

# 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.

**Dr Mathias Klang**

**Contact**

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 mklang@fordham.edu  
 www.klangable.com

**How to email your professor** [http://klangable.com/blog/?page\\_id=4746](http://klangable.com/blog/?page_id=4746)

**Schedule**

Tue & Fri 1-2:15 pm  
 Room FMH-232

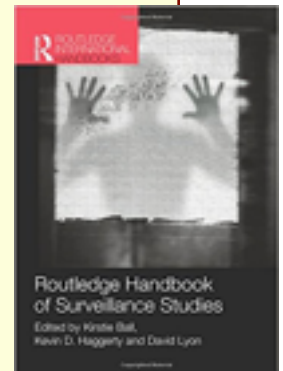
**Course Book Ball,**

Haggerty & Lyon (2012)

Routledge Handbook of Surveillance Studies

**Online course resource**

<http://klangable.com/blog/teaching/courses-syllabi/dtem4440-spring18-readings-material/>



Topic		Due
Week 1 Tue 16 Jan Fri 19 Jan	<b>Introduction</b> Tue: What is Privacy Fri: Privacy & Surveillance: Theories of Control by Gaze	Fri: Read pp xx - 11 Exercise 1 Due 18 Jan
Week 2 Tue 23 Jan Fri 26 Jan	<b>Understanding Surveillance</b> Tue DL: Elmer, Bogard (JJ Meador) Fri DL: Ceyhan	Tue: Read pp 15-37 Fri: Read pp 38-45
Week 3 Tue 30 Jan Fri 2 Feb	<b>Difference, Politics, Privacy</b> Tue DL: Koskela (Scott Knuth), Weller (Brenna Joyce) Fri DL: Rule (KellyAnne Rooney), Browne (Juliette Dixon)	Tue: Read pp 49-63 Fri: Read pp 64-79
Week 4 Tue 6 Feb Fri 9 Feb	<b>Cultures of Surveillance</b> Tue DL: McGrath (Eleni Najarian), Andrejevic (Matthew Peters) Fri DL: Kammerer (Ken Iselhart), Smith (Lydia Arevalo)	Tue: Read pp 83-98 Fri: Read pp 99-115 In class <b>Assessment I</b>
Week 5 Tue 13 Feb Fri 16 Feb	<b>Social Division of Surveillance</b> Tue DL: Sa'di (Natalie Nardello), Jenkins (Daniel Tuazzoli) Fri DL: Hayes (Amy Delgado), van der Ploeg (Hana Higgs)	Tue: Read pp 151-166 Fri: Read pp 167-183
Week 6 Tue 20 Feb Fri 23 Feb	<b>Population Control</b> Tue DL: Adey (Michaela Brennan), Fussey & Coaffee (Micheal O'Brian) Fri DL: Donaldson (Caroline Deakin), Taylor (Antonia Paruolo)	Tue: Read pp 193-208 Fri: Read pp 217-231 Exercise 2 Due 22 Feb
Week 7 Tue 27 Feb Fri 2 Mar	<b>Crime and Policing</b> Tue DL: Haggerty (Tyrus Holthus), McCahill (Julia Lynch) Fri DL: Norris (Kristen Sulewski), Arteaga Botello (Grace Macdonald)	Tue: Read pp 235-250 Fri: Read pp 251-265
Week 8 Tue 6 Mar Fri 9 Mar	<b>Security, intelligence, war</b> Tue DL: Wilson (Alexis Rizzo), Bigo (Olivia Langenberg) Fri DL: Monahan (Rishi Patel), Gates (Amanda Salazar)	Tue: Read pp 269-284 Fri: Read pp 285-299 In class <b>Assessment II</b>

Topic		Due
Week 9 Tue 13 Mar Fri 16 Mar	<b>Digital Spaces of Surveillance</b> Tue DL: Murakami Wood (Nicole Goldstein), Bruno (Madeleine Sullivan) Fri DL: Steeves (Richard Koch)	Tue: Read pp 333-351 Fri: Read pp 352-359
Week 10 Tue 20 Mar Fri 23 Mar	Library Session: Introduction to research articles NO CLASS FRIDAY	Tue: LIBRARY SESSION
Week 11 Tue 27 Mar Fri 30 Mar	NO CLASS THIS WEEK	
Week 12 Tue 3 Apr Fri 6 Apr	<b>Limiting Surveillance</b> Tue DL: Stoddart (Michael Anticev), Raab (Ariane Hero) Fri DL: Kerr & barrigar (Keyu Li)	Tue: Read pp 369-385 <b>Abstract due 3 April</b> Fri: Read pp 386-394
Week 13 Tue 10 Apr Fri 13 Apr	<b>Regulation &amp; Resistance</b> Tue DL: Regan (José Martinez), Gilliom & Monahan Fri DL: Bennett (Aaron Laub), Abu-Laban	Tue: Read pp 397-411 Fri: Read pp 412-427 In class <b>Assessment III</b>
Week 14 Tue 17 Apr Fri 120 Apr	Pecha Kucha Presentations	<b>Sun: Slides due 15 April</b>
Week 15 Tue 24 Apr Fri 27 Apr	Pecha Kucha Presentations	
Week 16 Tue 1 May	Summing Up	<b>Final Paper due Fri 4 May</b>

