

# Privacy & Surveillance

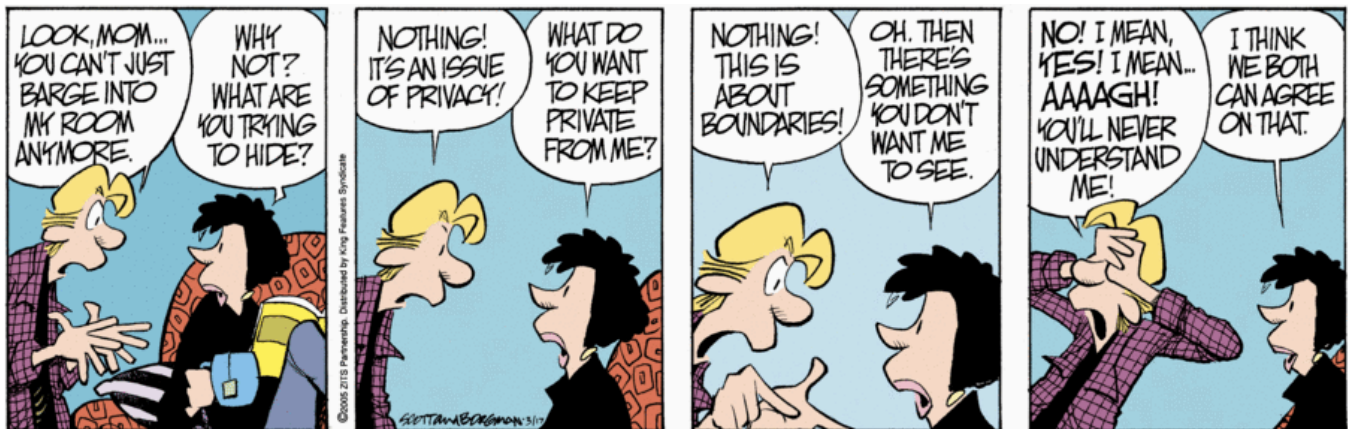
## *Understanding the roles of privacy & surveillance in society*

This course will explore the effects of surveillance technologies from the everyday devices to the most sophisticated. It will analyze the effects of technology on society, culture and law. Students will gain insights into the impact of surveillance and technological empowerment on communication. Through the study, analysis and

application of privacy & surveillance theory the participant will develop a firmer understanding of the role of surveillance on society and its impact on privacy.

The question of privacy is always connected to people's ability to snoop. The discussion of privacy began to become serious with the development of cheap, portable cameras in the 1880s. Since then our ability to spy on each other has grown exponentially. And our privacy has inevitably declined. The purpose of this course is to explore and analyze what privacy is, and should be, in the age of everyday

technology (such as, social media, smartphones, drones and cheap DNA tests). The course will explore the actions of governments, corporations and neighbors to deepen our knowledge in the rights we have, while opening up for the discussion about the rights we may need in the future.



<b>Topic</b>		
Module 1 Feb 3	<b>Introduction</b> Warren & Brandeis: Right to Privacy Privacy Audit Exercise	
Module 2 Feb 10	<b>History of Privacy</b> Westin Chapter 1 in Privacy and Freedom "The Origins of Modern Claims to Privacy" & Igo: Technologies of Publicity	In Class Exercise 1 Weekly Media 1
Module 3 Feb 17	<b>Bentham, Foucault &amp; the Panopticon</b> Horne & Maly The Inspection House chapter I Manokha Surveillance, Panopticism, and Self-Discipline in the Digital Age	In Class Exercise 2 Weekly Media 2
Module 4 Feb 24	<b>Culture, Clothing and the Gaze</b> Allen: Unpopular Privacy. Chapter 3 Modesty. Scott Skinner-Thompson Performative Privacy	In Class Exercise 3 Weekly Media 3
Module 5 Mar 3	<b>Bodies &amp; Privacy</b> Avi Selk The ingenious and 'dystopian' DNA technique police used to hunt the 'Golden State Killer' suspect Zimmer et al There s nothing really they can do with this information unpacking how users manage privacy boundaries for personal fitness information	In Class Exercise 4 Weekly Media 4
Mar 10	<b>NO CLASS Mid-Semester Break</b>	
Module 6 Mar 17	<b>Home Privacy and Surveillance</b> Hansson – The Private Sphere from a Historical and Cultural Perspective. Barros Home as a Legal Concept	In Class Exercise 5 Weekly Media 5
Module 7 Mar 24	<b>Smart Homes and Digital Devices</b> Doty Oxymorons of privacy and surveillance in "smart homes" Pridmore et al Intelligent Personal Assistants and the Intercultural Negotiations of Dataveillance in Platformed Households	In Class Exercise 6 Weekly Media 6

