**CENSORSHIP RESEARCH PAPER**

Name: Block:

Ms. Marciano DUE:



“After all, a computer is a book and a long-playing record is a book-they just have different shapes.” Ray Bradbury

**Purpose:** Ray Bradbury’s novel ***Fahrenheit 451*** provides a realistic and somewhat frightening depiction of life in the future where censorship has been taken to the extreme. By conducting research on your own, you will consider whether some of Bradbury’s predictions about the future have come true.

**Guiding Questions:** Your research paper about censorship should explore one of the following questions or you are encouraged to come up with your own idea (subject to teacher approval).

1. **The History of Censorship (550 BC to 1950s):** What has society learned from the history of censorship and how might this influence censorship in the future?
2. **Present-Day Censorship in America (Media: Radio, TV, Film, Art):** Is some form of government censorship necessary to protect society, or should freedom of speech be absolute?

3. **Present-Day in Censorship in America (Music):** Considering the profound and even revolutionary role music has played in society, what is the danger of imposing restrictions on music lyrics that are considered controversial or offensive?

4. **Present-Day Censorship in America (The Internet):** How will society change (positively and/or negatively) if Internet restrictions increase in the future?

5. **Censorship Elsewhere in the World:** Why have foreign governments gone to such extremes to censor the works of a few prominent authors? What are they afraid of?

6. **Book Burning and Book Banning:** What would society lose if the most frequently targeted books for censorship were burned, banned, or altered so they no longer offend people?

7. **First** **Amendment:** What effect does censorship have on an individual’s right of religion, ideas and expression?

**Research Requirements:** After conducting thorough research about your topic (by finding a minimum of 3-5 sources), you should have enough evidence to answer your guiding questions. This answer (stated in 1 sentence) will become the thesis statement of your paper. The evidence you discover through your research process will become the support for your thesis.

**Paper Requirements:** Each of the following deliverables will be required leading up to and including the final draft of your paper:

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| --- | --- | --- |
| DELIVERABLE | POINTS | DUE DATE |
| 1. Thesis Statement | 5 pts. |  |
| 2. Source Cards (Minimum of 3-5 Sources) | 5 pts. |  |
| 3. Note Cards Based on Research (3 points per source) | 15 pts. |  |
| 4. A Detailed Outline | 10 pts. |  |
| 5. Rough Draft with Parenthetical Documentation & Works Cited | 15 pts. |  |
| 6. Final Draft in MLA Format (Minimum of 2-3 Pages in Length; 5 paragraphs) | 50 pts. |  |
| TOTAL | **100 pts.** |  |

**MLA Format Requirements:** Perfect your current knowledge of MLA format including parenthetical documentation and creating a works cited document. Use the following online resources to help you:

Works Cited Information: <http://www.citationmachine.net/mla>

**RESEARCH TOPICS**

1. ***The History of Censorship (550 BS to 1950s)*-** Research the history of censorship including key figures William Tyndale, John Peter Zenger, Thomas Bowdler, Joseph McCarthy. Adolf Hitler, and Joseph Stalin and others to determine the roots, motivation, reasons, and dangers of censorship in our past and how this may have influenced censorship in our present-day society.
2. ***Present-Day Censorship in America (Media: Radio, TV, Film, Art)***- Examine present-day censorship of the media in America, considering both direct media (radio, tv, and film) and indirect forms such as art. Investigate the authorities that control or regulate these media such as the Federal Communications Commission or the National Endowment of the Arts, and their policies on ratings and censorship. Also consider the development of technologies such as the V-chip to allow parents to regulate what their children are able to watch.
3. ***Present-Day Censorship in America (Music)***- Consider the implications of Bradbury’s statement that “ a long-playing record is a book.” Look at the most frequently attacked music and why it is attacked as well as the music industry’s efforts to self-regulate. Discuss the role of the legal system in censorship and regulation of music including the issues raised in the “Rapping Nasty” article.
4. ***Present-Day Censorship in America (The Internet)***- The Internet remains to be the fastest growing and most accessible arena for individuals and groups to exercise free speech and publish their ideas to a mass audience. While the Internet today remains largely unregulated, that may change in the future. Investigate the government’s recent discussions about the need to regulate the Internet. Consider what forms of Internet censorship already occur and why. Like Bradbury does in ***Fahrenheit 451***, predict how you think the Internet will be used and regulated in the future.
5. ***Censorship Elsewhere in the World***- Examine censorship in other parts of the world where the consequences have been even more severe than in America including the possibility of death and/or imprisonment for authors. Investigate some of the authors who have been or still are targets of censorship in their countries including James Joyce, Federico Garcia Lorca, Alexander Solzhenitsyn, Nadine Gordimer, and Salman Rushdie. Consider what topics they wrote about and what they were willing to endure in order to see their works published.
6. ***Book Burning and Book Banning***- Research the history of book burning. In the United States, few books are burned anymore, but they continue to be banned. Investigate how and why books continue to be banned and how this is possible given the First Amendment right to free speech. Find out about the most frequently targeted books for banning as well as particular authors who have been singled out such as Kurt Vonnegut, Jr., J.D. Salinger, Mark Twain, Judy Blume, Stephen King, or J.K. Rowling. Consider the harm done through the censorship of important works such *The Diary of Anne Frank* and others.

