



CIEE Global Institute – Copenhagen

Course name:	Free Speech in Denmark
Course number:	JOUR 3101 CPDK
Programs offering course:	Copenhagen Open Campus
Language of instruction:	English
U.S. semester credits:	3
Contact hours:	45
Term:	Spring 2019

Course Description

The right to express yourself freely in writing and speech is one of the fundamentals of democracy. Students will study the history and fundamentals of democracy, and how free speech is understood and used in politics, media by comparing how freedom of free speech is interoperated through time and between countries (Scandinavia and other parts of the world), and what are the legal boundaries. Students will analyze the use of free speech in topics such as religions, politics, gender and race, immigration and other contemporary issues.

Students will examine the right of free speech in a multicultural society.

Learning Objectives

By completing this course, students will:

- Introduced to the history of freedom of speech in Denmark and compare it to the rest of the world.
- Learn terms and concepts to study the difference on how democracies treat free speech, where the boundaries are and how and why violators are being prosecuted
- Understand the link between democracy and the right to free speech.
- Develop the ability to integrate professional terms and concepts in debates and assessment of freedom of speech and argue an consistent and logic manner.

Course Prerequisites

None.

Methods of Instruction

Learning will involve in-class exercises, active reflection, discussions (LOTS!), readings, short lectures, and out-of-class activities that help you engage in both your own local culture on a deeper level as well as having an understanding of what is going in democracies around the world.

Assessment and Final Grade

1. Short Essays (2 papers) 20%



2. Mid-term Exam	20%
3. Debate	20 %
4. Final Paper	20%
5. Class Participation:	20%

Course Requirements

Short Essays

Short essays or learning blogs are 750-1500 words in length and engage with examples of contested examples of 'free speech', one of which must be the infamous drawings. More detailed instructions will be given in advance of each assignment. Each paper is individual and must include at least 2 scholarly sources.

Mid Term Exam

Students will answer one long essay question and three short essay questions on topics covered in class.

Debate

In-class debate: topics to be assigned in class with time for preparation, but will centre on the defense / critique of free speech through particular examples. Students will be graded on critical analysis of topic and participation.

Final Paper

The final paper is an individual 1500-3000 words long assignment. This paper must be an in-depth analysis of one of the topics discussed in class and include and discuss at least 5 scholarly sources. The paper will be graded according to the ability of the student to develop a coherent and critical argument addressing the essay question, whilst demonstrating comprehensive understanding of the readings from the course.

Participation

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.



Attendance Policy

Regular class attendance is required throughout the program, and all unexcused absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, unexcused absences that constitute more than 10% of the total course will result in a written warning.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent. Attendance policies also apply to any required co-curricular class excursion or event, as well as to Internship, Service Learning, or required field placement. Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Unexcused absences will lead to the following penalties:

<i>Percentage of Total Course Hours Missed</i>	<i>Equivalent Number of Open Campus Semester classes</i>	<i>Minimum Penalty</i>
Up to 10%	1 content classes, or up to 2 language classes	Participation graded as per class requirements
10 – 20%	2 content classes, or 3-4 language classes	Participation graded as per class requirements; written warning
More than 20%	3 content classes, or 5 language classes	Automatic course failure , and possible expulsion



Weekly Schedule

NOTE: the following schedule is subject to change at the discretion of the instructor to take

advantage of current experiential learning opportunities.

Week 1 Orientation

Class 1:1 The cartoons that set the Islamic world on fire.

The drawings of the Islamic prophet Mohammed in a Danish newspaper started an avalanche that eventually led to the attempted assassination of particularly one of the cartoonists, and a series of attacks on Danish embassies. The event was not isolated from political agenda in Denmark and internationally, e.g. a group of Danish imams did travelling through the Muslim world and encouraging rage against Denmark and was also used domestically in Denmark.

Rose, Flemming: The tyranny of Silence p 45-120 & p 207-217

Reuters, New York Times, Russia Today, Daily Mail and The Independent all has the story, but access is restricted to subscribers.

A copy of the drawings

http://pure.diis.dk/ws/files/61265/R08_6_Freedom_of_Speech_Political_Symbolism_of_the_Muhammad_Drawings.pdf

Week 2

Class 2:1 History of Freedom of Speech

Freedom of Speech has historical precedents which echo into our contemporary times. In this class we shall look back and review an overview of contemporary issues and their historical contexts.

There has been numerous examples in the literature that e.g. characters which was acceptable in one point of history is looked upon differently later- especially when it comes to children's books. But what happens when you take out anything that might be offensive in your favourite novel?

