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

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Office hrs by appointment

Tip How to email your professor

Schedule

Tu & Th 1-5 pm

Room: Online

Course Material All reading material will be available on the BlackBoard course page or as links in the syllabus.

Additional

Additional articles and videos relevant to this course can be found here

http://klangable.com/blog/teaching/courses-syllabi/dtem4440-summer20-readings-material/

How this course works

This course is divided into five modules. The first Module is intended to provide the fundamental theories of privacy and surveillance so that the course participants have the tools with which to analyze the coming Modules. Following this, each Module will attempt to explore the ever-expanding zones of privacy where the second Module deals with privacy and the body, the third is privacy in relation to the home and family, the fourth Module is privacy and surveillance in the city, and finally the last Module deals with privacy and surveillance in relationship to our devices. These divisions are not to be understood as separate from each other, but rather as a way in which we can focus the work of the course as we explore and analyze the ever-changing theory and practice of privacy and surveillance.

This is an online class where we have scheduled meetings Tuesday and Thursday, each Module will follow a similar pattern (with a slight moderation on the first week).

Tuesday

HOUR ONE: 30 minute recorded presentation of module, 30 minute individual exercise.

HOUR TWO: Theory discussion via discussion boards.

HOUR THREE: 30 minute recorded lecture, 30 minute group exercise.

HOUR FOUR: Closing discussions via Zoom

Thursday

HOUR ONE: Zoom Meetup: We discuss the readings (leads) and comments

HOUR TWO & THREE: Jigsaw exercise.

HOUR FOUR: Synchronous meetings with expert groups

Module Exam

Graded Exercises

Perusall Max 100 points (33.3% of total)

Exams Max 150 points (50% of total)

Weekly feedback Max 15 points (5% of total)

Individual Exercise Max 15 points (5% of total)

Group Exercise Max 15 points (5% of total)

Video Max 5 points (1.7% of total)

TOTAL POINTS 300

Grade Scale Percentage

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+ 60–69, F 59 or below.

Readings (Perusall)

All the readings are under the Perusall tab on BB. Each module consists of two main texts which are to be read and discussed in the Perusall app before 11 AM on Tuesdays (Module One is an exception readings due before 11 AM on Wednesday). Perusall is a social annotation tool that allows students and their instructors to collaboratively markup documents. Therefore the idea is to read, comment, and question collaboratively.

Jigsaw (modified online version)

All the participants will be placed in an Expert Group and a Learning Group. Each Expert Group will be given a different text to analyze and discuss (via Perusall), then each expert will join their own Learning Group where they will be asked to reflect on a problem requiring input from each of the individual experts together. Once this discussion is documented, each Expert Group will meet with the instructor and present the results of the exercise.

Exams

The goal of the course is to be as flexible possible while maintaining a brisk pace through the materials. In order to support this the course will have one exam at the end of each module, through which participants will receive feedback before proceeding with the following module.

Video

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 YouTube. The video should addresses the following things (in any order):

- Introduction of yourself and your favorite object (other than your phone)

- Technology that annoys you the most

- A personal reflection/experience related to privacy.

In addition to this you can include any number of things, such as what: things do you do during your spare time? do you want to do after you graduate? are your career goals? ...

Theory Discussions

Post your answers to the individual exercises on the discussion board and respond to others' posts. This is where you can earn extra credit for active participation.

Weekly Feedback

The weekly feedback is intended to allow you to comment on the content and form of the module. The grade for this exercise is not dependent on telling me what works but also pointing out what needs to be improved.

Individual Exercise

This weekly exercise is intended to give you the opportunity put your new found understanding of the theory to practical use.

Group Exercise

This weekly exercise aims to open up your understanding of the module at hand by giving you the opportunity to work together to resolve theory related questions.

MODULE ONE. THEORIES OF PRIVACY AND SURVEILLANCE

While privacy and surveillance are not new phenomenon the systematic academic discussion and understanding of the field is still young. This section will look at the development of privacy/surveillance in different cultural and historical contexts while presenting the theories of privacy and surveillance developed over the last century. The goal of this section is to help the participants in recognizing what privacy is, how it develops, and to better understand the theoretical underpinnings of the various aspects of privacy.

Tuesday Introduction to the course

Thursday

HOUR ONE: Discussion of readings

HOUR TWO: Guided theory discussion (I will set questions) via discussion boards.

HOUR THREE: Group exercise.

HOUR FOUR: Closing discussions via Zoom (I will send invite)

Exam module one

Readings module one

Warren & Brandeis (1890). The Right to Privacy. Harvard Law Review, 193-220.

Manokha (2018) Surveillance, Panopticism and Self-Discipline in the Digital Age

MODULE TWO. PRIVACY, SURVEILLANCE AND THE BODY

When exploring the barriers of privacy it is often easy to speak about the body as being the absolutely most intimate limit. This section will explore the ways in which the body interacts with our ideas of privacy and where the limits of surveillance are set in relation to the body. This Module will explore our ideas of modesty and our rights to either cover or expose our bodies in different settings, and how the norms and laws of the state support (or not) these desires/needs. In addition to these questions this Module will also explore the role of body parts and biometrics in relation to privacy and surveillance.