<b>Topic</b>		<b>Due</b>
Module 8 Mar 31	<p><b>City Surveillance &amp; Control by Design</b></p> <p>Hendrix et al (2018) The Eyes of Law Enforcement in the New Panopticon: Police-Community Racial Asymmetry and the Use of Surveillance Technology</p> <p>Braun et al Security and privacy challenges in smart cities</p> <p>Van Zoonen (2016). Privacy concerns in smart cities.</p>	In Class Exercise 7 Weekly Media 7
Module 9 Apr 7	<p><b>Protest &amp; Control</b></p> <p>Ullrich &amp; Knopp Protesters' reactions to video surveillance of demonstrations-counter-moves, security cultures, and the spiral of surveillance and counter-surveillance</p> <p>Madison &amp; Klang Recognizing Everyday Activism: Understanding Resistance to Facial Recognition</p>	In Class Exercise 8 Weekly Media 8
Module 10 Apr 14	<p><b>Government online Surveillance</b></p> <p>Readings TBA</p>	In Class Exercise 9 Weekly Media 9
Module 11 Apr 21	<p><b>Surveillance Capitalism – a new theory?</b></p> <p>Zuboff The Secrets of Surveillance Capitalism</p> <p>Cinnamon Social Injustice in Surveillance Capitalism</p>	In Class Exercise 10 Weekly Media 10
Module 12 Apr 28	<p><b>Social Surveillance, Social Media</b></p> <p>Hernández-Santaolalla &amp; Hermida Malicious Social Surveillance and Negative Implications in Romantic Relationships among Undergraduates</p> <p>Mols &amp; Pridmore When Citizens Are “Actually Doing Police Work”:The Blurring of Boundaries in WhatsApp Neighbourhood Crime Prevention Groups in The Netherlands</p>	In Class Exercise 11 Weekly Media 11
Module 13 May 5	<p><b>The road ahead &amp; closing</b></p> <p>Readings TBA</p>	In Class Exercise 12

My website has a large array of resources for teaching, learning, research, & writing

<http://klangable.com/blog/teaching/> the course has a page with additional materials <http://klangable.com/blog/teaching/courses-syllabi/dtem4440-spring-2021-readings-material/>

*How the course works*

This course is held entirely online. We will meet via Zoom (the link is <https://fordham.zoom.us/j/8897318580>) on Wednesdays between 11:30-14:15

While our primary communication is via Slack, the instructor can be reached via email [mklang@fordham.edu](mailto:mklang@fordham.edu), cell phone (215) 882 0989, Twitter @klangable, Instagram @klangable (mostly dog pictures) and his website [www.klangable.com](http://www.klangable.com).

**Graded Exercises**

Video Assignment (2% of grade)

Perusall (24% of grade)

In Class Exercise (24% of grade)

Weekly Media (22% of grade)

Final Paper (28% of grade)

**Grade Scale**

The final grade for the course is based on the following percentage scale:

A 94 or above A- 90–93

B+ 87–89, B 83–86, B- 80–82

C+ 77–79, C 73–76, C- 70–72

*Video Assignment*

In order to build a better sense of community the participants will create a short (2-3 minute) video introduction of themselves and upload it to the course Google Drive space (which I will create and invite you to). Remember these videos will be available to the whole class, but only to the class. The uploaded video file name should be your surname. The video should address the following things (in any order): Who are you, how do you understand the difference between privacy and secrecy, and any privacy related experience you wish to share.

