

1.) DATE: 10/4/18	2.) COMMUNITY COLLEGE: Maricopa Co. Comm. College District
3.) PROPOSED COURSE: Prefix: ENH Number: 295 Title: Banned Books and Censorship Credits: 3	
<p>CROSS LISTED WITH:</p> <p>Prefix: Number: ; Prefix: Number: ;</p> <p>Prefix: Number: ; Prefix: Number: ;</p> <p>Prefix: Number: ; Prefix: Number: .</p>	
4.) COMMUNITY COLLEGE INITIATOR: BOB GIBNEY PHONE: 602-285-7864 EMAIL: bob.gibney@phoenixcollege.edu	
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.	
<p>MANDATORY REVIEW:</p> <p><input checked="" 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).</p> <p>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.</p>	
<p>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.</p>	
<p>5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA:</p> <p><u>Core Areas:</u> Select core area... <u>Awareness Areas:</u> Cultural Diversity in the United States (C)</p>	
<p>6.) REQUIRED DOCUMENTATION</p> <p><input checked="" type="checkbox"/> Cover Form</p> <p><input checked="" type="checkbox"/> Course Syllabus</p> <p><input checked="" type="checkbox"/> Course Description</p> <p><input checked="" type="checkbox"/> Criteria Checklist for the area</p> <p><input checked="" type="checkbox"/> Table of Contents from the textbook required and list of required readings/books</p>	
<p>7.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS:</p> <p><input checked="" type="checkbox"/> DECEN prefix <input type="checkbox"/> Elective</p> <p>Current General Studies designation(s): HU, C</p> <p>Requested Effective date: 2018 Spring Course Equivalency Guide</p> <p>Is this a multi-section course? Yes</p> <p>Is it governed by a common syllabus? Yes</p>	
<p>Chair/Director: _____ Chair/Director Signature: _____</p>	

AGSC Action: Date action taken: Approved Disapproved

Effective Date: **2018 Spring**

Arizona State University Criteria Checklist for

CULTURAL DIVERSITY IN THE UNITED STATES [C]

Rationale and Objectives

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups, including, but not limited to, American Indians, Latinos, African Americans, and Asian Americans—all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.

Revised April 2014

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

ASU--[C] CRITERIA			
CULTURAL DIVERSITY IN THE UNITED STATES			
YES	NO		Identify Documentation Submitted
		1. A Cultural Diversity course must meet the following general criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The course must contribute to an understanding of cultural diversity in contemporary U.S. Society.	MCCD Official Course Competencies, MCCD Course Outline, Course Description, Course Syllabus, Table of Context from Textbook
		2. A Cultural Diversity course must then meet at least one of the following specific criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.	MCCD Official Course Competencies, MCCD Course Outline, Course Description, Course Syllabus, Table of Context from Textbook
<input type="checkbox"/>	<input type="checkbox"/>	b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.	
<input type="checkbox"/>	<input type="checkbox"/>	c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States. *Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc. **Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Latinos, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.	

Cultural Diversity [C]

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Course Prefix	Number	Title	General Studies Designation
ENH	295	Banned Books and Censorship	Cultural

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)
Example-See 2b. Compares 2 U.S. cultures	Example-Compares Latino & African American Music	Example-See Syllabus Pg. 5
1. The course must contribute to an understanding of cultural diversity in contemporary U.S. Society.	Students read literature that helps them learn about the complex cultural diversity of contemporary American society and the role of censorship in that society.	See Official course description: "History, motivations, and effects of censorship in a democratic society. Censorship and book banning as a method of silencing diverse voices" See Syllabus: Please see highlighted areas, which address the emphasis on cultural diversity in this course. See 3 Assignment examples: Ethnic Studies Ban, Banned Book Analysis, and First Amendment Group Project
2a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, Religion, and philosophy) of gender, racial, ethnic and/or linguistic minority groups within the United States.	The course focuses on, works of literature both as art and as cultural artifacts that demonstrate a diversity of experiences and an ongoing dialogue and struggle between the dominant cultural desire to maintain status quo and the desires of culturally diverse writers to describe their experiences and contribute to a more open and tolerant society.	Official course description: "Censorship and book banning as a method of silencing diverse voices. Critical analysis of banned or challenged literature for children and adults." Official course competencies: 2. Identify and explain factors that motivate people and organizations to challenge and/or ban books. 4. Explain and exemplify uses of censorship by a dominant culture to suppress minority voices. 5. Read and analyze examples of banned or challenged literature dealing with issues of

