PRIVACY: COMMUNICATION, TECHNOLOGY & 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.

Privacy has always been connected to the ability to snoop, and for most of history the power and technology to snoop has been in the hands of governments. However, the past two decades has seen a radical technological shift that has taken the power to snoop and put it in the hands of everyday people. At the same time, governments have also employed technology and their ability to snoop has radically increased. One effect of all this surveillance is a lack of understanding or energy to deal with its effects. "When you say I don't care about the right to privacy because I have nothing to hide, that is no different than saying I don't care about freedom of speech because I have nothing to say or freedom of the press because I have nothing to write." Edward Snowden.

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.
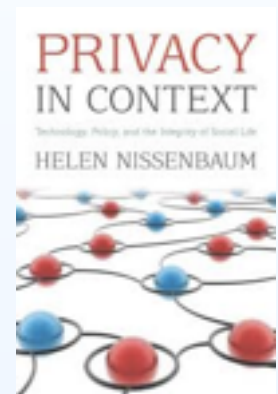
Course Schedule
Tu & Th 08:00 - 09:15
Classroom W02-0198

Textbooks
Helen Nissenbaum: Privacy in Context: Technology, Policy, and the Integrity of Social Life
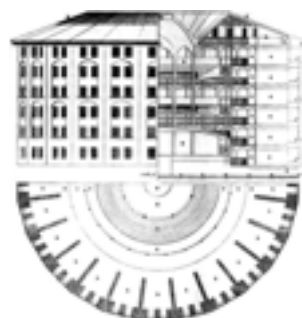
David Vincent: Privacy: A Short History

All other materials can be accessed via the course website on Blackboard.

Contact
Instructor: Mathias Klang
E-Mail: klang@umb.edu
Phone: 617-287-4586
Office: W-6-39
Office Hours: Tu&Th 1-2pm

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

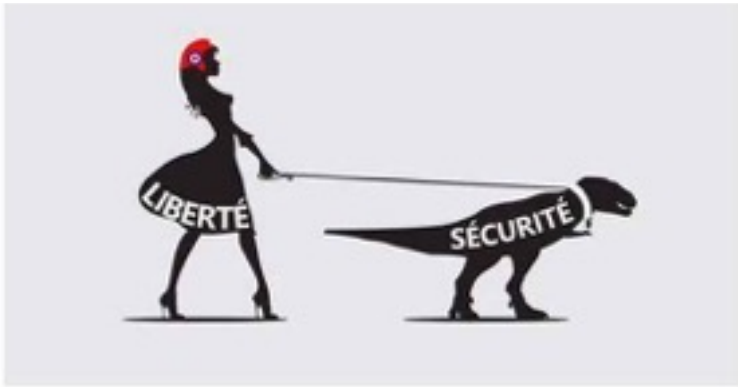| SCHEDULE	
Week 1 Introduction	Tu, Sep 6: Privacy: Introduction & definitions Th, Sep 8: Early Privacy Read Vincent chap 1, Nissenbaum chap 1-3. (Example of non digital privacy technology BRING)
Week 2 Spaces & Privacy	Tu, Sep 13: The house, home & garden Read Nissenbaum chap 4 Th, Sep 15: (NOTES 14TH) Vincent chap 2 (1650-1800)
Week 3 Developing a Right to Privacy	Tu, Sep 20: Panopticons and Power (Example of Surveillance in Popular Culture BRING) Read Nissenbaum chap 5 Th, Sep 22: (NOTES 21st) Vincent chap 3 (1800-1900) Warren & Brandeis "The Right to Privacy" (4 Harvard L.R. 193 (Dec. 15, 1890) http://faculty.uml.edu/sgallagher/Brandeisprivacy.htm
Week 4 On Bathrooms & Bodies	Tu, Sep 27: On bathrooms, power & privacy Selection of Teams for Debate Th, Sep 29: Nudity, Religion & Protest: The role of clothes & privacy Additional Instructions for Debate.
Week 5 Privacy or Security	Tu, Oct 4: Prep of the Privacy Debate - See instructions. Th, Oct 6: Prep of the Privacy Debate - See instructions.
Week 6 Privacy in a Technological Age	Tu, Oct 11: Debate (COMPULSORY) Th, Oct 13: (NOTES 12TH) Vincent chap 4 (1900-1970) (Example of a choice of lower privacy BRING)
Week 7 Privacy & Body	Tu, Oct 18: Body and Property Th, Oct 20: Genetics and Privacy
Week 8 Social Control	Tu, Oct 25: Social Control with Technology Th, Oct 27: (NOTES 26TH) Vincent chap 5 (1970-2015)