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

<http://klangable.com/blog/teaching/>

**Graded Exercises**

3 x In Class Assessment TOTAL MAX 12% of grade  
 2 x Practical Surveillance Exercises TOTAL MAX 8%  
 Discussion Lead TOTAL MAX 5% of grade  
 Digital Participation TOTAL MAX 15% of grade  
 Abstract TOTAL MAX 10% of grade  
 PechaKucha TOTAL MAX 15% of grade  
 Final Paper TOTAL MAX 35% 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  
 D+ 67-69, D 63-66, D- 60-62  
 F 59 or below.

***In Class Assessments***

As it is the intention for this course to help the participants to develop the tools with which to recognize and discuss a wide range of issues related to privacy and surveillance, a great deal of importance is placed on classroom participation.

In order to prioritize these discussions over exam based learning this course will focus on shorter weekly Comprehension Assessments over midterm and final exams.

On days marked in the syllabus with Comprehension Assessment, participants will be given a number of short questions based on the readings for the week. These will be answered in writing at the beginning of class.

Each of these assessments will be graded between 1-3% of your total grade.

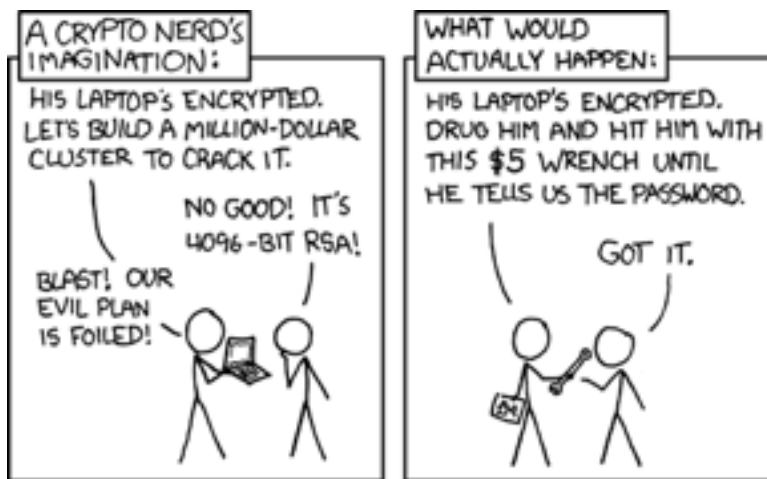
***Abstract***

This is the first part of the final project of the course. The abstract is

An abstract describes the basic content of the project to the reader. It includes

The abstract is worth 5% of your total grade.

**Your abstract should be between 400-450 words and must include 3 academic and 2 non-academic sources.**



1. What you are doing
2. Why you are doing it
3. How you are doing it
4. The relevance of the results and the conclusion.

An abstract is a self-contained single paragraph that describes the work. It should not include abbreviations or acronyms. The point is to enable someone unfamiliar with the topic to quickly understand what is being done, and the wider relevance of the work.

## PechaKucha

The PechaKucha is the second part of the final project for this course. The purpose is to provide the participants with the opportunity to present their final research project in a focused manner.

PechaKucha (from the Japanese for chit-chat) is a presentation style in which 20 slides are shown for 20 seconds each. This is a presentation of 6 minutes and 40 seconds in total.

The purpose of this format is to train the speaker to deliver presentations in a concise and fast-paced manner.

The presentations will be given feedback both on their content and their presentation. Your PechaKucha presentation is worth up to 5% of your total grade.

### What can people present?

The key to a great presentation is to present something you love. Most people use PechaKucha Night to present their latest creative projects or work. Some people share their passion and show their prized collection of Nana Mouskouri records, while others share photos of their latest visit to a construction site or their recent holiday snaps. We always recommend people go and see a PechaKucha Night before they ask to present to get a good feel for what it's all about.

### What makes a good PechaKucha?

Good PechaKucha presentations are the ones that uncover the unexpected -- unexpected talent, unexpected ideas. Some PechaKuchas tell great stories about a project or a trip. Some are incredibly personal, some are incredibly funny, but all are very different, and they turn each PechaKucha Night into "a box of chocolates."