*Perusall commenting*

Due Weekly (latest midnight Tuesday) Perusall is an e-reader platform that allows students and faculty to annotate the assigned readings and engage the reading material in a style akin to social media posting. Students can write full comments, “like” comments, use hashtags, link URLs to their comments and even use emoticons. How [Perusall Works](#) & how [Perusall scoring works](#)

*In Class Exercise*

In order to break up class and to save us from [Zoom fatigue](#), each week will have a 45 minute exercise/assignment for you to do. The goal is to carry out some independent work and to add to the overall discussion at the end of the class. These assignments will be pass/fail.

*Weekly Media Exercise*

Due Friday. The goal of this assignment is to make connections between what we're studying and the world outside of the classroom. Taking your starting point from the literature and the Wednesday class, you will find a news item (preferably current, but not necessarily) and write a short (minimum 250 words) analysis.

*Final Paper*

The final paper is an original piece of research. The topic must be within the parameters of the course and is chosen by the participant, and approved of by the instructor. **The paper is to be double spaced, 2500 words in length, not including footnotes or bibliography.**

**FOCUSED:** Provide all the arguments needed to support your thesis/answer your question. Do not add random facts or quirky points of interest. Unrelated or unsupported facts/arguments lower the legibility and grade.

**STRUCTURED:** You may know what you mean but you are not there when the paper is being graded. Expect to be misunderstood. Creating an outline, putting arguments in order, & rereading your paper are excellent ways of improving structure.

**DOCUMENTED:** The point of the paper is to provide strong arguments. The weakest argument is the unsupported argument. I may agree with you but its still weak. Provide support for the positions you take. For example if I was to argue that smoking is healthy you wouldn't believe me if all I said to support the argument was "because I said so". Show me the expert. Show me that you have read and understood the expert.

**WELL PRESENTED:** You are students of communication. This course is not about grading your grammar or spelling. However, turning in a badly written paper will not improve your grade.

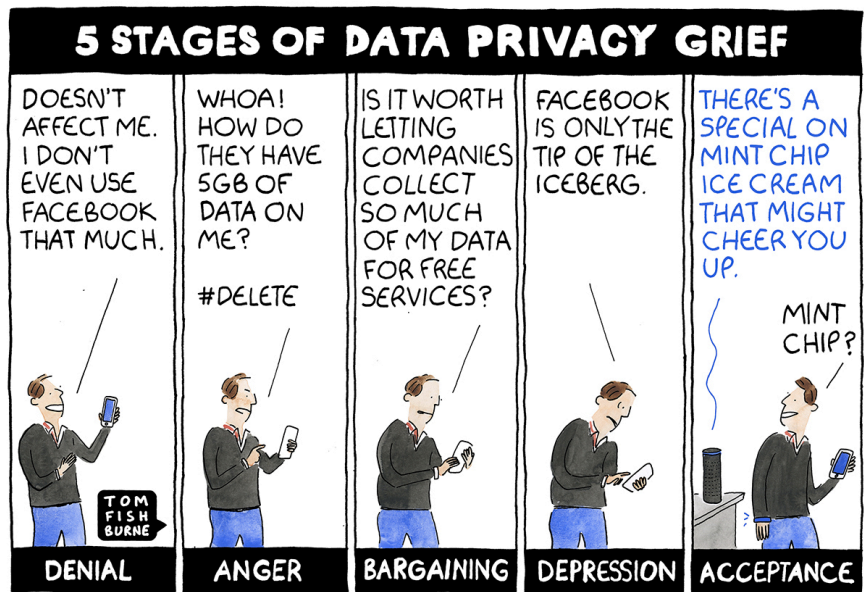
I am looking for your ability to present analytical substance in a structured argument. I want to see you use supporting material in a clear and persuasive manner. I want you to show me that you have thought about the issue you are discussing and are able to argue in a way that does not confuse assumptions and value judgments with analysis and argument. And I want you to do all this with a high quality of writing.