Tuesday

HOUR ONE: 30 minute recorded presentation of module, 30 minute individual exercise.

HOUR TWO: Theory discussion via discussion boards.

HOUR THREE: 30 minute recorded lecture, 30 minute group exercise.

HOUR FOUR: Closing discussions via Zoom

Thursday

HOUR ONE: Zoom Meetup: We discuss the readings (leads) and comments

HOUR TWO & THREE: Jigsaw exercise.

HOUR FOUR: Synchronous meetings with expert groups

EXAM MODULE TWO

Readings module two

Allen, A. (2011). Unpopular privacy: what must we hide?. Oxford University Press. Chap 3.

Garrison & Bardill: The Ethics of Genetic Ancestry Testing

MODULE THREE. PRIVACY AT HOME

Sir Edward Coke wrote in 1628 that "a man's house is his castle", expressing an idea that the homeowner has a great expectation of privacy against the state. The home is often specifically mentioned in legal privacy documents, in for example the 4th Amendment to the US Constitution we see that "The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures..." This section of the course will look more closely at the protection of privacy in the home, and we will call into question what expectations of privacy we have in our homes from the surveillance of our family, society, and the state.

Tuesday

HOUR ONE: 30 minute recorded presentation of module, 30 minute individual exercise.

HOUR TWO: Theory discussion via discussion boards.

HOUR THREE: 30 minute recorded lecture, 30 minute group exercise.

HOUR FOUR: Closing discussions via Zoom

Thursday

HOUR ONE: Zoom Meetup: We discuss the readings (leads) and comments

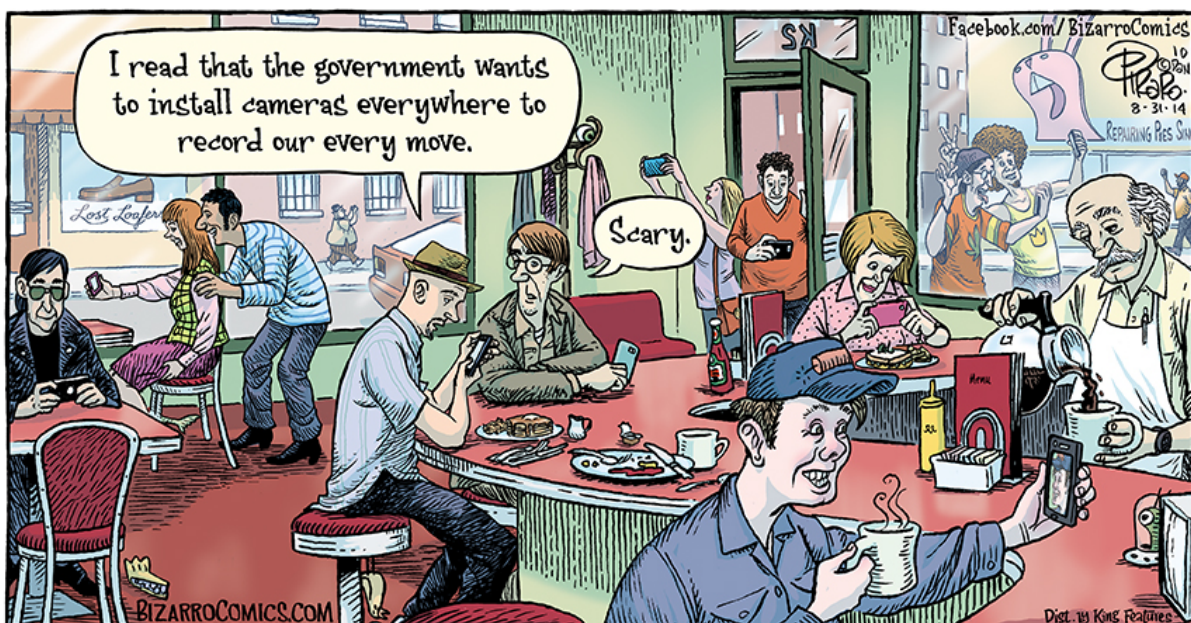HOUR TWO & THREE: Jigsaw exercise.

HOUR FOUR: Synchronous meetings with expert groups

EXAM MODULE THREE

Readings module three

Shapiro (1998). Places and spaces: The historical interaction of technology, home, and privacy.

Rapoport (2012) The Home Under Surveillance

MODULE FOUR. SURVEILLANCE IN THE CITY

Large concentrations of people with different backgrounds, norms, and needs are a challenge to privacy. In order for collectives of people to function together certain compromises have to be made – the question therefore becomes one of balance of rights and needs. In order to maintain well-functioning cities, the state needs to enforce norms and regulations which challenge the freedoms of individuals. This section of the course will explore the ways in which the city challenges privacy expectations and creates stresses on individuals' ideas of what common behavior should be.

Tuesday

HOUR ONE: 30 minute recorded presentation of module, 30 minute individual exercise.

HOUR TWO: Theory discussion via discussion boards.

HOUR THREE: 30 minute recorded lecture, 30 minute group exercise.