**PLACES TO START YOUR RESEARCH ONLINE**

***The History of Censorship (550 BC to 1950s)***

History (500 to 1950s):

 Encyclopedia: <http://www.infoplease.com/ce6.society/A0857225.html>

 Timeline: <http://www.tabula-rasa.info/DarkAges/CensorshipTimeline.html>

William Tyndale: <http://www.bbc.co.uk/history/people/william_tyndale>

John Peter Zenger: <http://earlyamerica.com/earlyamerica/bookmarks/zenger/>

Thomas Bowdler: <http://www.britannica.com/EBchecked/topic/76108/Thomas-Bowdler>

Hitler’s Book Burning: <http://www.historyplace.com/worldwar2/triumph/tr-bookburn.htm>

Nazi’s & Art: <http://fcit.coedu.usf.edu/holocaust/arts/artDegen.htm>

## Present-Day Censorship in America (The Media: Radio, Film, TV)

Present-Day (1960-2002) Timeline:

 <http://www.tabula-rasa.info/DarkAges/CensorshipTimeline.html>

FCC & Radio Shock Jocks: <http://www.fcc.gov/cgb/consumerfacts/radiocallin.html>

Film: <http://www.informationclearinghouse.info/article1819.htm>

Film Censorship (New York State): <http://www.archives.nysed.gov/a/research/res_topics_film_censor.shtml>

History of Film Censorship: <http://ncac.org/resource/a-brief-history-of-film-censorship/>

***Present-Day Censorship in America (Music)***

History of Banned Music: <http://www.lehigh.edu/~infirst/musiccensorship.html>

CD-Warning Labels: <http://www.npr.org/blogs/therecord/2010/10/29/130905176/you-ask-we-answer-parental-advisory---why-when-how>

Famous Artists by Decade: <http://tsort.info/music/faq_decade_artists.htm>

 The Beatles, Rolling Stones, 2Live Crew, Nirvana, Marilyn Manson, Eminem, etc.

Music artists: <http://www.nytimes.com/2008/06/22/arts/music/22play.html?_r=0>

Parent Music Resource Center: <https://www.youtube.com/watch?v=1f3x5lbj-7g>

Music Censorship: <http://deflem.blogspot.com/1993/08/rap-rock-and-censorship-1993.html>

***Present-Day Censorship in America (The Internet)***

FAQs About Internet Censorship: <http://www.debate.org/internet-censorship/>

Internet Censorship: <http://www.epic.org/free_speech/censorship/>

Legal Challenge to Internet Censorship: <http://www.epic.org/free_speech/censorship/lawsuit/>

The Use of Internet Filters at Schools (by state): <http://www.ncsl.org/research/telecommunications-and-information-technology/state-internet-filtering-laws.aspx>

Fahrenheit 451.2: Is Cyberspace Burning? : <https://www.aclu.org/technology-and-liberty/fahrenheit-4512-cyberspace-burning>

## Censorship Elsewhere in the World

History:

 Encyclopedia: <http://www.infoplease.com/ce6/society/A0857226.html>

 Timeline: <http://tabula-rasa.info/DarkAges/CensorshipTimeline.html>

Internet Censorship on a Global Scale: <https://sites.google.com/site/internetandthefirstamendment/issues-of-free-speech-on-the-internet>

Authors:

 James Joyce: <http://classiclit.about.com/od/bannedliteratur1/a/aa_ulysses.htm>

 Federico Garcia Lorca: <http://users.ipfw.edu/jehle/deisenbe/encyclopedia/Lorca.pdf>

 Alexander Solzhenitsyn: <http://www.nndb.com/people/246/000027165/>

 Nadine Gordimer: <http://www.nobelprize.org/nobel_prizes/literature/laureates/1991/gordimer-article.html>

Salman Rushdie: <http://www.vanityfair.com/culture/2014/05/salman-rushdie-ian-mcwean-martin-amis-satanic-verses-fatwa>

## Book Burning vs. Book Banning

History of Book Burning: <http://www.ushmm.org/wlc/en/article.php?ModuleId=10005852>

History of Book Banning: <http://www.ala.org/bbooks/about>

Classic Literature:

 Kurt Vonnegut, Jr., J.D. Salinger, Mark Twain, *The Diary of Anne Frank*

Popular Authors that are Banned: <http://www.bannedbooksweek.org/censorship/bannedbooksthatshapedamerica>

Banned Books Week: <https://www.aclu.org/blog/free-speech/banned-books-week-struggle-against-censorship-continues>

