the publishing of sadistic videos would have been as crazy an idea to these men as many ideas that are presented today in science fiction movies. When a Court sees that there is speech that threatens ‘to tear away the “thin coating” of civilization’ and in the name of free speech, it rules that these displays including hate speech can continue uncensored, doesn’t this undermine the overall purpose of the Constitution? Are we not destroying the framework of our Country from within? Is there ever such a thing as too much freedom?”

[Comment: I would consider the above as a standard to strive towards, as far as responses go. The author engages with the reading, presents their own interpretation of the readings, and develops this issue beyond what is revealed in the reading, and in a direction that shows some thought on the matter. A response such as this is (more) likely (than not) to generate lively discussion.]

Ex.2 [as in: If you turn in something like this, be forewarned that you will not receive full credit]

“On p. xxx, Mill talks about ‘tyranny of the majority’. What exactly does he mean by this?”

[Comment: this is what could be called a technical question – a question for which you can very easily find the answer by just reading assigned sections. It fails as a response because it does not really engage the text. Thus, a short answer to the question “What should the reading responses look like?” is: if you can find an answer to your response in the text, you are not really engaging with it. A decent response would be one that forces you – and your reader – to ponder about the text and what it says.]

PHI/REL 494: CENSORSHIP
Dr. T. Manninen

Censored Book/Movie report

Commented [TM1]: C-1 and C-3 throughout.

(50 points): Due **Thursday, April 12**

You need to complete a report on a book/movie of your choice, *focusing on the censorship of the work*. Your report should be approximately 5 pages in length. In addition, you will be presenting your report in class during Week 15; see below for details on this.

The goal of this assignment is for you to look at the history of a particular book or movie (hereinafter, 'work'), paying specific attention to instances where the work has been censored/challenged.

Although you should include a description of the work, this should take no more than one page; likewise, the censorship history of the work (when & by whom it was censored, etc.) should take no more than another page. Your focus in this report should be on the *warrant* of the censorship: in light of the arguments and the theories we have studied, does it appear that the censorship was warranted, or not? This part of the report should minimally constitute 2-3 pages.

Commented [TM2]: C-2

In searching for source materials, you may not use Wikipedia in the final submission (although you may use it to find links to news articles, etc.) In addition, your analysis must include some of the assigned course readings.

In addition to compiling this report, you should prepare roughly a one-page summary for your classmates to read and review before the presentations. This is due at the time the report itself is due.

Here (and elsewhere), when I refer to "one page" in an assignment, I mean – roughly – 300 words, using the standard editorial conventions (12 point font, double-spaced text, default 1" margins, and so on). This is not an inflexible standard, but a malleable one; it is intended to give you a rough estimate of what your report should amount to. A five-page paper should be roughly 1,500 words.

When it comes to selecting the movies/books for your report, here's the process:

1. Consult (any) one of the following lists below to find a suitable work for your project.
2. Inform the instructor of your top three choices (by the **February 15** class meeting the latest).
3. The topic of your project will be determined by the instructor, based on the suitability of your request. This is to avoid having everyone write on *The Adventures of Huckleberry Finn*, etc. (Note: I will try to assign you your first preference, but I will make the assignments based on when they are received.)
4. After you find out your assignment, it is incumbent on you to find the work in question and view/read it; do not rely just on secondhand analysis when it comes to it.
5. Submit your report to the instructor; a drop box will be added to BB for this purpose.

Commented [TM3]: C-4.

6. Prepare a 10-15 minute presentation to the class. Answer the questions & comments raised by your peers during Week 13 class meetings – and make sure to view the presentation summaries by your peers.

Source materials

Option 1: The two lists of books are compiled by the American Library Association (ALA), an organization that (among other things) keeps track of challenges to books. These lists represent the top 100 challenged books, the first during the decade of 1990-99, and the second during the decade of 2000-09.

List 1 (the 90s):

<http://www.ala.org/bbooks/100-most-frequently-challenged-books-1990%E2%80%931999>

List 2 (the 00s):

<http://www.ala.org/bbooks/top-100-bannedchallenged-books-2000-2009>

Please note that these lists merely indicate the titles of the books that have been challenged; you will have to put in the work for completing the summary, as well as the nature of the challenge. Also, be advised that the challenges take various forms (as explicated, e.g., here: <http://www.ala.org/bbooks/about> and here <http://www.ala.org/advocacy/bbooks/frequentlychallengedbooks>).

Option 2: If you prefer to do your report on a movie, here are some lists of controversial movies. Again, just because a movie has been deemed controversial, it doesn't mean that it has been banned/censored; make sure to include the relevant case history.

Please note: the descriptions of the movies include screen shots of the scenes that have generated the controversy surrounding the movie. As noted on the site,

“Usually, films that inspire controversy, outright boycotting, picketing, banning, censorship, or protest have graphic sex, violence, homosexuality, religious, political or race-related themes and content.”

In other words, the following link contains visual depictions of all the above. If you do not wish to view such images, you may want to avoid this site.

FilmSite.org – The 100+ most controversial films of all time:

<http://www.filmsite.org/controversialfilms.html>

For another list – still with graphic images, but with less detailed content, see

TimeOut – The 50 most controversial movies ever made:

<http://www.timeout.com/newyork/film/the-50-most-controversial-movies-ever>

These two lists are not exhaustive, but indicative. Moreover, given how they do not include very recent works (anything after 2015), feel free to make suggestions for works not in these lists.

John Stuart Mill: 1806-1873
On Liberty was originally published in 1859

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Editor's Introduction

The history of modern democracy is marked with examples of conflict between two core values we prize highly: the ideal of liberty. The most striking example is the conflict of American history between the ideal of liberty and the institution of slavery. The struggle over the meaning of liberty and the struggle over the meaning of democracy have been central to our history. The history of modern democracy is marked with examples of conflict between two core values we prize highly: the ideal of liberty. The most striking example is the conflict of American history between the ideal of liberty and the institution of slavery. The struggle over the meaning of liberty and the struggle over the meaning of democracy have been central to our history.

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Censorship

A Beginner's Guide

Julian Petley



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