		<p>gender, sexuality, race, ethnicity, religion, and political perspective.</p> <p>6. Analyze and present results of independent reading of a text chosen from the American Library Association's list of Most Challenged Books.</p> <p>Official course outline, especially Sections I and II.</p> <p>Course Syllabus ToC of the course textbook, especially highlighted selections</p>



MARICOPA
COMMUNITY COLLEGES

Banned Books and Censorship

Course: **ENH295**

Lecture **3** Credit(s) **3** Period(s) **3** Load

Course Type: **Academic**

First Term: **2010 Fall**

Load Formula: **S**

Final Term: **Current**

Description: History, motivations, and effects of censorship in a democratic society. Censorship and book banning as a method of silencing diverse voices. Critical analysis of banned or challenged literature for children and adults.

Requisites: None.

Course Attributes:

General Education Designation: Cultural Diversity - [C]

General Education Designation: Humanities and Fine Arts - [HU]

MCCCD Official Course Competencies

1. Explain the First Amendment to the U.S. Constitution as it relates to literature and other printed materials. (I)
2. Identify and explain factors that motivate people and organizations to challenge and/or ban books. (I)
3. Identify and describe the effects of censorship on readers, writers, publishers, educators, and librarians. (I)
4. Explain and exemplify uses of censorship by a dominant culture to suppress minority voices. (II)
5. Read and analyze examples of banned or challenged literature dealing with issues of gender, sexuality, race, ethnicity, religion, and political perspective. (II, III)
6. Analyze and present results of independent reading of a text chosen from the American Library Association's list of Most Challenged Books. (II, III)
7. Work as part of a team to compose arguments for and against banning or challenging a selected text with a controversial history. (IV)
8. Articulate a personal position on the issue of censorship of printed materials, and identify national organizations that promote or oppose censorship. (IV)

MCCCD Official Course Outline

- I. Censorship in Print
 - A. History

- B. Law
 - C. The First Amendment
 - D. Motivations for censorship
 1. Protection of citizens and public peace
 2. Suppression of diverse voices and challenging ideas
 3. Control of artists
 - E. Organizations involved in the censorship debate
 - F. Banning vs. challenging books
 - G. Effects of censorship
 1. On readers
 2. On writers
 3. On publishers
 4. On educators and schools
 5. On librarians and libraries
 - II. Suppression of Divergent Voices
 - A. Issues of gender and sexuality
 - B. Issues of ethnicity and race
 1. African American writers
 2. Native American writers
 3. Hispanic writers
 4. Asian American writers
 5. Writers of other cultures
 - C. Issues of religion and morality
 - D. Issues of political perspective
 - III. Tools of Literary Analysis
 - A. Genre
 1. Fiction
 2. Nonfiction
 3. Poetry
 4. Drama
 - B. Character
 - C. Plot
 - D. Setting
 - E. Dialogue
 - F. Tone
 - G. Theme
 - H. Symbolism and imagery
 - I. Historical and social context
 - J. Illustrations (in children`s literature)
 - IV. Responses to Censorship of Literature
 - A. Personal ethics and values
 - B. Social and cultural ethics and values
 - C. Legislative and judicial actions and reactions
-

D. Challenges to online media and publishing
E. National Banned Book Week

MCCCD Governing Board Approval Date: **2/23/2010**

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.

ENH295: BANNED BOOKS AND CENSORSHIP

Spring 2017 Section 35031

Class Meeting Times: Mondays and Wednesdays 9:30-10:45am in MA1189

Dr. Lauren Yena, yena@gatewaycc.edu, 602.286.8731

Office hours: AF104 Mondays and Wednesdays 11am-noon and by appointment



Course Description: What makes a book dangerous enough to ban or to burn? This course considers why books are banned or challenged, who bans them, whether some works should be banned, and what laws and attitudes about censorship exist in our society. Students will have the opportunity to read, think, talk, and write about a variety of responses to literature that has been banned, censored, or challenged on political, religious, sexual, and/or social grounds. ENH295 explores the history, motivations, and effects of censorship in a democratic society. It examines censorship and book banning as a method of silencing diverse voices, and encourages critical analysis of banned or challenged literature for children and adults.

Course Competencies: Students will: Explain the First Amendment to the U.S. Constitution as it relates to literature and other printed materials.

