

# DTEM4440

## Privacy & Surveillance



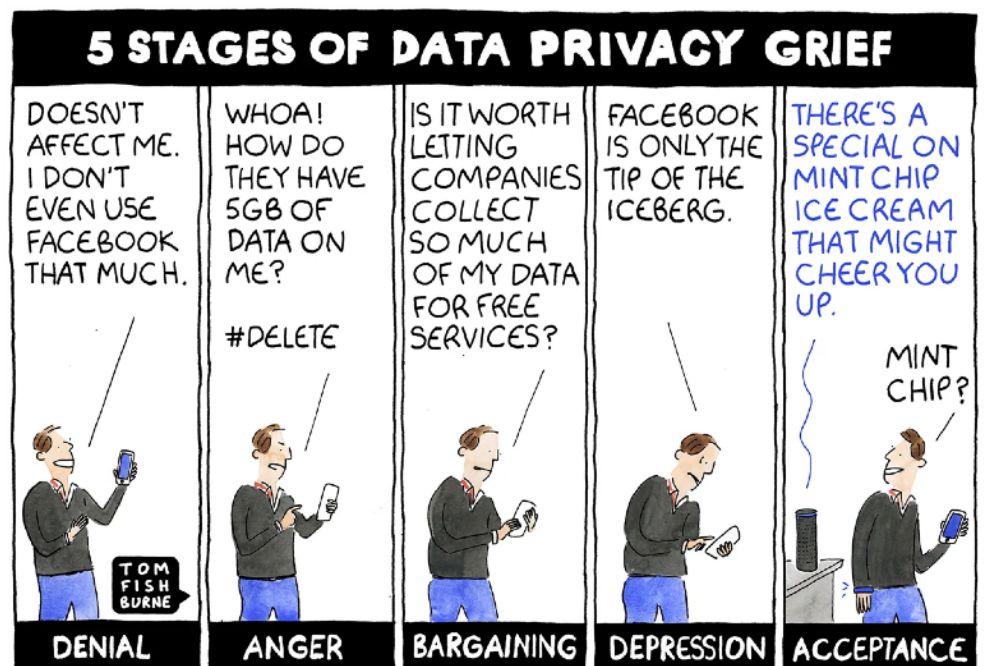
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Classroom: FMH 320

## Privacy

Privacy and surveillance are inexorably connected to the development of technology. Kodak's Brownie camera in 1880 created the fear of being photographed by rude 'kodakers'. The close circuit camera heralded mass camera surveillance and created the metaphor of the authoritarian state as Big Brother. In the 1970s, Foucault reappropriated a design idea from Jeremy Bentham and explained how we live in the Panopticon, a society where everyone watches everyone and where the citizen is held in check through social and legal structures. The digitalization of communications laid the foundations for a level of state surveillance more fully revealed by the revelations of Edward Snowden.

These surveillance practices have, in recent years, been supplemented by the growth of surveillance capitalism, where unfathomably wealthy digital platforms can gather and analyze previously unheard-of amounts of data. This is used to turn human experience into prediction products, a key factor in marketing and predictive surveillance through artificial intelligence.



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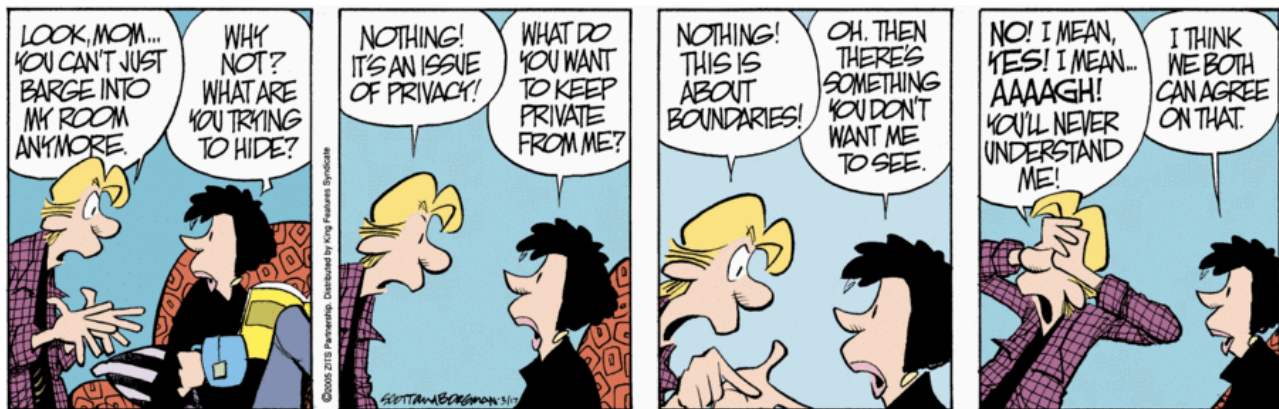
For every stage in this process, our concept of privacy and what constitutes invasive surveillance has been challenged until we truly have come to be living in a surveillance society. In addition to the byproducts of surveillance capitalism, all our devices, platforms, and media have given each of us access to increasingly sophisticated surveillance systems. We use these to turn surveillance into an everyday practice. Parents surveil their children; we practice surveillance as entertainment when we look at others online and track each other as we move through the city. We have entered surveillance culture.

