

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

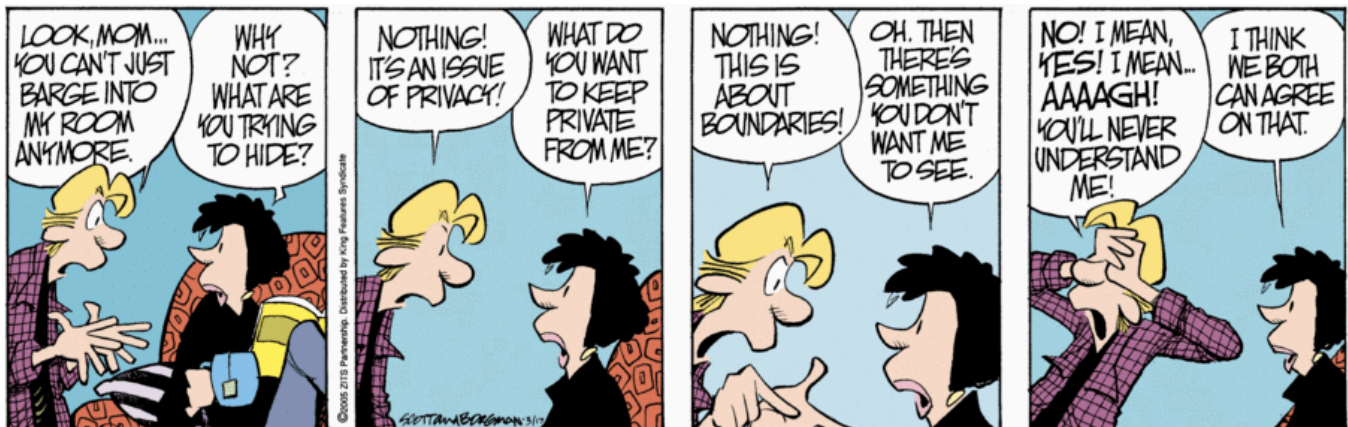
How to email your professor http://klangable.com/blog/?page_id=4746

Schedule

Mon & Wed 4:00 pm
 - 5:15 pm
 Room FMH232

Course Book

Wacks: Privacy: A Very Short Introduction, 2nd Edition.



Topic		Due
Week 1 Mon 1/14 Thu 1/17	What is Privacy Warren & Brandeis: The Right to Privacy	
Week 2 Mon 1/21 CLOSED Thu 1/24	Why We Should Care Wacks Privacy Chapter 1 Solove "I've Got Nothing to Hide" and Other Misunderstandings of Privacy	
Week 3 Mon 1/28 Thu 1/31	Evolution of Privacy Westin Chapter 3: The Origins of Modern Claims to Privacy**** Wacks Privacy Chapter 2	
Week 4 Mon 2/4 Thu 2/7	Theorizing Privacy Purdy: Surveillance Knowledge and Inequality (P) Bogard Simulation and post panopticonism (Surveillance studies)	
Week 5 Mon 2/11 Thu 2/14	Photography & The Gaze Sontag: On Photography. Chapter On Plato's Cave Zeronda: Street Shootings (P) Wacks Privacy Chapter 3	Discussion Arne Svendsen, Neighbors
Week 6 Mon 2/18 CLOSED Tue 2/19 Thu 2/21	Privacy & Freedom of Expression Wacks Chapter 4 Posner Economic Theory of Privacy (P)	Film Review 2/19
Week 7 Mon 2/25 Thu 2/28	Women & Privacy Nussbaum: Is Privacy Bad for Women? Wagner Decew: The Feminist Critique of Privacy (P)	
Week 8 Mon 3/4 Thu 3/7	Clothing & Privacy Allen: Unpopular Privacy. Chapter 3 Modesty. (P) Bilefsky: France's Burkini Debate Reverberates Around the World	