Guidelines for essay grading

90 – 100 %: This work fulfills all of the requirements of the assignment in an original, interesting and creative manner. The work goes beyond the basic guidelines of the assignment, showing the student took extra initiative in creating an original and creative essay in regards to content, argumentation, organization, and style.

80 – 89 %: This is good solid work that completes all of the requirements of the assignment. The work is successful in terms of content, but requires some improvement in organization, argumentation and style.

70 – 79 %: This is good work that completes



most of the requirements of the assignment. Though the content, argumentation organization, and style are logical and coherent, they require revision and may not reflect a high level of originality and creativity on the part of the author.

60 – 69 %: This work either does not complete the requirements of the assignment, or meets them quite inadequately. This work requires a good deal of revision, and is largely unsuccessful in content, argumentation, organization, and style.

Below 59 %: The work does not complete the requirements of the assignment. In general, students who put forth genuine effort will not receive an essay grade this low.



## IMPORTANT INFORMATION YOU SHOULD READ

### Zoom

Synchronous class sessions will be held LIVE AND ONLINE via our Zoom Classroom. Students are expected to make a reasonable effort to attend these online courses (with video and audio on), but the uncertainty of the situation means there will be flexibility offered to students in terms of attendance (see attendance policy).

I am also very sensitive to the fact that students have multiple reasons you may not want to use your webcam, not the least of which is privacy. I cannot in good conscience teach about the impacts of technology and yet "demand" you all use your webcams... YET, it is to all our enormous benefit to try to bond in a course dealing with super current issues. Black screens are truly a challenge and make the online environment even more disconnected. I ask you to please consider using your webcam for this course. It is so hard to get to know you -- and for you to know each other -- if we can't see each other's faces. If this is a hardship, please reach out and discuss it with me so I understand your situation and we can find a good workaround.

### What are lectures (even online) for?

They are not about facts – even if they contain them. They are highly inefficient as transfers of information compared with reading a book. A lecture is about changing students ways of seeing things, about pushing students to think harder, helping them to take intellectual risks, and showing them how you (the lecturer) learnt to do that. It's a conversation not a performance even if one side is more talkative than the other. This is why eye contact is important. The lecturer needs

to see when the students are lost, glaze over, or when they have that "aha-experience". For this the lecturer needs to 'feel' the room. It's the imperceptible difference between instructing and inspiring.



WHEN VISITING A NEW HOUSE, IT'S GOOD TO CHECK WHETHER THEY HAVE AN ALWAYS-ON DEVICE TRANSMITTING YOUR CONVERSATIONS SOMEWHERE.

### Effort

While it may seem odd to include in a syllabus, your effort is a required component of this course.

The federal definition of course credit hours assumes a minimum of "two hours of out-of-class student work per Module for a semester hour." According to this metric, a student should assume at least six hours of out-of-class work per Module for each 3-credit course.

### *Inclusivity*

Inclusivity: Every student in this classroom, regardless of personal history or identity categories, is a valued member of this group. Your experiences are valuable and important, and you should feel free to share them as they become relevant to our class. No student in this class is ever expected or believed to speak for all members of a group.

In this classroom you have the right to determine your own identity. You have the right to be called by whatever name you wish, and that name to be pronounced correctly. You have the right to be referred to by whatever pronouns you wish. You have the right to adjust those things at any point in your education. If you find that there are aspects of course instruction, subject matter, or classroom environment that result in barriers to your inclusion, please contact me privately without fear of reprisal. For more see <http://klangable.com/blog/teaching/inclusivity-policy/>

### *Attendance*

Paradoxically, attendance is more difficult online. There are many things that can go wrong and prevent us from being in front of the camera (see Zoom policy) or even online. It's also easy for the instructor to not notice when something is amiss online. Therefore the attendance policy of this course is "Talk to me". If you cannot attend (or fail to attend) contact me as early as possible. There is work to be done and I want you to complete this course successfully. If you are experiencing difficulties with this course, I can help if you reach out to me. The worst thing you can do in college (and especially online) is to go dark and isolate yourself so please reach out.



