



Banned Lit Club, The Classics Edition

Florida International University | Honors College IDH 3035

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Spring 2023 | Thursdays 10:00 am - 11:15 am | Location: GC 279 B

Course Overview

Book bans are the removal, suppression, or restricted circulation of literary material that are objectionable by standards applied by the censor. The American Library Association (ALA) states many reasons for censorship, including the material containing or being anti-ethnic, cultural sensitivity, racist, sexist, anti-family, containing nudity, offensive language, other "offensive" topics such as abortion, drug/alcohol/smoking, gambling, gangs, violence, suicide, homosexuality, sexually explicit content, political viewpoints, religious viewpoints, occult/Satanism, content unsuited for age group, inaccurate, technical errors, and other objections. In addition, numerous books have been suppressed "because of language, racial characterization, depiction of drug use, social class, sexual orientation of the characters, or other social differences that the challengers viewed as harmful to the readers.

But who are the censors, and what voices are being silenced? If the overall intent of censorship is to act as a "safeguard for society," what and whose norms, systems, and perspectives are the censors trying to protect?

This course will focus primarily on books written in the 20th century that have been frequently challenged or successfully banned but are now considered classics or seminal works. We will explore debates and questions surrounding banned books, such as: what ideas and concepts made the book dangerous? Who did the book threaten, and how? How did this work shape our world today?

Fair warning: this course is on banned books. Someone, at some point, has already found the material objectionable. The readings include passages with vulgar language, descriptions of sex, and depictions of violence. If you do not wish to read or discuss such content, you may want to reconsider selecting this course.

Course Objectives

Global Learning Objectives

- Examine how literature and reading are "political" (influenced by power dynamics) through discussions of a contested text
- Consider reading as a social process and the implications of such a model of reading.
- Explore the importance of "story" to human identity and agency.
- Consider institutional pressures on what is read and how we read.
- Students will investigate why books are banned, what the challenges are, and how they relate to, and reflect upon, society.

- Analyze the implications banned books have made on education and literary value.

Textbook and Course Materials

This course will require you to read four books from the list provided in your Canvas course.

Expectations of this Course

This is a hybrid course, which means most of the coursework will be conducted online. Therefore, expectations for performance in a hybrid course are the same as for a traditional course. In fact, hybrid courses require self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students.

Students are expected to:

- **review the getting started page** located in the course modules;
- **review** and follow the course calendar and weekly outlines;
- **log in** to the course **1/2 times** per week;
- **respond to emails** within **2 days**;
- **submit** assignments by the corresponding deadline.

The instructor will:

- log in to the course **4 times a week**
- respond to **emails** within **48 hours**;
- grade assignments within **5 days** of the assignment deadline.

Course Communication

Communication in this course will take place via the Canvas Inbox. Check out the [Canvas Conversations Tutorial \(https://vimeo.com/canvaslms/212en\)](https://vimeo.com/canvaslms/212en) or [Canvas Guide \(https://community.canvaslms.com/docs/DOC-10574-4212710325\)](https://community.canvaslms.com/docs/DOC-10574-4212710325) to learn how to communicate with your instructor and peers using Announcements, Discussions, and the Inbox.

Our Learning Community Rules

In this class, we will learn together as members of a learning community. To ensure our community develops, thrives, and sustains, the following ground rules should be observed.

As a member of our learning community, we agree too:

1. **Respect one another & keep an open mind.** Our beliefs, values, and ideas may differ because we draw from different life experiences. We will discuss, question, and challenge ideas in this class, but we need to be careful not to attack individuals and create an unsafe and unproductive space. We challenge ideas, not individuals.
2. **Challenge our own beliefs, values, and ideas.** We need to be open to challenging our own prejudices, assumptions, and interpretations. We also need to expect to discuss things we often do not discuss in public but still feel strongly about it. It is okay to feel uncomfortable!
3. **Allow others to change their minds.** In the give-and-take of collaborative learning, we are open to learning from our peers' knowledge and experiences. We also allow others a safe environment to consider new

possibilities, learn, and grow.

4. **Be mindful of how we communicate our ideas.** Understand that communications shared through text have a higher likelihood of being misinterpreted than the spoken word. Therefore, when you type a thought or a comment, please read it carefully before submitting it. If you question the way it is worded, read it out loud to yourself. If you still question the way it's phrased, rewrite it.
5. **Contribute regularly to the conversation** to ensure other members of the community have ample opportunity to read/listen, reflect, and respond to your ideas—the contributions of each individual play a role in the collective strength and diversity of our community.

By participating in our community, you agree to be familiar with and abide by these ground rules. If, at any time, you feel that any of these ground rules have been violated by a member of our community, I encouraged you to bring your concern directly and immediately to me.

**The learning community ground rules are adapted from Michelle Pacansky-Brock's Digital Citizenship Community Ground Rules*

Deliverables

Entry Tickets- Attendance & Participation

A primary learning method in this course is based on reflective analysis of the course content (readings, films, and class discussion). This learning method requires active participation in discussions so that ideas and beliefs can be shared, supported, possibly challenged, and even reconstructed based on new ideas and insights. Simply attending class without contributing to the discussion is not really “attending” class. You must be present to participate in this course thoroughly.