SCHEDULE

Week 9 Surveillance City	Tu, Nov 1: Privacy in the City (Example of private in public, or public in private BRING) Th, Nov 3: Present & Submit Abstracts for Final Paper (see instructions)
Week 10 From Cameras to Drones	Tu, Nov 8: From Cameras to Drones Th, Nov 10: (NOTES 9TH) Nissenbaum chap 6: Puzzles, Paradoxes, and Privacy in Public
Week 11 Privacy Online	Tu, Nov 15: Does the Internet Spell End of Privacy? Read Nissenbaum chap 7. Th, Nov 17: Whistleblowers and State Corporate Collaboration (Examples of privacy norms & context BRING)
Week 12 Our Digital Lives	Tu, Nov 22: Our Social Media and Privacy Read Nissenbaum chap 8. Th, Nov 24: No class
Week 13 Pictures of Ourselves	Tu, Nov 29: Selfies, Sexting, & Revenge Porn Th, Dec 1: (NOTES 30TH) Nissenbaum Chap 9: Privacy Rights in Context: Applying the Framework
Week 14 Future Threats & Rights	Tu, Dec 6: The Right to be Forgotten Th, Dec 8: Gamification, Health apps, & User Data (examples of privacy issues in gamification, Health apps etc BRING)
Week 15 Conclusions	Tu, Dec 13: Conclusions

The abstract

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

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, acronyms, or bibliographic information. 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 abstract should be between 250-300 words.

In addition to the abstract you are required to provide 3 academic and 3 non-academic sources.

Surveillance   Sousveillance

Participation

I always appreciate and encourage questions and discussions in class. There are also several parts of this course that require your participation. These fall into two categories: **Chapter Notes** & **Bring**

Chapter Notes

Chapter notes are due (via Blackboard) 9/14, 9/21, 10/12, 10/26, 11/9, 11/30 and are worth 25 points each.

These chapters and your texts will be the basis for the class discussion then next day and therefore cannot be submitted after the deadline.

The length of these texts is 300- 400 words each.

The goal is to:

1. briefly highlight the main arguments of the chapter.

2. point out how it relates to the course

Be prepared to discuss the chapter in class and any questions the reading has brought forward. Feel free to bring examples from outside the texts.

Bring

The purpose of this exercise is to help you relate the material in the course to the world outside academia.

You will need to bring external material on the particular area of discussion. The dates for these deliveries are 9/8, 9/20, 10/13, 11/1, 11/17, 12/13.

Along with the material you bring you will need to write a 200 word text explaining how this piece of propaganda or hate speech fits into the context of the element of the course we are discussing.

The example and the text need to be submitted (via Blackboard) before class and I will be calling out students to present their examples and argue in what way their choices are examples of the propaganda/hate speech we are currently discussing.

As this work will form the basis for the class discussion it cannot be submitted after the deadline.

Check klangable.com/blog/teaching for my grading rubric. Email me the definition of B-quality work, using the subject line "Grading Easter Egg", before October 10, 2016 for 1 extra credit point.

Attendance.

Attendance is beneficial, but not mandatory. All participants are encouraged to question and challenge the ideas being presented and discussed.

Students should check the syllabus frequently for deadlines and to be aware of what to expect next. The best way to start on a path to success is to read and understand your syllabus. Once you have read this syllabus to completion please email me a picture of a dinosaur.

Class Cancellation.

Should classes be cancelled due to extreme weather or other unforeseen circumstances the classes will be conducted online via Blackboard.

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.

Laptops and other devices may be used for taking notes. However, using devices for activities not related to the class is not permitted.

Turn your cell phones off when you enter the classroom unless you have prior approval from the instructor.