## Learning Outcomes

Throughout this course, the participants will be challenged to dig deeper into the historical development of surveillance systems and theories to build an analytical framework for understanding how surveillance impacts all aspects of society.

Students will gain an understanding of core concepts of digital content, such as mobility, interactivity, and networking, as well as its technical components and how it impacts communication and information.

- An understanding of surveillance concepts and terminology (being able to define and explain key concepts related to surveillance, including types of surveillance and related terms)
- Through analysis of technology and theory gain a deeper understanding of the role of surveillance in shaping societal norms, governance, and power structures.
- Gain a deeper understanding of the relationship between surveillance, privacy, and human rights, including how these dynamics have evolved over time.
- Be able to critically assess the ethical concerns surrounding surveillance, such as autonomy, consent, transparency, and accountability.



## SCHEDULE

### **Week One: What is Privacy**

Monday 1/13 Read: Toletino (2024) The Hidden-Pregnancy Experiment The New Yorker

Thursday 1/16 Read: Pressly (2024) Photography and the invention of privacy, in The Right to Oblivion

### **Week Two: Privacy Theories**

Monday 1/20 **Privacy Discussion & Writing**

Thursday 1/23 Read: Murakami Wood (2007) Beyond the Panopticon? Foucault and Surveillance Studies

### **Week Three: Surveillance**

Monday 1/27 Read: Lyon (2022) Surveillance

Thursday 1/30 Read: Sekula (1986) The Body and the archive



### **Week Four: Surveillance Theories**

Monday 2/3 Read: Haggerty & Ericson (2000) The Surveillant Assemblage

Thursday 2/6 **Surveillance Discussion & Writing**

### **Week Five: Harms**

Monday 2/10 Read: Magnet (2011) Biometric Failure

Thursday 2/13 Read: Hughes (2020) A House but Not a Home

### **Week Six: Police Surveillance**

Tuesday 2/18 Read: Brayne (2017) Big Data Surveillance

Thursday 2/20 Read: Egbert & Leese (2021) Predictive Policing

### **Week Seven: Commercial Surveillance**

Monday 2/24 **Police Surveillance Discussion & Writing**

Thursday 2/27 Read: Zuboff (2015) Big Other

### **Week Eight: Discussions & Writing**

Monday 3/3 Read: Fourcade Healy (2024) Conclusion

Thursday 3/6 **MIDTERM (50 points)**

SCHEDULE



**Government  
&  
Corporate  
Surveillance**

**Week Nine Radical alternatives?**

Monday 3/10 Lim et al (2025) Abolish Privacy

Thursday 3/13 **Privacy and Surveillance in Media Presentations**

**Monday 3/17 & Thursday 3/20 SPRING RECESS**



**Share  
my location**

INTERPERSONAL SURVEILLANCE

**Week Ten Babies & Selves**

Monday 3/24 Leaver (2017) intimate surveillance

Thursday 3/27 Andrejevic (2005) The work of watching one another

**Week Eleven Location sharing and other friend**

**surveillance**

Monday 3/31 Benjamin (2024) Squeeveillance &

Jennings (2023) Should we know where our friends are at all times?

Thursday 4/3 **Friend surveillance Presentations**

**Week Twelve Technologies of intimacy & stalking**

Monday 4/7 Sadowski & Eklund (2021) Creative Forms of Family Intimacy

Thursday 4/10 **Love and Surveillance Presentations**

**Week Thirteen Ethical Surveillance debate**

Monday 4/14 Allen (2008) The Virtuous Spy & Monahan (2023) On the Impossibility of Ethical Surveillance

Thursday 4/17 **EASTER**

**Week Fourteen Writing planning**

Monday 4/21 **EASTER**

Thursday 4/24 Final Paper Abstracts

**Week Fifteen**

Monday 4/28 Conclusion

## Technology in class

At different times I have been both an advocate *for* and *against* the use of laptops and other digital devices in the classroom. There is a wealth of evidence that shows that laptops are distracting to the users and to people nearby, that learning suffers, and participation suffers.

