

**FSEM 1111, Section 7**

Fall Quarter, 2011  
 CRN 4316  
 MW 10:00-11:50  
 SH 235

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 SH 387-E

- Week 5**  
 M 10/10 *Reading the Archive: Collection Development at DU*  
**Reading:** Texts TBA  
**Field Trip:** Penrose Library, DU, <http://www.penlib.du.edu/>, Michael Levine-Clark, [michael.levine-clark@du.edu](mailto:michael.levine-clark@du.edu)
- W 10/12  
**Reading:** Texts TBA  
**Field Trip:** Westminster Law Library, DU, <http://law.du.edu/index.php/library>, Stacy Bowers, [sbowers@law.du.edu](mailto:sbowers@law.du.edu)
- Week 6**  
 M 10/17 *Cultural Contexts #1: The USA Patriot Act (HR 3162) & The First Amendment*  
**Writing:** Essay #5 Due  
**Listening:** *Fahrenheit 451*  
**Reading:** The USA Patriot Act (HR 3162), <http://www.epic.org/privacy/terrorism/hr3162.html>; The Campaign for Reader Privacy, <http://www.readerPrivacy.org/>; The Freedom to Read Protection Act (HR 1157), [http://www.fas.org/irp/congress/2003\\_cr/hr1157.html](http://www.fas.org/irp/congress/2003_cr/hr1157.html); Other Texts TBA; Chang; Bradbury & Hamilton  
**Viewing:** *Fahrenheit 9/11*
- W 10/19  
**Writing:** Essay #6 Due  
**Listening:** *Fahrenheit 451*  
**Reading:** The USA Patriot Act (HR 3162), <http://www.epic.org/privacy/terrorism/hr3162.html>; The Campaign for Reader Privacy, <http://www.readerPrivacy.org/>; The Freedom to Read Protection Act (HR 1157), [http://www.fas.org/irp/congress/2003\\_cr/hr1157.html](http://www.fas.org/irp/congress/2003_cr/hr1157.html); Other Texts TBA; Chang; Bradbury & Hamilton  
**Viewing:** *Fahrenheit 9/11*; and *Unconstitutional: The War on Our Civil Liberties*

**Essay #5: Case Studies (Local, National & Global)**

For your next essay, reflect upon your readings from Doyle's *Banned Books Resource Guide* and Karolides's *120 Banned Books*.

- Select three different cases each from Doyle's *Banned Books Resource Guide* and Karolides's *120 Banned Books*: two that deal with local (i.e. Colorado and/or your home state) challenges; two, concerning national challenges; and two more, global challenges.

What have you learned about those local, national, and global challenges against the freedom to read? How and why have those challenges addressed (or ignored) the integrity of the works themselves? Have the publications in question engendered new controversies, or have they highlighted existing, problematic cultural and/or social issues? How so and why?

This essay calls for a synthetic, contextual study. Use evidence (i.e. direct quotation) from all sources and also provide a works cited page (either MLA or Chicago style).

**Length: 1,000 words****Due: Monday, 10/17**