

Undervisningsplan (JOUR4330 – Spring 2015)

January 20: *Freedom of Expression in a principled perspective – An Introduction*
Reading - *The Report of the Freedom of Expression Commission* (UNESCO, PDF)

January 23: Reading - Warburton, *Free Speech: A Very Short Introduction*.
Individuals / groups will choose one chapter (ca. 20 pages) and provide a summary in class.
The summary should highlight key points and arguments; include the individual / group reflections and responses; and conclude with 2-3 key questions for class discussion.

February 3: Free Speech Debates: A web based approach

Exercise / preparation.

1. Go to <http://freespeechdebate.com/en/> and begin by reviewing the ten principles listed there. Consider: which of these would you endorse? Which of these might you qualify, or perhaps reject? And: what additional principles, if any, might you suggest?
2. Review the list of case-studies provided under freespeechdebate.com/en/casestudies/. Pick one that seems especially interesting and relevant from your perspective.
Be prepared to introduce the case during class discussion, meaning, be ready to offer:
a summary of the elements of the case;
an identification of the most important freedom of expression principles that are at work in this case – specifically, what details of the case implicate or invoke these principles?
and: what is your considered view as to how the case should be resolved?
(This means you will need to be ready to offer one or more *arguments* in support of your view, and/or one or more *critiques* of alternative views.)

Feb. 10, 24, 27: *A History of Freedom of Expression*.

February 10: Continuation of in-class presentations of cases from

freespeechdebate.com/en/casestudies/.

(those who didn't present their case on Tuesday, Feb. 3 – please be prepared to do so)

Reading - Winston, *a right to offend*. [see “Winston 2012 - selections.pdf”]

Part One: Prosecution (pp. 1-31)

4.1 *Defence of the Seven Sacraments against Martin Luther* (1521): For a right of conscience and a right to publish (pp. 36-45)

Please also look over the table of contents, pp. ix ff. Eventually, I will ask either individuals or groups to choose one case and its defense (Part II, Sections One, Two, and Three), and then offer a summary for in-class presentation. The summary should highlight key points and arguments; include the individual / group reflections and responses; and conclude with 2-3 key questions for class discussion. These will be given on March 24.

February 24: Reading - Zeno-Zencovich, *Freedom of Expression*, Chs. 1, 2, 3

February 27: Reading - Zeno-Zencovich, *Freedom of Expression*, Chs. 4 – 7

March 3, 6: *Legal issues*.

March 3: Reading – [to be announced and distributed on Fronter] U.S.-based legal cases – Communications Decency Act (CDA-1996); The Child Online Protection Act (COPA-1998)

March 6: Reading – Kierulf and Rønning, pp. 53 – 93.

March 10: *Freedom of Expression in Relation to Other Human and Civil Rights*

Reading: Kierulf and Rønning: p. 9 – 49 (Introduction, Philosophy)

March 13, 17: *Freedom of Expression and Different Media*

March 13: Reading – [to be announced and distributed on Fronter] U.S.-based legal cases – Children's Internet Protection Act (CIPA – 2000); The Stop Online Piracy Act (SOPA-2011); PROTECT Intellectual Property Act (PIPA-2011)

March 17: Reading – European perspectives: Zeno-Zencovich, Chs. 8, 9, 10, 11

March 24: *Cultural Wars*.

Reading: Kierulf and Rønning p. 105 – 151

March 27: *Case-studies*

Reading: Winston – selections (see instructions for **February 10**, above)

+ case-study development using <<http://freespeechdebate.com/en/casestudies/>> as a guide.

As you present your case study chosen from Winston, see how far you can follow the structure of those presented online (including the one that you chose originally to examine – whether on the website or not, i.e., the case regarding the Oslo teacher affiliated with Pegida).

Ultimately, we may choose to offer one or more such case studies as contributions to the freespeechdebate website.

April 10: Closing discussion, course evaluation