I count attendance in my class through Entry Tickets. Specific Instructions on Entry Tickets can be found on your Canvas Course site. Each Entry ticket will earn you two points toward your final grade. Missing more than one class will cause your Attendance and Participation grade to suffer.

Book Study/ Reflection Papers

You will complete four 3-4 page papers on the four books we experience as a class. Specific instructions for each submission can be found on your Canvas Course site.

Grading

Assignment Grading Breakdown

Requirements	#of Items	Points for Each	Total Points Available	Weight
Entry Ticket (Attendance)	10	2	20	20%
Book Study/ Reflection Papers	4	10	40	80%
Total	14	N/A	60	100%

Grading Scale

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Letter	Range
A	100% - 93%
A-	92.99% - 90%
B+	89.99% - 87.00%
B	86.99% - 83.00%
B-	82.99% - 80.00%
C+	79.99% - 77.00%
C	76.99% - 70.00%
D	69.99% - 65.00%
F	64.99% - 00.00

Honors College Policies and Requirements

Religious Observances

Every effort will be made, where feasible and practical, to accommodate students whose religious practices coincide with class requirements or schedules. Please make sure to notify your instructor at the beginning of the semester of which dates you will be absent or any anticipated problems with completing course work.

Physical, Mental, and Sensory Challenges

The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive, and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the DRC at 305-348-3532 (MMC) or at 305-919-5345 (BBC) to schedule an appointment. You can also visit them in person in GC 190 at MMC or in WUC 131 at BBC campus.

Honors College Policies and Requirements

Academic Misconduct Procedures and Policies

In The Honors College, the term “honor” refers both to academic accomplishment and character. Students in Honors should therefore adhere to and be held to the highest standards of personal academic accountability. Academic dishonesty in any form, including plagiarism, is antithetical to the very definition of being an Honors student at FIU. Consequently, an Honors College student found responsible for academic misconduct will be dismissed from the College.

An Honors faculty member may bring charges of academic misconduct against an Honors student if the faculty member suspects plagiarism or other forms of academic misconduct. The faculty member will decide whether to pursue informal resolution, file formal resolution charges, or take no further action and will follow the procedures outlined in the Academic Misconduct Procedures available at <https://studentaffairs.fiu.edu/get-support/student-conduct-and-academic-integrity/academic-integrity/index.php> (<https://studentaffairs.fiu.edu/get-support/student-conduct-and-academic-integrity/academic-integrity/index.php>). Please refer to the following documents for additional information:

FIU Student Handbook: <https://studentaffairs.fiu.edu/about/student-handbook/index.php>
(<https://studentaffairs.fiu.edu/about/student-handbook/index.php>)

Student Portfolios

The Honors College will be using a portfolio method to assess students' learning outcomes. The portfolio allows for maximum flexibility in gauging student learning. Students decide (with instructor consultation) what "artifacts" or assignments to include for consideration in their portfolios to demonstrate successful achievement of each of five key student learning outcomes over the 4-year Honors experience. Portfolios provide a rich context for students to show what they have learned and to explain their learning process. Because the Honors curriculum is meant to be thought-provoking and reflective, student self-assessment through portfolios will facilitate learning and provide an in-depth assessment. Each Honors College course includes at least one assignment that could potentially fit portfolio requirements. <http://honors.fiu.edu/current-students/portfolio/> (<http://honors.fiu.edu/current-students/portfolio/>)

Honors Engagement

Requirements Honors College students are required to accumulate at least 20 engagement points each academic year (Fall and Spring) by attending Honors College activities. Students attending only one semester (Fall or Spring) are required to accumulate 10 engagement points. Each activity has a point value. Students may select which events and activities they want to attend. The new system is designed to be more flexible for students, offering events on various days and times (including some weekend events) and allowing for a variety of ways to meet the requirements. Please plan accordingly. <http://honors.fiu.edu/current-students/citizenship/>
(<http://honors.fiu.edu/current-%20students/citizenship/>)

Community Service

Honors College students must also complete 20 volunteer service hours. These hours DO NOT count toward the 20 engagement points discussed above. <http://honors.fiu.edu/current-students/community-service/>
(<http://honors.fiu.edu/current-students/community-service/>)

Honors Education in the Arts (HEARTS)

The HEARTS program is designed to give Honors College students opportunities to "explore and appreciate different artistic and cultural traditions and modes of artistic expression. HEARTS will also serve as a clearinghouse (and curatorial framework) for our students to experience the arts on campus and in the community by providing them with information about cultural activities and access to performances with free or discounted tickets.

<http://honors.fiu.edu/current-students/hearts/> (<http://honors.fiu.edu/current-students/hearts/>)

Resources:

Panthers Care & Counseling & Psychological Services

If you are looking for help for yourself or a fellow classmate, Panthers Care encourages you to express any concerns you may come across as it relates to any personal behavior concerns or worries you have, for the classmate's well-being or yours; you are encouraged to share your concerns with FIU's Panthers Care website.

Counseling and Psychological Services (CAPS) offers free and confidential help for anxiety, depression, stress, and other concerns that life brings. Learn more about CAPS at caps.fiu.edu. Professional counselors are available for same-day appointments. Don't wait to call 305-348-2277 to set up a time to talk or visit the online self-help portal.