<https://www.pechakucha.org/faq>



### Practical surveillance exercises

Four separate hands on exercises designed to build the participants ability to analyze real world privacy and surveillance. Each exercise is worth 2% of your total grade.

**Exercise 1:** due 18 Jan. Take a photo of a CCTV. Write about its purpose. What is it supposed to do? What does it do? What are the unintended consequences?

**Exercise 2:** due 22 Feb. Doxxing exercise. Details tba.

## WHAT IS THE IMPACT OF SURVEILLANCE



Playmobil sold this toy version of the Security Check Point

The toy is discontinued but has a 3.1 star review on Amazon

*Discussion Lead*

Your presentation should not provide an in depth review of all the reading material assigned for that class meeting. Ten minutes is not enough time to review pages of dense theoretical work. Choose one theme or idea that stands out to you.

Novice: You could summarize an idea to the best of your ability, and then introduce a related discussion question.

Proficient: You could make an effort to explain the significance of an idea then and/or now, and then introduce a related discussion question.

Advanced: You could demonstrate how to apply an idea - perhaps by showing how it is still relevant to our lives today by making a connection to something current that exemplifies this idea, and then introduce a related discussion question.

You are expected to reference section(s) of the material that are relevant to your discussion question you want us to engage in - this is highly recommended as it is constructive to "frame" the discussion; however, you are not to overview the entirety of the course readings due that day.

You are more than welcome to quote sections of the reading to draw our attention to specific ideas.

However: Do not read verbatim the text on a slide to us - we are capable of reading it for ourselves.

A good alternative option is to paraphrase any text written on a slide. The best option is to use

(relevant) images, graphs, or content and then \*tell us\* what would have otherwise been written on the slide.

Finally, try to think of questions that don't have "easy" answers but make us think about the material in constructive ways. This is a difficult assignment do not take it lightly. Be prepared and try your best. When in doubt contact me in advance.



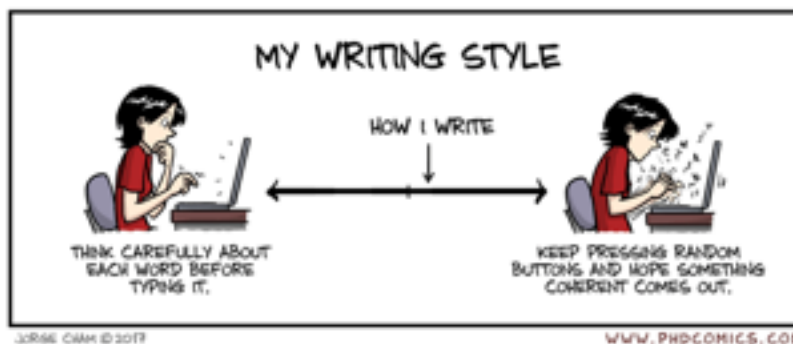
## FINAL PAPER

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.**

*What I Expect From Final Paper*

- a. **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.
- b. **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.



- c. **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.
- d. **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.

*Attendance.*

Attending class means more than going to class. It requires speaking up in class and group discussions. Attendance wise, you are allowed to miss TWO classes without a penalty to your grade, exclusive of serious emergencies. [If you are very ill, or have extenuating circumstances, you need to be proactive about contacting me. If you do that, makeup assignments are possible—but they **MUST** be cleared with me first]. 3 absences automatically take your final grade down one tier of grade lower (i.e. from an A- to a B+). 4 absences result in a full letter grade lowering (A- to B-). Fordham's university-wide policy is that 4 unexcused absences results in a failing grade. It is your responsibility to get readings/assignments for missed days from other students, and you are encouraged to come to my office to discuss topics you're unclear on.

Once you have read this syllabus to completion please email me a picture of your favorite bagel.

*Class Cancellation.*

Should classes be cancelled due to extreme weather or other unforeseen circumstances the classes will be conducted online via Blackboard. If many classes are cancelled, there may be

additional classes scheduled at the end of the term.

*Readings.*

Readings must be completed before the day they are assigned on the course schedule. Be sure to do the readings in light of the discussion questions and take notes while reading.

*Deadlines.*

All assignments and exams must be completed and turned in on or before the date assigned. As they form the basis for the class discussion on a specific date they cannot be submitted after the final deadline.

*Digital Devices.*

Unless you have prior approval from the instructor, all digital devices (phones, tablets, laptops) must be silenced and put away. Students who disregard the policy will be asked to leave class and will be considered absent that day.

*Grading.*

For more on my grading practices see <http://klangable.com/blog/teaching/grading/>





**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 week for a semester hour.”

According to this metric, a student should assume at least six hours of out-of-class work per week for each 3-credit course.