***Freedoms (First Amendment)***

First Amendment Rights: <http://www.ala.org/advocacy/intfreedom/censorshipfirstamendmentissues/firstamendment>

Freedom to Read: <http://www.ala.org/advocacy/intfreedom/statementspols/freedomreadstatement>

Freedom of Speech: <https://sites.google.com/site/internetandthefirstamendment/history-of-freedom-of-speech>

Internet and the 1st Amendment: <https://sites.google.com/site/internetandthefirstamendment/history-of-speech-on-the-internet>

Music and the 1st Amendment: <http://stevejones.me/pubs/1991/BannedUSA.pdf>

Art and the 1st Amendment: <http://www.jstor.org/discover/10.2307/777210?uid=3739576&uid=2134&uid=2129&uid=2484607347&uid=2484607337&uid=2&uid=70&uid=3&uid=3739256&uid=60&sid=21104823694197>

***Pros and Cons of Censorship***

<http://apecsec.org/pros-and-cons-of-censorship/>

<http://www.buzzle.com/articles/pros-and-cons-of-censorship.html>

<https://www.waterloo.k12.ia.us/schoolsites/thespectator/censorship-does-both-harm-good>

**Standards for Evaluation of a Research Paper**

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| --- | --- | --- |
| **Score of 6**(100-95) | **Score of 5**(94-88) | **Score of 4**(87-80) |
| A research paper in this category is outstanding, demonstrating clear and consistent mastery, although it may have a few minor errors. | A research paper in this category is effective, demonstrating reasonably, consistent mastery, although it may have occasional errors or lapses in quality. | A research paper in this category is competent, demonstrating adequate mastery, although it will have lapses in quality. |
| * Effectively and **insightfully** develops a **point of view**, shows outstanding **critical thinking**, and uses clearly appropriate examples.
 | * Effectively develops a point of view on the issue, shows strong critical thinking, and generally uses appropriate examples.
 | * Develops a point of view on the issue and demonstrates competent critical thinking, using adequate examples.
 |
| * Has a strong, specific and insightful thesis statement that is clearly **focused** and **supported**.
 | * Has a strong and specific thesis statement that is clearly focused and supported.
 | * Has a specific thesis statement that is generally focused and supported.
 |
| * Exhibits skillful use of language, using **varied**, **accurate**, **accelerated** vocabulary, and meaningful variety in sentence structure.
 | * Exhibits facility in the use of language, using appropriate word choice, and variety in sentence structure.
 | * Exhibits adequate but inconsistent use of language, using a generally appropriate vocabulary, and has some variety in sentence structure.
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| * Gives credit for ideas and statements of others, and generally uses all MLA guidelines.
 | * Gives credit for ideas and statements of others, and uses most MLA guidelines.
 | * Gives credit for most ideas and statements of others, and uses some MLA guidelines.
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| * MLA formatted works cited page accompanies paper and is generally free of errors.
 | * MLA formatted works cited page accompanies paper with minor errors in MLA guidelines.
 | * MLA formatted works cited page accompanies paper with some errors in MLA guidelines.
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| **Score of 3**(79-70) | **Score of 2**(69-60) | **Score of 1**(59-0) |
| A research paper in this category is inadequate, but demonstrates **developing** master, and is marked by ONE or MORE of the following weaknesses: | A research paper in this category is seriously **limited**, demonstrating **little** mastery, and is flawed by one or MORE of the following weaknesses: | A research paper in this category is **fundamentally** lacking, demonstrating little or no mastery, and is **severely** flawed by ONE or MORE of the following weaknesses: |
| * Develops a point of view on the issue, demonstrating some critical thinking, but may do so **inconsistently** or use **inadequate** examples.
 | * Develops a point of view on the issue that is **vague** or seriously limited, demonstrating weak critical thinking, and/or providing inappropriate examples.
 | * Develops no viable point of view on the issue, and provides no support through research or examples.
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| * Has a **general** thesis statement that is somewhat focused and supported.
 | * Has a **vague** thesis statement and provides **little** **support** through research and examples.
 | * Has no thesis statement.
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| * Displays developing facility in the use of language, but sometimes uses a weak vocabulary or inappropriate word choice, and lacks variety in sentence structure.
 | * Displays little **variance** in the use of language, using a limited vocabulary or incorrect word choice, and has **frequent** problems with sentence structure.
 | * Displays fundamental errors in vocabulary and severe problems in sentence structure.
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| * **Inconsistently** gives credit for ideas and statements of others. And uses few MLA guidelines.
 | * Fails to **attribute** quotes, ideas, and statements by others, and generally does not use MLA guidelines.
 | * Fails to attribute quotes, ideas, and statements by others, and generally does not use any MLA guidelines.
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| * MLA formatted work cited page accompanies paper with **numerous** errors in MLA guidelines.
 | * MLA formatted works cited page accompanies paper with **serious** errors in MLA guidelines.
 | * No works cited page accompanies paper.
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