

IF TEXTBOOKS, INSTRUCTIONAL MATERIALS & MEDIA CENTERS

USD 469  
REQUEST FOR REVIEW OF A TEXTBOOK,  
INSTRUCTIONAL MATERIAL,  
OR  
MEDIA CENTER MATERIAL

Request initiated by Kirsten Workman

Telephone [REDACTED] Address [REDACTED], Lansing KS 66043

Complainant represents:  self; or if a group:

Name of group \_\_\_\_\_

The material I object to is a film \_\_\_ recording \_\_\_ magazine \_\_\_ pamphlet \_\_\_ textbook \_\_\_ other

Book or other material A Philosopher's View: The Toulmin Model, p. ~~275-280~~

Author (if known) not provided p. 275-285, 42-51

Publisher (if known) not provided

1. Are you familiar with the district policy, procedure and philosophy regarding selection of textbooks, instructional materials, and media center materials?  Y \_\_\_ N \_\_\_

2. Did you read or view all the material provided in the entire work? \_\_\_ Y \_\_\_ N. If no, how did you select the parts for reading or viewing?

I read what excerpts are provided to students. The text is not presented in its entirety.

3. Please identify the objectionable material. (Please be specific; cite pages or items.)

page 278 - details of Thomson's "A Defense of Abortion"  
p. 43-49 & ~~page~~ pages 281-284 - sample argument for why feminists should not

4. What is the basis for your objection to the specific sections or parts identified? attempt to censor ~~abortion~~  
violates policy IKB & G-BK - introduces pornography. Also, controversial issues with only one viewpoint available for ~~review~~ students. discusses child pornography.

Arguments are presented in an unbalanced manner (not ethical to do so). Also, students can meet course requirements without discussing abortion or pornography, so why ??

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5. What do you believe is the major theme of this material? themes are subjective unless explicitly stated by the author. Why are you assessing my understanding of material?
6. What would you recommend the school do with this material?  
Remove  
~~edit~~ sections that encourage the reading students, who just read "We Should All Be Feminists," to understand why feminists shouldn't censor pornography. Remove ~~edit~~ section
7. In its place, what material of equal educational quality would you recommend? that ~~edit~~ details "A Defense of Abortion."  
Take out the artfully-selected <sup>samples</sup> examples of argumentative writing and use samples ~~edit~~ of
8. Additional Comments: arguments more in keeping with the list of choices students will have for the assignment ~~edit~~ (less controversial topics). DON'T talk to other people's kids about

Administrator

abortion & porn!

K. Walker  
Signature of Complainant

Date received: \_\_\_\_\_

Approved: 9/10/12

see attached ~~edit~~ word document.

Revised: 12/13/21

I'm writing about the required reading for the English Composition Final assignment. Tucked into the required reading material for students' "final," (which seems to be a collection of excerpts taken from an unidentified text), I found a brief summary of Judith Thomson's, "A Defense of Abortion." Thomson's oversimplified argument, *which you present to my daughter without explanation*, is to compare the right to an abortion to being locked in a tiny room with a person whose uncontrollable growth is slowly crushing the reader to death. A hypothetical person who means no harm, by the way, and whose circumstances of how they came to be entrapped in the tiny room the author does not specify, but who threatens the reader's existence merely with their own. Thomson states: "of course it would be morally permissible to kill the other person in order to save your own life."

No. No, it certainly would not. This is the weakest argument to justify a hypothetical murder as I've ever read, and a very good reason to never get on an elevator with Judith Thomson. It doesn't matter that this is presented as a 'sample' argument. What alternative viewpoint do you present to students on this controversial topic? Why is this idea even introduced in an English class?? I know I'm just pretending someone will answer this question, but it still deserves a response.

Also included in this reading assignment was the text of Susan Jacoby's essay, "A First Amendment Junkie" along with an extensive summary of that piece and a breakdown of her main points. I won't even address how insensitive the title is toward individuals suffering from addiction. The author states that feminists shouldn't call for the censorship of pornography since it will "inadvertently aid those who wish to censor discussions of abortion and rape or censor art that is published in magazines..."

While the essay is excellent adult reading material on the topic of censorship and factors that influence the positions taken by various social-political movements, (name) is still my child. She learns about abortion, sex, sexual violence, pornography and the issues surrounding those topics with a very select few individuals. I can't believe I have to say this but teachers don't get to be one of them! Not without permission.

**This course requires students read:**

1. **Wheatley's "Willing to Be Disturbed,"** where students are encouraged to accept moral relativism in order to "restore hope for the future," and then:
2. **Adichie's "We Should All Be Feminists,"** where they are encouraged to accept a highly ambiguous definition of feminism as expository literature, before they finish out the semester with:
3. **Jacoby's "First Amendment Junkie"** which outlines reasons why feminists should not try to censor pornography. **NO alternative viewpoints are ever presented in the reading material.**

**This is thought grooming.**

Students needs instruction on how to dissect and analyze a piece of persuasive writing. It is 100 percent possible to do so in a manner that does not include one-sided viewpoints on pornography or overly-simplified, morally depraved arguments that acknowledge the personhood of the unborn and then immediately devalue it.