Topic		Due
Week 9 Mon 3/11 Thu 3/14	Social Surveillance and Social Media Trotter & Lyon: Key Features of Social Media Surveillance Marwick: The Public Domain: Surveillance in Everyday Life (P)	Screening Black Mirror - Nosedive?
Week 10 Mon 3/18 & Thu 3/21	CLOSED SPRING RECESS	
Week 11 Mon 3/25 Thu 3/28	Agency & Resistance Koskela: The other side of surveillance (P) Gilliom Resisting Surveillance (P)	Digital Subjectivation: The Production of the Online Self
Week 12 Mon 4/1 Thu 4/4	Data Bodies & Dataveillance Cheney Lippold 'Subjectivity: Who Do They Think You Are?', Chapter 3, ***** van Dijck: Datafication, dataism and dataveillance (P)	
Week 13 Mon 4/8 Thu 4/11	Sousveillance & Autoveillance Mann & Fernbok: New Media and the power politics of sousveillance	Project Plan 4/11
Week 14 Mon 4/15 Thu 4/18 CLOSED	Crowdsourcing Surveillance Tewksbury: Crowdsourcing Homeland Security	Try New Jersey Cameras
Week 15 Mon 4/22 CLOSED Thu 4/25	Movie Discussion The Lives of Others (Das Leben der Anderen, 2006)	
Week 16 Mon 4/29	Summing up	

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

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

Graded Exercises

Film Review TOTAL MAX 10% of grade

Précis TOTAL MAX 20% of grade

Media Radar TOTAL MAX 15% of grade

Digital Participation TOTAL MAX 20% of grade

Project Plan TOTAL MAX 5% of grade

Final Paper TOTAL MAX 30% 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.

Film Review

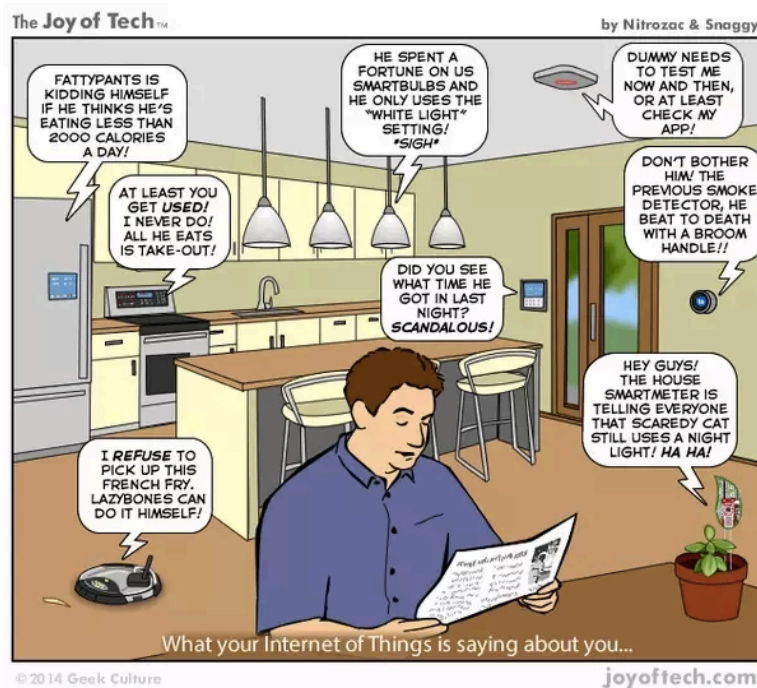
The goal with this review is to illustrate how privacy, surveillance, and technology are portrayed in the medium of film. Remember that the different films are products of their time and they are additions to a public debate or view of their time. This review will be double spaced, 1000 words without footnotes or bibliography.

While film reviews tend to be fairly short, they require a lot of preparation before you begin writing. Prior to viewing the film, you may want to get a sense of the bodies of work by the director, writer, or individual actor. For instance, you may watch other films by the same director or writer in order to get a sense of each individual style. This will enable you to contextualize the film and determine whether it works as a continuation and/or disruption within the broad trends of the director's or writer's work. Writing a film review often requires multiple viewings of the film. Plan to watch the film two or even three times. More details here http://klangable.com/uploads/teaching/Privacy_Film_Review_Assignment.pdf

Précis

This is a series of short writing assignments: Four times over the semester, you should prepare a précis of one of the readings for that class (where you turn it in at the beginning of the class discussing the reading in question – once we've talked about a text, you can't then go back and précis it). The précis should clearly state (a) the basic argument of the text, and (b) the primary supporting arguments/evidence used to defend that argument. This is not a book report, and you should not summarize "he says this, then he goes on to say that..." Your goal should be to extract the important parts of the argument and present them synthetically – in the manner of an extended

abstract. Minor points do not go in this précis; the major ones do. You should conclude with (c) an assessment of the greatest strength of the argument – what is most compelling about it, and why; and (d) a criticism of the argument – something you think is wrong with the paper, and why. The entire assignment shouldn't be much more than 2-3 pages, double-spaced. Try to be both concise and precise. I expect you to find this difficult; it is. But it's an important skill.