HOUR FOUR: Closing discussions via Zoom

Thursday

HOUR ONE: Zoom Meetup: We discuss the readings (leads) and comments

HOUR TWO & THREE: Jigsaw exercise.

HOUR FOUR: Synchronous meetings with expert groups

EXAM MODULE FOUR

Readings module four

Madison & Klang: Recognizing Everyday Activism - Understanding Resistance to Facial Recognition

Van Zoonen (2016). Privacy concerns in smart cities.

MODULE FIVE. OUR DEVICES, PRIVACY AND SURVEILLANCE

Digital mobile technology provides users with a wide range of convenient and practical applications that have changed many facets of our behavior. However, this convenience comes at a cost to our privacy. The ability of technology companies to gather and analyze huge amounts of data creates a new challenge to our understanding of privacy. The goal of this Module is to explore the many ways in which the technology upon which many of us rely has had widespread implications on our privacy and enabled a massive private surveillance industry to flourish.

Tuesday

HOUR ONE: 30 minute recorded presentation of module, 30 minute individual exercise.

HOUR TWO: Theory discussion via discussion boards.

HOUR THREE: 30 minute recorded lecture, 30 minute group exercise.

HOUR FOUR: Closing discussions via Zoom

Thursday

HOUR ONE: Zoom Meetup: We discuss the readings (leads) and comments

HOUR TWO & THREE: Jigsaw exercise.

HOUR FOUR: Synchronous meetings with expert groups

EXAM MODULE FIVE

Readings module five

Romele et al (2017) Panopticism is not Enough: Social Media as Technologies of Voluntary Servitude

Cinnamon: Social Injustice in Surveillance Capitalism

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.

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."
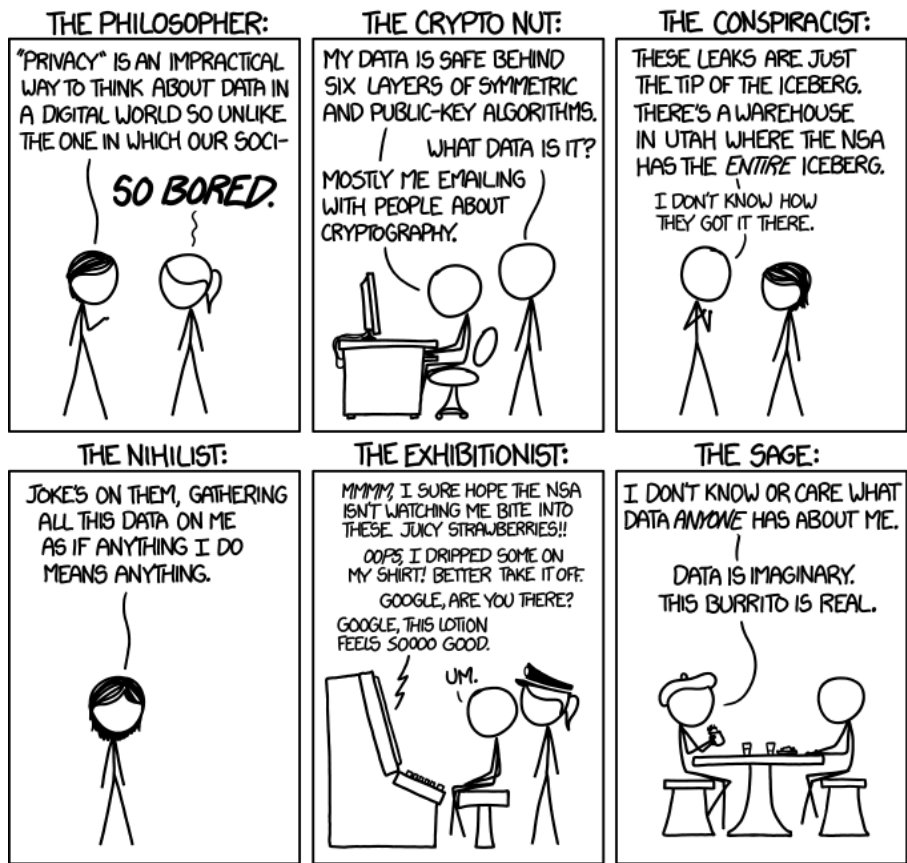
Citations.

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.

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.
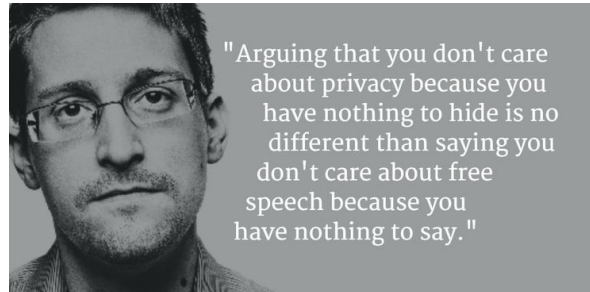
Inclusivity

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/

"Arguing that you don't care about privacy because you have nothing to hide is no different than saying you don't care about free speech because you have nothing to say."

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

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

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 Module for 45 minutes). Please contact disabilityservices@fordham.edu for more information.