Grading.

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

Accommodations.

Section 504 of the Rehabilitation Act of 1973 offers guidelines and support for curriculum modifications and adaptations for students with documented disabilities. If applicable, students may obtain adaptation recommendations from the Ross Center for Disability Services, Campus Center, Upper Level, Room 0211, 617-287-7430. The student must present these recommendations and discuss them with each professor within a reasonable period, preferably by the end of Drop/Add period.

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.

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

Plagiarism & Citation

All coursework shall be original and created by the student. Plagiarism (taking credit for ideas/work that are not ones own) is not tolerated. Students are required to adhere to the University Policy on Academic Standards and Cheating, to the University Statement on Plagiarism and the Documentation of Written Work, and to the Code of Student Conduct as delineated in the Catalog of Undergraduate Programs.

All assignments must fully and properly cite all sources using American Psychological Association (APA) citation format. For more information about how to cite see http://klangable.com/blog/teaching/honesty-plagiarism-citations/

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 klangable.com/blog/teaching/ For an extra credit point, send me an email applying Portwood-Stacer's 10 elements of a non-annoying email. Use the subject line: "Email Easter Egg" before October 10, 2016.

THE PRIVACY DEBATE

Teams.

For this debate you will be divided into teams and expected to work together to create and present the best arguments for the position you are assigned.

Positions.

In the starting point you will be either for or against a proposition dealing with the conflict of privacy and security. Read and prepare yourself before class, bring a list of arguments that support your position. When you meet on October 4th present your arguments and as a group prepare your teams position and supporting arguments.

Arguments.

- Do use sources to support your position.
- Do look at the resources below to understand debates and arguments.
- Do use strong closing arguments that forcefully support your position.

Upload Your Text.

You submit your arguments as a group on BB. This paper must have the names of those who were present and collaborated on the work. Do NOT add names of group members who were not present in the development of the work.

Counter-Arguments.

Prepare yourself by reading and thinking about the opposing teams arguments before you meet on October 6th. List counterarguments and support. When you meet the team prepare a document with your counter arguments and their support.

Upload Your Text.

Post your teams counter arguments and final position to BB. This paper must have the names of those who were present and collaborated on the work. Do NOT add names of group members who were not present in the development of the work.

Live Event.

This is COMPULSORY: October 11 will be a live debate. I will chose two teams to present their arguments and counter arguments on the position. This will be followed by a class discussion on the topic AND on the success/failure of the debate format in class.

Grade

This work is a group effort and your individual grade will be the grade for the whole group. Therefore you are all responsible for each others grades and should work accordingly. The grade consists of an evaluation of the two uploaded texts (additional points can be awarded for class participation on October 11th)

Resources

Debating: A Brief Introduction for Beginners
https://www.debatingsa.com.au/Schools-Competition/Documents/Debating-An-Introduction-For-Beginners.pdf
Anthony Weston (2009) *A Rulebook for Arguments*, Chapter 1
http://klangable.com/uploads/teaching/stuff/Weston.pdf

Debate is a formal contest of argumentation between two teams or individuals. More broadly, and more importantly, debate is an essential tool for developing and maintaining democracy and open societies. More than a mere verbal or performance skill, debate embodies the ideals of reasoned argument, tolerance for divergent points of view and rigorous self-examination. Debate is, above all, a way for those who hold opposing views to discuss controversial issues without descending to insult, emotional appeals or personal bias. A key trademark of debate is that it rarely ends in agreement, but rather allows for a robust analysis of the question at hand. Perhaps this is what French philosopher Joseph Joubert meant when he said: "It is better to debate a question without settling it, than to settle a question without debating it."

*Source: http://idebate.org/about/debate/what*

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. The paper is worth up to 130 points.

• Find a question that interests you, try to be unique. Pick a research question early. Make sure it fits the assignment. Find Make sure to come up with a topic that is a good fit for the assignment. If you struggle choosing a topic, conduct some brainstorming and seek suggestions from your instructor.

• Prepare an outline with the question, some ideas it may include and an early analysis. Add some sources. Don't be too detailed since your ideas might change as you conduct research and write the essay.