**Academic Honesty.**

Academic Integrity/Plagiarism:

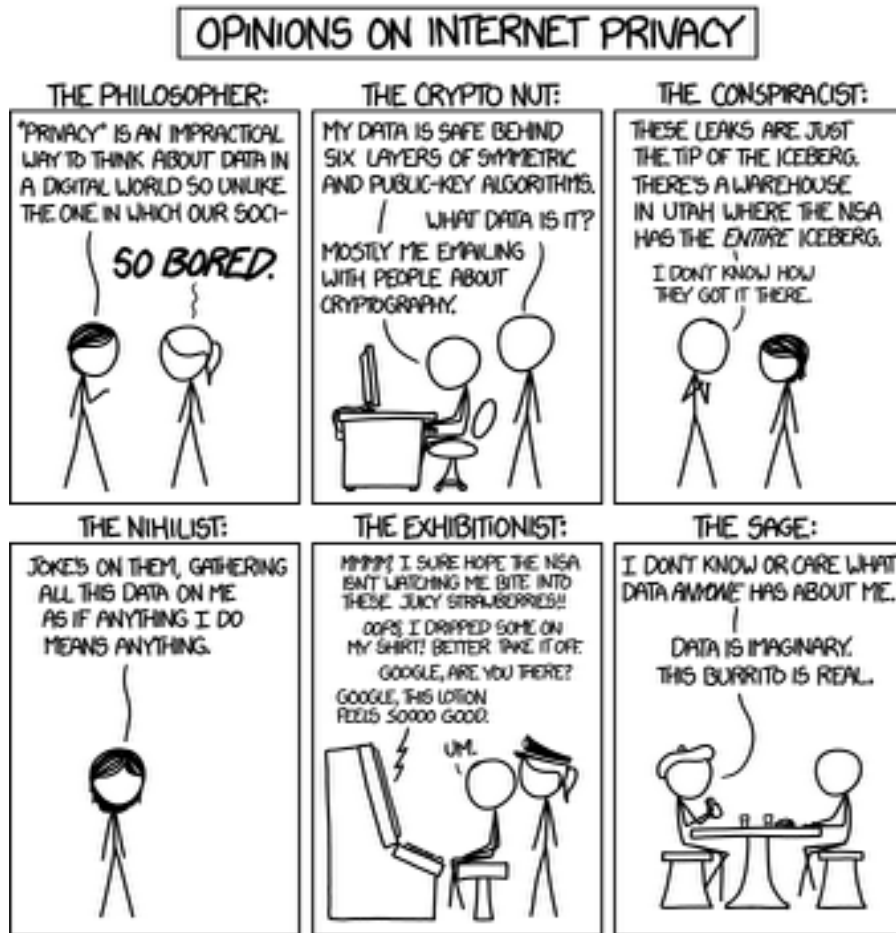
The following is a university-wide policy and those violating it will be subject to failure of the course. If you have any question concerning the plagiarism policy or about documentation of sources in work you produce in this course, come talk to me.

**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.”



**Citations.**

All coursework shall be original and created by the student. Plagiarism is not tolerated. Students are required to adhere to the University Policies on Academic Standards, Cheating, and Plagiarism

For more information about how to cite see <http://klangable.com/blog/teaching/honesty-plagiarism-citations/>

## ACCOMMODATIONS

### *Equal educational access for all students*

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.

Schedule.

Changes to the syllabus may be made at the instructors 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.

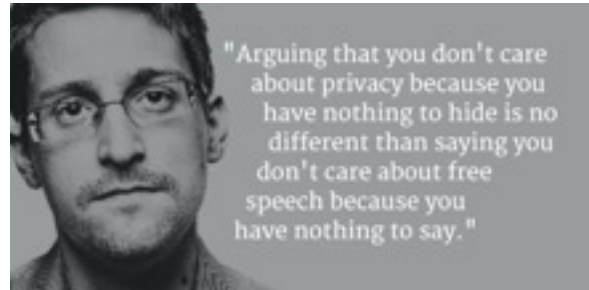
### *Inclusivity*

All students are encouraged to speak up and participate during class. Therefore everyone in class should listen actively and respect the ideas, background, and beliefs of every member of this class. For more see <http://klangable.com/blog/teaching/inclusivity-policy/>

### *Writing aid*

Writing is a painful, but rewarding, process. For help and tips see <http://klangable.com/blog/teaching/writing-resources/>

For a handy collection of resources to help students excel in college visit <http://klangable.com/blog/teaching/>



### *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/index.asp](http://www.fordham.edu/academics/programs_at_fordham/english/writing_center/index.asp)

### *Counseling.*

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/index.asp](http://www.fordham.edu/campus_resources/student_services/counseling_and_psych/index.asp)

### *Academic Coaching.*

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.