### *Scheduling*

Changes to the syllabus may be made at the instructor's discretion and if circumstances require. Participants will be notified of changes via Blackboard/university email. Participants are responsible for keeping up to date with these changes.

### *Writing Aid*

Writing is a painful, but rewarding, process. For help and tips see <http://klangable.com/blog/teaching/writing-resources/> Also if you have read this you should let me know what your favorite movie is.

### *Writing Center*

If you struggle with the writing required in this course, please make use of the Writing Center. For more information about their services see [www.fordham.edu/academics/programs\\_at\\_fordham/english/writing\\_center](http://www.fordham.edu/academics/programs_at_fordham/english/writing_center)

### *University Statement on Academic Integrity*

A University, by its nature, strives to foster and recognize originality of thought. Originality can only be recognized, however, when people acknowledge the sources of ideas or works that are not their own. Therefore, students must maintain the highest standards with regards to honesty, effort and performance. As a Jesuit, Catholic University, Fordham is committed to ensuring that all members of the academic community strive not only for excellence in scholarship but also for integrity of character. In the pursuit of knowledge and personal development, it is imperative that students present their own ideas and insights for evaluation, critique and eventual reformulation. As part of this process, each student must acknowledge the intellectual contribution of others. Violations of academic integrity include, but are not limited to plagiarism, cheating on exams, falsification, unapproved collaboration, and destruction of library materials. For further details, consult the Standards of Academic Integrity on the University website.

### *Plagiarism*

The following is a university-wide policy and those violating it will be subject to failure of the course. If you have any question concerning the plagiarism policy or about documentation of sources in work you produce in this course, come talk to me. For more information about how to cite see <http://klangable.com/blog/teaching/honesty-plagiarism-citations/>

### *Academic Coaching*

Any student who struggles with time-management and/or organization is invited to one-on-one academic coaching sessions (typically once a week for 45 minutes). Please contact [disabilityservices@fordham.edu](mailto:disabilityservices@fordham.edu) for more information.

### *Accommodations*

The Office of Disability Services at Fordham University helps to ensure equal educational access and opportunity for all members of our community. In the Jesuit tradition of *cura personalis*, members of the ODS staff work individually with each student to understand his or her strengths and limitations in order to develop their most effective and comprehensive accommodation plan. Fordham will offer reasonable and appropriate auxiliary aids and services to assist otherwise qualified persons in achieving access to its programs, services, and facilities once students meet with ODS for an initial intake meeting to develop an accommodation plan directly with the student in accordance with Section 504 of the Federal Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act of 1990. Students seeking accommodation(s) should the Rose Hill Office of Disability Services, (718) 817-0655 or email [disabilityservices@fordham.edu](mailto:disabilityservices@fordham.edu).

If you believe that you have a disabling condition that may interfere with your ability to participate in the activities, coursework, or assessment of the object of this course, please visit the Office of Disability Services, email, or call them.

### *Counseling and Psychological Services*

University life is full of challenges. Fordham offers support for anyone who feels like they need help dealing with the pressures of life as a student. CPS offers free individual and group counseling and psychotherapy in a safe and confidential setting. For more information about their services see [www.fordham.edu/campus\\_resources/student\\_services/counseling\\_and\\_psych/](http://www.fordham.edu/campus_resources/student_services/counseling_and_psych/)



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### *Student well-being*

Any student who faces difficulty affording groceries or accessing sufficient food to eat everyday, or who lacks a stable place to live is urged to contact your class dean for support. I also urge you to contact me, or our department chair, about these or other hardships you may be going through. Your well-being is of primary importance to us. if you are facing challenges related to your physical or mental health, or obstacles like food or housing insecurity, please do not hesitate to reach out. **We can help.**