After you've finished an outline, don't hesitate running it by your instructor.

• You must support the claim made in your essay with evidence. Claims can be supported with empirical evidence, expert opinion, and logical anecdotes. Good essays contain catchy introductions: Explain to the reader why this is an important topic.
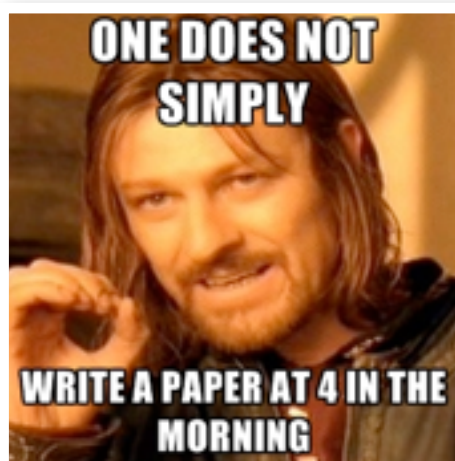
• Make sure your thesis statement is clear and that it provides a preview of what your paper will address.

• Use reliable and authoritative references and sources for your paper.

• Get rid of any B.S. Instructors will dock your paper for irrelevant information used to fill space.

• Don't plagiarize.

• If you're struggling, get help.

What I Expect From Final Paper

1.   The paper has an interesting and relevant topic/research question to explore.

2.   The paper clearly states what the paper and question is about.

3.   The paper is a presentation of thoughtful arguments supporting a conclusion.

4.   The paper has a clear conclusion. This does not mean that the conclusion is easy or uncomplicated. Not all questions have easy answers – what I am looking for is a clear answer to the question posed in the paper.

5.   The answer is well written.

Well Written

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.

Grading
- Thesis and Argument: 40 points
- Introduction and conclusion: 15 points
- Organization & paragraph: 15 points
- Sources & citation 20 points
- Grammar, usage & spelling 10 points

Guidelines for essay grading – total possible score 100.

90 – 100 points: 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 points: 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.
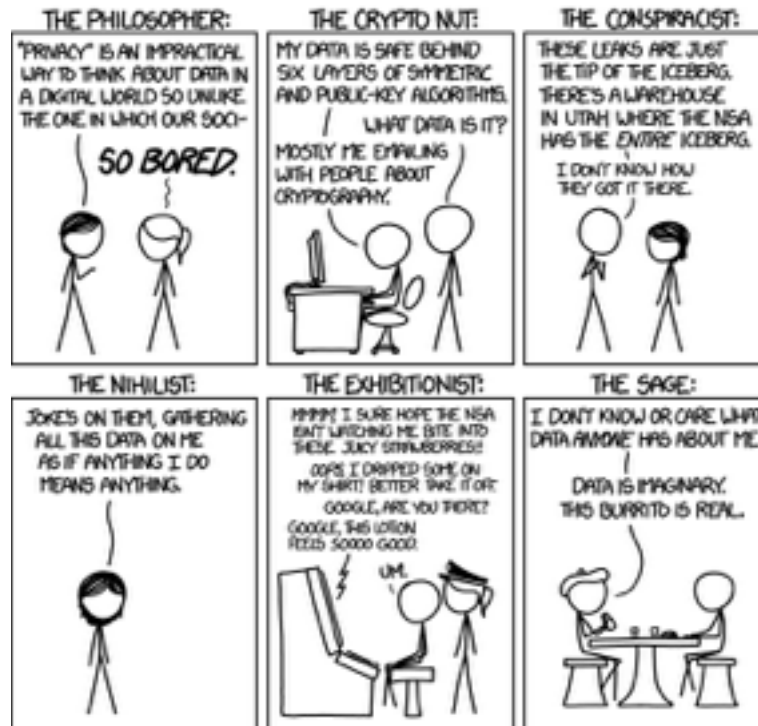
70 – 79 points: This is good work that completes most of the requirements of the assignment. Though the content, argumentation organization, and style are logical and coherent, they require revision and may not reflect a high level of originality and creativity on the part of the author.

60 – 69 points: 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 points: 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.

Not a dinosaur, but a penguin. This will be worth 1 extra credit point before September 10, 2016