1. Identify and explain factors that motivate people and organizations to challenge and/or ban books.
2. Identify and describe the effects of censorship on readers, writers, publishers, educators, and librarians.
3. Explain and exemplify uses of censorship by a dominant culture to suppress minority voices.
4. Read and analyze examples of banned or challenged literature dealing with issues of gender, sexuality, race, ethnicity, religion, and political perspective.
5. Analyze and present results of independent reading of a text chosen from the American Library Association's list of Most Challenged Books.
6. Work as part of a team to compose arguments for and against banning or challenging a selected text with a controversial history.
7. Articulate a personal position on the issue of censorship of printed materials, and identify national organizations that promote or oppose censorship.

Texts and Supplies: Karolides, Bald, and Sova. *120 Banned Books: Censorship Histories of World Literature. Second Edition* and selected readings to be determined

Canvas: Grades, assignments, links, and updates for this class will be available here. Please check in regularly and be sure to set your notifications up so that you are aware of all significant updates.

Grading:

25% Homework: online discussion posts and process writing

20% Individual analysis of a text from the ALA "Most Challenged Books" list

15% Group project on a current issue involving censorship

25% Exams

15% Participation in class discussions and activities

100% Course Totals: (90-100%=A, 80-89%=B, 70-79%=C, 60-69%=D, 59% and below=F)

Literacy, Language and Literature (LLL) Courses: Students in LLL courses develop a dialectical approach to thinking through a variety of learning strategies including discussion. In order to have meaningful discussions, students are expected to listen and communicate respectfully. They are encouraged to consider a broad spectrum of viewpoints, and to support their own ideas with appropriate evidence and relevant logical reasoning. Literature courses support the ability to learn from reading independently and writing to learn, communicate and organize thoughts.

Absences: A significant part of your grade is based on in-class work. If you cannot be here, please check Canvas for updates and make a plan for submitting any assignments that are due. As late arrivals and early departures disrupt the learning environment, these will also count as absences should they become excessive. Official Absences (A.R. 2.3.2 – Student Handbook) Official absences are for official college activities and do not count against the number of absences allowed by the college. These absences fall into four categories: (1) Athletes participating in scheduled college athletic games, (2) jury duty, (3) military commitments and (4) death of an immediate family member. If your situation falls into one of first three categories, it is your responsibility to arrange with your instructor in advance of the absence a plan to make up the work or points you will miss during your absence. If you do not make these arrangements to make up the work in advance of the absence you will lose the points represented by the activity/assignment you missed. In the event of a death in your immediate family, please contact your instructor as soon as possible for make-up work.

Makeup Work: Complete all assigned readings and assignments on the day they are due and *before* class begins. The more thoroughly you read, the more you will enjoy and learn from our discussions. Absences do not excuse late submissions. Generally, late work is not accepted. If you discuss your need for more time before a deadline with me, I may grant extensions on a case by case basis. When appropriate, point deductions for lateness will apply.

Classroom Disruption: Students are expected to show respect for the educational process in the classroom. Please refrain from behavior which disrupts the learning environment (i.e., ringing cell phones, side conversations, late arrivals and/or early exits). If necessary to maintain the learning environment, students may be removed from class. Refer to the GWCC Student Handbook for policies regarding Disciplinary Standards. As we discuss controversial issues in this class, respect for multiple perspectives will be paramount.

Academic Misconduct: Academic misconduct associated with the classroom and other course related activities includes, but is not limited to, cheating and plagiarism. Students should be familiar with the GWCC Student Handbook regarding academic misconduct and sanctions. 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 and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. Cheating includes, but is not limited to, bringing in unauthorized materials during an exam, removing any portion of an exam from the classroom (electronically or physically), looking at someone else's test during an exam, copying from someone else's exam, and continuing to take an exam after time has been called. Any student found by a faculty member to have committed academic misconduct will be subject to the sanctions for Academic Misconduct in the GateWay Catalog and Student Handbook section A.R.