In the right course laptops help learning and are necessary, however this is not such a class. The point with this class is to come to class in order to join in a discussion on the topic at hand, the more your attention is in the present, the better the class will be.

Aside from the research, the distraction of technology is common knowledge. In every classroom (and at every academic conference I attend) people are using their technology to divert their focus from the task at hand. We have a belief that we are able to multitask when we quite obviously know its not true.

FOR ALL THESE REASONS (AND MORE) OUR CLASSES WILL BE LAPTOP FREE.

Writing by hand is beneficial in many ways even if your handwriting sucks like mine. Make it fun, get a pen you like... I enjoy fountain pens, currently I'm using Lamy Safari, less fiddly more reliably I use the Parker jotter, or if you like gel pens there's Energel by Pentel. For notebooks, online there is a lot of love for Leuchtturm (but I haven't tried it) and I like the unlined Hustle Co notebook...

Get what you like, try things out. These will be the tools you use and they should give you joy, fit well in your hand and help you in your process. If you made it this far in the syllabus send me a picture of your favorite pen.

f\*\*k zodiac signs, what do you write with?

fountain, gel, biro, pencil



## Attendance

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, make-up assignments are possible—but they **MUST** be cleared with me first).



3 absences automatically take your final grade down one tier of a grade lower (i.e. from an A- to a B+). **Fordham's university-wide policy is that 4 unexcused absences result 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 unclear topics. Attendance is worth 33 points.

Please be on time for class and remain for the whole class period. If you are more than 10 minutes late or 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.

# Discussion Submission

This course has three discussions. Following each discussion you will be asked to submit a 400 - 600 word written position, based on the prompt.

## Total Possible Points: 16.

**Excellent** (14-16 points): Thorough, clear, and well-supported response with thoughtful ideas.

**Good** (10-13 points): A good response with minor weaknesses in clarity, depth, or support.

**Satisfactory** (6-9 points): Adequate response, but lacking in detail, depth, or relevance.

**Needs Improvement** (3-5 points): Weak response, lacking clear focus or support for ideas.

See grading rubric page 15

Debate using evidence and rational thought



Debate using ethics and emotion



correcting your opponents typos

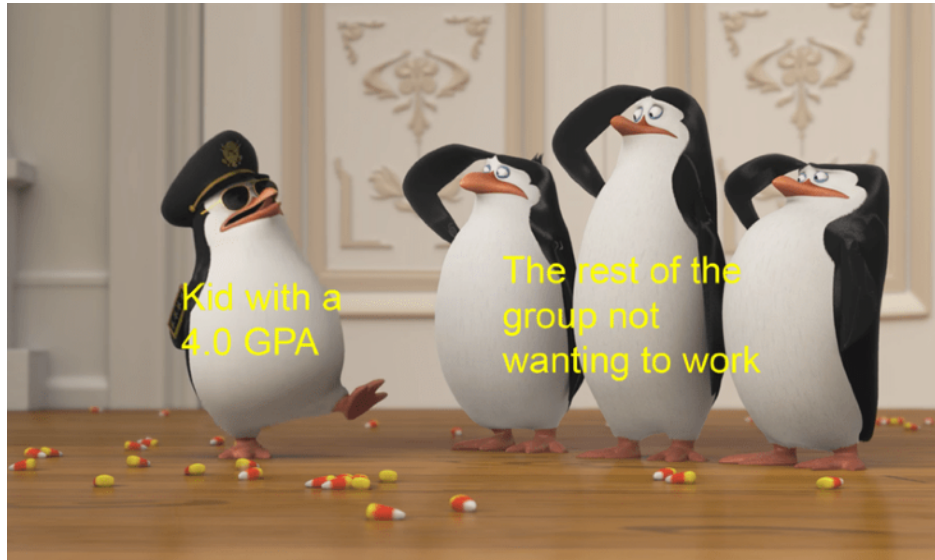


"cuck"



## Group Presentations

For this course each participant will prepare three presentations, and deliver at least one of these. The presentation will require a 400 - 600 word written position and the notes or slides for the presentation.