Readings:

Powers, Elizabeth, 2011, Introduction: Freedom of Speech, p. IX-XXIV, in Freedom of Speech: The History of an idea

Israel, Jonathan I. Libertas Philosphandi in the 18th Century



<http://thefederalist.com/2014/05/27/9-trigger-warnings-for-hamlet/>

Homework for in-class discussion: Try cleaning your favorite novel or short story for anything offensive. Does it get better or worse?

Homework for in-class discussion: Scan international online media for offensive stories.

Class 2:2 “Have I offended someone?”

We will get a hold on if free speech is the same as the right to offend other peoples religious or other feelings through for instance satire. This class will also explore and evaluate the concept of Trigger warnings? What's the problem with trigger warnings - if any? Are there TW's at your college?

Readings:

<https://www.nytimes.com/2016/09/11/opinion/trigger-warnings-safe-spaces-and-free-speech-too.html?mcubz=3>

<http://www.abc.net.au/news/2017-03-28/monash-university-adopts-trigger-warning-policy/8390264>

Erik Bleich, 2011, The Freedom to be a Racist? How the United States Europe Struggle to Preserve Freedom and Combat Racism, Read: Part One: Freedom of Expression

Copies of the French satire magazine Charlie Hebdo, and ww2 comics (provided in class).

First Short Essay Due

Week 3

Class 3:1 Enlightenment and Expression

In evaluating the rights and responsibilities surrounding Freedom of Speech, this class examines the discourses, both historical and contemporary, surrounding Freedom of Speech, with particular focus on Scandinavia.

Van Eijnatten, Joris, 2011, In Praise of Moderate Enlightenment, p. 1-19, in Freedom of Speech: The History of an idea

Christian Laursen, John, 2011, Cynicism as an Ideology Behind Freedom of Expression in Denmark-Norway, p. 45-60, in Freedom of Speech: The History of an idea

Rosenblatt, Helena. Rousseau, 2011, Constant, and the Emergence of the Modern Notion of Freedom of Speech, p. 133-164, in Freedom of Speech: The History of an idea

Class 3:2 Mid-term Exam

Mid-term Exam due

Week 4

Class 4:1 Call to action!

Is there a contradiction between tolerance and peaceful coexistence and freedom of speech? Does protection of human rights require the restriction rather than the protection of freedom of speech, and what is the consequences if we restrict freedom of speech? We will visit Jacob Mchangama at the Danish think tank Justitia.

<http://www.nationalreview.com/article/243451/censorship-tolerance-jacob-mchangama>

Class 4:2 Censorship on the internet - Keeping a leash on the sewer.

There are countless examples of online debate about race, religion and gender which has become one-sided, aggressive and intimidatory. The Danish newspaper Ekstra Bladet has the most radical on-line debate forum called Nationen (The Nation). It's known for hosting some of the most loudmouthed discussions but how do they monitor the discussion and what could be a reason to ban a person from the forum or maybe even get in contact with the Police? We'll meet their editor Thomas Haarder and we'll meet up with Kurt Westh Nielsen, Head of Communications in the Danish Union of IT-professionals.

Debate Due

Reading:

HATE SPEECH IN THE PUBLIC ONLINE DEBATE, 2017, Report, Danish Institute for Human Rights

https://www.humanrights.dk/sites/humanrights.dk/files/media/dokumenter/udgivelser/equal_treatment_2017/hate_speech_in_the_public_online_debate_eng_2017.pdf

Additional reading:

STARTING POINTS FOR COMBATING HATE SPEECH ONLINE

Three studies about online hate speech and ways to address it, Council of Europe, October 2014
<https://edoc.coe.int/en/human-rights-education/6478-starting-points-for-combating-hate-speech-online.html>

Week 5

Class 5:1 Is that offensive? Developing filters

Workshop: You'll prepare an online survey on the news stories that you found to be offensive and mail it to a not yet specified variety of people. You will focus on a limited amount of stories that we'll pick from the hopefully numerous stories that you come up with. How do we filter who we mail the survey to - how do we avoid being biased ourselves? How can we write questions in a way so that people that would like a trigger warning, will actually take the survey anyway? The actual survey will be finished and mailed to our target group.

The result will be presented later as two news stories: A censored and a non-censored one

Class 5:2 Whistleblowing in Denmark and internationally

Do some people have a lesser right to free speech than others? Is that just a good thing or just a bad thing, or is it a mere necessity? Who decides?