2.3.11 <https://chancellor.maricopa.edu/public-stewardship/governance/administrative-regulations/2-students/2.3-scholastic-standards/2.3.11-academic-misconduct> For more on what constitutes plagiarism, as well as tips for avoiding plagiarism please visit: <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Student Code of Conduct: (A.R. 2.5. 1 and A.R. 2.5.2 – Student Handbook) Students are expected to show respect for the educational process in the classroom. It is the instructor's responsibility to maintain the educational process for all enrolled students. Behavior which disrupts the learning environment and/or hampers the ability of other students to learn, and of instructors to teach, will not be tolerated. Students

who disrupt the educational process may be removed from class per the GateWay Catalog and Student Handbook sections A.R.2.5.1 and A.R.2.5.2. <https://legal.maricopa.edu/student-guide-policies-procedures-and-resources/student-conduct>

Maricopa Community Colleges Sexual Harassment Policy (A.R. 2.4. 4– Student Handbook) Everyone in this class, including the instructor, must adhere to the policy of the Maricopa Community College District which states: “The policy of the Maricopa County Community College District (MCCCD) is to provide an educational, employment, and business environment free of unwelcome sexual advances, requests for sexual favors, and other verbal and/or physical conduct or communications constituting sexual harassment as defined and otherwise prohibited by state and federal law.” <https://chancellor.maricopa.edu/public-stewardship/governance/administrative-regulations/2-students/2.4-college-environment/2.4.4-sexual-harassment-policy-for-students>

Resources: A number of resources are available to GWCC students and located in the Integrated Education Building at the center of campus.

Learning (and Writing) Center: For help with writing, please visit the tutors in the Learning Center. While tutors will not correct or format your essays, they will provide constructive feedback on issues of organization, clarity, and style. You may visit the Writing Center in IE2108 or call 602.286.8800 to schedule a free appointment with a tutor. Please contact tutors at least one week before an assignment deadline for assistance since constructive feedback often identifies areas for significant revision.

Library: Gateway’s reference librarians can assist you with accessing and navigating our research databases. For account access help, call 602.286.8454; for database search help, call 602.286.8458 or visit IE1115. The library also offers reading materials, computer workstations, electronic databases, and Internet access.

Disability Services: Inform the instructor of any documented disability and needed accommodation, per the American Disability Act (ADA). A student in need of accommodations can call Disability Student Services, 602-286-8900 or contact James “JR” Rogers, Director of Disabilities at 602-286-8191 or email at james.rogers@gatewaycc.edu.

Early Alert: GateWay is committed to the success of its students by providing an environment conducive to teaching and learning. To ensure that every student takes full advantage of the educational opportunities, the College has implemented a retention program supported through an Early Alert System (EAS) that is managed by the Student Success Coordinator. The goal of the Early Alert program is to improve students’ persistence and promote the development of cognitive and affective skills. The system allows faculty to be proactive, supportive, and involved in facilitating the academic components of student retention through early detection and intervention of students who are experiencing problems that affect academic performance.

Veterans Services Office: If you are active military or a student veteran, thank you for your service. There are resources on campus to keep you informed of your rights and privileges. If you have any questions regarding the certification of educational benefits for active duty military, dependents and veterans please contact GateWay’s Veteran’s a by calling 602-286-8076 or email at veterans@gatewaycc.edu or visit the Veterans' located in room MA1220.

RICOH Copy Center: The Copy Center is conveniently located in the center of campus in the Instructional Building, room MA 1210. Contact: 602-286-8313.

PROSPER: Providing Resources & Opportunities to Students Pursuing Educational Rewards (PROSPER) is a student support services program created to support academic development, room MA 1309

The Children's Learning Center: Located on the north side of campus, where childcare services are available for students & faculty Contact: 602-286-8130.

Date of Final Exam: Finals will be held during the week of May 8-11 Our meeting time: TBA

Honors Option: GWCC offers an Honors Achievement Award to students who have completed 12 credits (100 level and above) at any MCCCCD College and have a cumulative GPA of at least 3.25. Benefits of this program include membership in the Honors Program, up to \$500 award/semester, additional scholarship opportunities, free travel, distinguished speakers, and transcript recognition. Any students who qualify for this award should contact the Honors Program: Room AF 106 or (602)-286-8722 within the first four weeks of the semester.

Syllabus Subject to Change: Information included in the syllabus may be subject to change. Students are responsible for all information in the syllabus.

Syllabus Receipt

I have received, carefully read, fully understand and intend to comply with all the requirements and policies listed in the syllabus.