Media Radar

Each class participant will sign up for an individual class day to distribute between two to three media articles on the topic we are discussing that week. These articles should be as current as possible and form the basis for a discussion led by the student who picked the articles.

Process: (a) find relevant and current media reports of the topic being discussed. (b) Post author name, article title, and URL at least 48 hours before the start of class. (c) in the classroom the discussion leader will BRIEFLY explain why the articles were chosen and pose no more than two questions for the class to discuss. (d) the class will discuss the questions in groups before the discussion leader leads the discussion. (e) following the discussion the discussion leader will summarize the discussion in a 2-3 page double spaced note.

ALL class participants must read the articles and be prepared to participate actively in the discussions.

Digital Participation

A large part of this course is built on the discussions we will have during the in class meetings. In order to facilitate the discussions the class will have a

Google Doc and the class participants will be required to add discussion questions and comments for the group to discuss in the classroom. All participants must post at least one question on each reading prior to the class.

Project Plan

This is the first part of the final project of the course. The purpose of this plan is to explain the basic content, plan, and direction of your final paper. It should include

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.

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.

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



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

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.

KURSPLÅN

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.

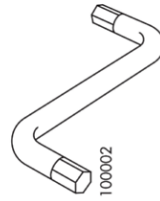


In this classroom you have the right to determine your own identity. You have the right to be called by whatever name you wish, and that name to be pronounced correctly. You have the

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/>

ATTENDING CLASS

Attendance 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.

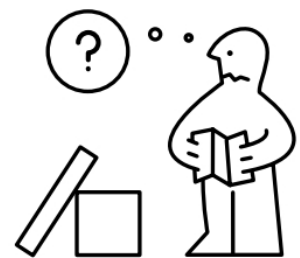
Please be on time for class and remain for the whole class period. If you are more than 10 minutes late, or if you leave more than 5 minutes early, you will be counted as absent for that class.

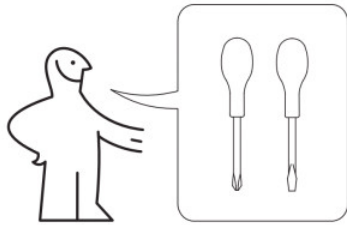
SCHEDULING

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.

Once you have read this syllabus to completion please email me a your favorite meme.





GRADING

For more on my grading practices see

[http://
klangable.com/
blog/teaching/](http://klangable.com/blog/teaching/)

[grading/](#)

WRITING AID

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

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)

CONTACTING ME

Email is the best way to reach me for work related questions. Feel free email me anytime. Most often I reply within 24 hours, unless it is a holiday or weekend.

For more about communicating with faculty check out [http://
klangable.com/blog/
teaching/annoy-the-faculty/](http://klangable.com/blog/teaching/annoy-the-faculty/)

DIGITAL DEVICES

No. Nope. No. (I understand the utter hypocrisy of teaching a class on new media and technology(!) without allowing electronic devices in class. But no. They are

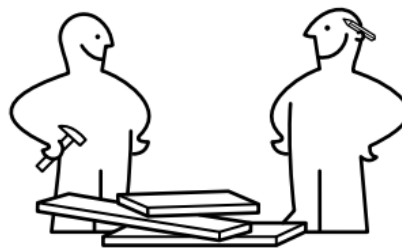
distracting to your fellow students and to yourselves. You may blame the generations of students before you who couldn't handle being on their devices and paying attention at the same time.) Unless you have prior approval from the instructor, all digital devices (phones, tablets, laptops) must be silenced and put away. Students who disregard the policy will be asked to leave class and will be considered absent that day.

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 for more information.

ACCOMADATIONS

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.

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 & 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/

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 dept 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.**