The municipality of Copenhagen has had a system that allows or maybe even encourages whistle blowing since 2012. Within the first two years the whistles were blown 84 times, and out of the 84 cases two thirds were not only bad behaviour or policies but directly illegal. What are the guidelines on whistleblowing in the largest kommune in Denmark? We'll meet Susan Hedlund, chairman on the Citizens Council in Copenhagen, and Frank Grevil on his Snowden-like case.

Reading

Thüsing, G., Forst, G., 2016, Whistleblowing Around the World: A Comparative Analysis of Whistleblowing in 23 Countries, in Whistleblowing - A Comparative Study, (p. 3-30)

http://europa.eu/rapid/press-release_IP-18-3441_en.htm

Second Short Paper due

Week 6

Class 6:1 Censorship Review



What's the status of censorship, freedom of speech and democracy around the Globe and in the US? Where is it moving to, and can we possibly predict what will be happening over the next 20 years?

Reading: It is not just Trump: US media freedom fraying at the edge, special report from XIndex, 2017

<https://www.indexoncensorship.org/wp-content/uploads/2017/04/US-Report-Web-Final-27-April-2017-1.pdf>

Sutter Fichtner, Paula. Print versus Speech

Smith, Douglas. Alexander Radishchev's Journey from St Petersburg to Moscow and the Limits of Freedom of Speech in the Reign of Catherine the Great.

Fernandez Sebastián, Javier. The Crisis of the Hispanic World

Class 6:2 Make yourself heard! Class Review.

What will you root for when you get home - what did you learn - did you change your mind?

Morrissey, Lee. Toward an Archaeology of the First Amendment's Free Speech Protections

Final Paper Due

Reading:

Coleman, Phil: EDWARD SNOWDEN: America's Whistleblower - Sinner or Saint?

Coetzee, J. M: Giving Offense: Essays on Censorship

Christian Laursen, John. Cynicism as an Ideology Behind Freedom of Expression in Denmark-Norway. In, Powers, Elizabeth (editor). 2011. Freedom of Speech: The History of an Idea. Bucknell University Press : Plymouth.

Fernandez Sebastián, Javier. The Crisis of the Hispanic World. In, Powers, Elizabeth (editor). 2011. Freedom of Speech: The History of an Idea. Bucknell University Press : Plymouth.

Israel, Jonathan I. Libertas Philosophandi in the 18th Century. In, Powers, Elizabeth (editor). 2011. Freedom of Speech: The History of an Idea. Bucknell University Press : Plymouth.

Morrissey, Lee. Toward an Archaeology of the First Amendment's Free Speech Protections
Van Eijnatten, Joris. In Praise of Moderate Enlightenment. In, Powers, Elizabeth (editor). 2011. Freedom of Speech: The History of an Idea. Bucknell University Press : Plymouth.

Petley, Julian: Censorship – a beginner's guide

Powers, Elizabeth. Introduction: Freedom of Speech. In, Powers, Elizabeth (editor). 2011. Freedom of Speech: The History of an Idea. Bucknell University Press : Plymouth.



Rose, Flemming: The tyranny of Silence p 45-120 & p 207-217

Rosenblatt, Helena. Rousseau, Constant, and the Emergence of the Modern Notion of Freedom of Speech. In, Powers, Elizabeth (editor). 2011. Freedom of Speech: The History of an Idea. Bucknell University Press : Plymouth.

Shipler, David K.:Freedom of Speech: Mightier Than the Sword

Thüsing, G., Forst, G., 2016, Whistleblowing Around the World: A Comparative Analysis of Whistleblowing in 23 Countries, in Whistleblowing - A Comparative Study, in Ius Comparatum - Global Studies in Comparative Law

Smith, Douglas. Alexander Radishchev's Journey from St Petersburg to Moscow and the Limits of Freedom of Speech in the Reign of Catherine the Great. In, Powers, Elizabeth (editor). 2011. Freedom of Speech: The History of an Idea. Bucknell University Press : Plymouth.

Snowden, Edward: Everything You Know about the Constitution is Wrong

Sutter Fichtner, Paula. Print versus Speech. In, Powers, Elizabeth (editor). 2011. Freedom of Speech: The History of an Idea. Bucknell University Press : Plymouth.

<http://www.nationalreview.com/article/243451/censorship-tolerance-jacob-mchangama>

<https://www.nytimes.com/2016/09/11/opinion/trigger-warnings-safe-spaces-and-free-speech-too.html?mcubz=3>

<http://www.abc.net.au/news/2017-03-28/monash-university-adopts-trigger-warning-policy/8390264>

<https://www.indexoncensorship.org/wp-content/uploads/2017/04/US-Report-Web-Final-27-April-2017-1.pdf>

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