Student Signature: _____ Date: _____

ENH295 Weekly Topics and Readings Schedule

Week One:

Read:

ALA “Challenged Books” list, History of the First Amendment;
Chapter Two of John Stuart Mill’s “On Liberty”

Week Two:

Read:

“Literature Suppressed on Political Grounds” (Karolides et al 1-2);
The Manifesto of the Communist Party Marx and Engels (Karolides 105)
Slaughterhouse-Five: Or, the Children's Crusade, a Duty Dance with Death Kurt
Vonnegut, Jr (Karolides 146)

Week Three:

Read:

The Prince Machiavelli (Karolides 137) “Concerning Cruelty And Clemency, And
Whether It Is Better To Be Loved Than Feared”
“Literature Suppressed on Religious Grounds” (Karolides 181-185)
Dialogue Concerning the Two Chief World Systems Galileo Galilei (Karolides 223)
Harry Potter and the Sorcerer's Stone J.K. Rowling (Karolides 229)

Week Four:

Read:

On the Origin of Species Charles Darwin (Karolides 288)
The Jewel of Medina Sherry Jones (Karolides 254)
The Age of Reason Thomas Paine (Karolides 186)

Week Five:

Read:

The Hidden Face of Eve: Women in the Arab World Nawal El Saadawi (Karolides 236)
“Literature Suppressed on Sexual Grounds” (Karolides 329-330)
Flowers for Algernon Daniel Keyes (Karolides 355)

Week Six:

Read:

Bless Me, Ultima Rudolfo Anaya (Karolides 336)
Forever Judy Blume (Karolides 359)
The Bluest Eye Toni Morrison (Karolides 340)

Week Seven:

Read:

“Literature Suppressed on Social Grounds” (Karolides 433-434),
The Canterbury Tales; Chaucer esp. the Wife of Bath’s Prologue
Heather has Two Mommies Newman (Karolides 502)
And Tango Makes Three Richardson and Parnell (Karolides 451)

Week Eight:

Read:

Their Eyes Were Watching God Zora Neale Hurston (Karolides 415)

Week 9:

Read:

Anzaldua’s *Borderlands* Chapters 1 and 2;

Cisneros' *Woman Hollering Creek* (handout)

Luis Alberto Urrea's *The Devil's Highway* excerpt (handout)

Week 10:

Read:

Continue Hurston's *Their Eyes Were Watching God*

Week 11:

Read:

continue Hurston

Week 12:

Read:

finish Hurston

Week 13:

Read:

One Flew over the Cuckoo's Nest Ken Kesey (Karolides 526)

I Know Why The Caged Bird Sings Maya Angelou (Karolides 504)

Week 14:

Read:

The Sun Also Rises Ernest Hemingway (Karolides 531)

Week 15:

Read:

To Kill A Mockingbird Harper Lee (Karolides 534)

Assignment Example 1:

Position Statement on HB2281 (and its effect on Tucson's Mexican-American Studies Program)

Having read and discussed excerpts from the works of several authors whose books were included in the now-banned Mexican-American Studies curriculum, including works by Sherman Alexie, Gloria Anzaldua, and Luis Alberto Urrea, as well as several news articles covering the reactions of students, teachers, and community members to the program's termination, each of you will compose a position statement (shoot for a 500 word minimum) that expresses your opinion regarding the merits and/or flaws of this decision.

Whether you criticize or support the bill and/or the Tucson Unified School District's decision to comply with its mandates by terminating its Mexican-American Studies program, be sure to describe, with as much detail as you can, the logic and evidence that supports your position, while acknowledging the perspectives of various stakeholders in the debate (legislators, students, teachers, board members, taxpayers, etc.). Additionally, please make specific references to at least two of the three texts we have read as part of this unit--Alexie, Urrea, or Anzaldua.

To help inform your understanding of the issues as you compose your statement, you may wish to review some of the materials and websites below that discuss the events that led to this decision.

HB2281 bans K-12 classes that:

Promote the overthrow of the U.S. government.

Promote resentment toward a race or class of people.

Are designed primarily for students of a particular ethnic group.

Advocate ethnic solidarity instead of the treatment of students as individuals.

January 2015 Huffington Post article on Banned Valdez poem

http://www.huffingtonpost.com/2015/01/13/in-laketch_n_6464604.html

Wikipedia site on Ethnic Studies that includes a section on the history of the Arizona Ban (note that some of its content is contested)

http://en.wikipedia.org/wiki/Ethnic_studies (Links to an external site.)

Link to short films that capture student perspectives/voices and contain excerpts from actual MAS classes:

<http://www.preciousknowledgefilm.com/> (Links to an external site.)

2011 article from the Tucson Sentinel that describes some of the events that precipitated Tom Horne's call for the abolishment of the MAS program. Questions about legality focus on both sides of the issue--do MAS courses violate criteria 3 of HB2281 by being designed for students of a particular ethnic group (and should they therefore be illegal), or has the law itself violated the freedom of speech of the MAS Program's directors, teachers, and students?

http://www.tucson sentinel.com/local/report/010311_ethnic_studies/horne-tusd-ethnic-studies-illegal/ (Links to an external site.)

Read, reflect, and decide for yourself.

Assignment Example 2: Individual Analysis of ALA Banned Book

For this project, you will need to review the American Library Association (ALA) list of Frequently Challenged Books:

<http://www.ala.org/bbooks/frequentlychallengedbooks>

After you have selected which text you wish to analyze, you'll need to prepare a research paper that accomplishes the following objectives:

- Summarizes key points within the text that help a reader understand cultural diversity in the contemporary US
- Incorporates relevant biographical information about the author(s)
- Explains relevant historical and political context of the text's publication
- Summarizes the text's censorship history, including:
 - groups who challenged the text, their concerns and biases
 - grounds on which the text was challenged or banned
 - outcomes of attempts to suppress the publication of the text
- Explores broader implications of the influence of this text on society and readers
- Synthesizes information from **at least four** researched sources accurately and integrates them smoothly into an essay that develops and expands on ideas and information from sources
- Attributes authors of all material quoted, paraphrased, or summarized from research with MLA in-text citations and a Works Cited page

Assignment Example 3

Group Project: Examining the Role of the First Amendment in Contemporary Debates

This last project asks you to reflect on how the protections granted through the First Amendment to the U.S. Constitution, originally adopted in 1791, are currently being interpreted and applied to various aspects of contemporary American life. As its language reads:

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Keeping in mind that the authors of the amendment could not have anticipated how culture and technology might evolve over more than two centuries later, I'd like you to work in groups to identify and explore some aspect of contemporary American life that might not otherwise occur were these protections not in place. As our class has primarily focused on censorship, I am most interested in those issues that touch on the freedoms of speech, press, and assembly (religious freedom may be less relevant to our discussions). Your task is as follows: working as a team, find out everything you can about the issue.

Assemble materials that will help us understand:

- 1) what the issue is,
- 2) when it became an issue,
- 3) which groups or individuals are most affected by the issue, and
- 4) why.

Then, I want you to explore together, as a team,

- 5) the various arguments that might be made about whether and how the first amendment should be applied to this issue. All team members need not agree on a shared position regarding the issue, but all members do need to be able to articulate their beliefs.

Possible Topics may include but are not limited to the following debates:

- The activities and demonstrations of the Westboro Baptist Church
- Supreme Court rulings regarding state laws requiring protestors to move 35 feet from abortion clinics
- Suspensions of student groups like the University of Washington's rugby team for posting offensive YouTube videos
- The rights of Texans and other states' citizens to display the Confederate flag on license plates
- The rights of businesses such as Hobby Lobby to refuse to cover expenses for employees' birth control (this one's really about religion, but you get the idea)
- Whether artwork that some classify as hate speech should be allowed to be displayed, particularly on college campuses

Karolides, Bald, and Sova. *120 Banned Books: Censorship Histories of World Literature. Second Edition.*

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The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, Religion, and philosophy) of gender, racial, ethnic and/or linguistic minority groups within the United States.

The course focuses on, works of literature both as art and as cultural artifacts that demonstrate a diversity of experiences and an ongoing dialogue and struggle between the dominant cultural desire to maintain status quo and the desires of culturally diverse writers to describe their experiences and contribute to a more open and tolerant society.

Official course description:

"Censorship and book banning as a method of silencing diverse voices. Critical analysis of banned or challenged literature for children and adults."

Official course competencies:

2. Identify and explain factors that motivate people and organizations to challenge and/or ban books.
4. Explain and exemplify uses of censorship by a dominant culture to suppress minority voices.
5. Read and analyze examples of banned or challenged literature dealing with issues of gender, sexuality, race, ethnicity, religion, and political perspective.
6. Analyze and present results of independent reading of a text chosen from the American Library Association's list of Most Challenged Books.

Official course outline, especially Sections I and II.

Course Syllabus and ToC of the course textbook,