### **Total Possible Points: 28.**

**Excellent** (25-28 points): Thorough, clear, and well-supported response with thoughtful ideas.

**Good** (19-24 points): A good response with minor weaknesses in clarity, depth, or support.

**Satisfactory** (14-18 points): Adequate response, but lacking in detail, depth, or relevance.

**Needs Improvement** (7-13 points): Weak response, lacking clear focus or support for ideas.

See grading rubric page 16

## Final Paper:

The final paper is an original piece of research. The topic must be within the course's parameters, chosen by the participant, and approved by the instructor. The paper should be (at least) 1200 words long, not including footnotes or a bibliography.

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 can 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 high-quality of writing. More information <http://klangable.com/uploads/teaching/FinalPaper.pdf> and thoughts on grading <http://klangable.com/blog/teaching/grading/>

### **FINAL PAPER GRADING SCALE (FULL RUBRIC PAGE 17)**

90–100: Excellent work; exceeds expectations in all or most categories.

80–89: Good work; meets expectations with some minor weaknesses.

70–79: Satisfactory work; meets basic requirements but lacks depth or clarity in key areas.

60–69: Below average work; significant issues with organization, analysis, or writing mechanics.

### SUBMITTING AN ESSAY LIKE

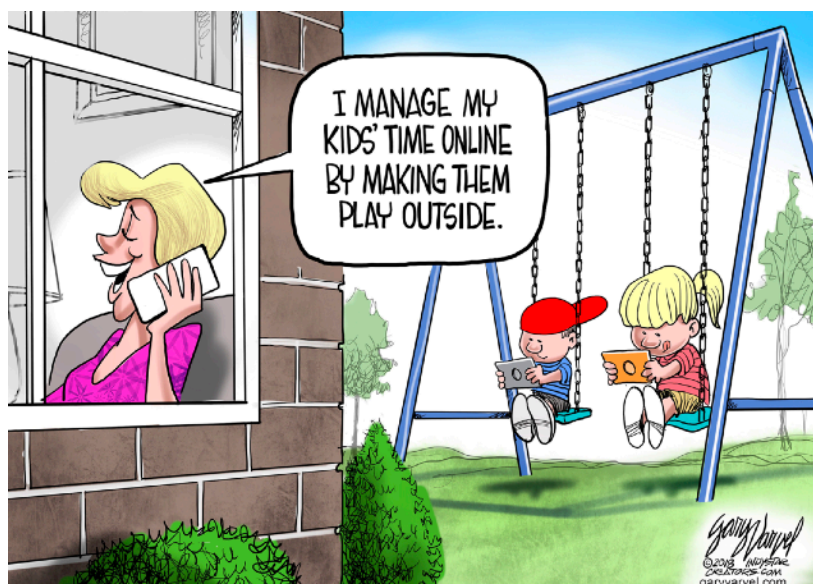


## Annoying faculty & other advice

I keep a bunch of resources aimed at helping students navigate the more obscure details of academia. Check out [Annoy the faculty](#), which has surprisingly good advice on how to email your professor. Matt Might has [a great page on college](#), and the Reddit thread on [College Classroom Norms](#) has some gems. I have an unfinished page of [Classroom reflections](#) and [teaching & writing](#) resources, which may help combat insomnia...



## 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; you should feel free to share them as they become relevant to our class. No student in this class is expected or believed to speak for all group members.

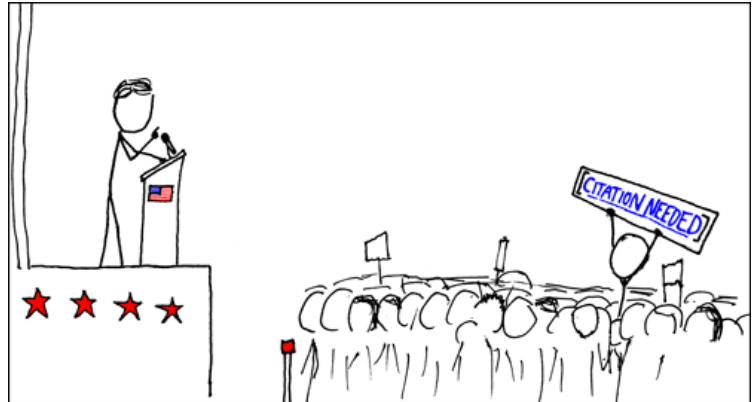
In this classroom, you have the right to determine your own identity. You have the right to be called by whatever name you wish and for that name to be pronounced correctly. You have

the right to be referred to by whatever pronouns you wish. You can 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/>

## Effort

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



## Academic Integrity

A University, by its nature, strives to foster and recognize the originality of thought. Originality can only be recognized when

people acknowledge the sources of ideas or works that are not their own.

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.

## AI Tools

You may use AI programs e.g. ChatGPT to help generate ideas and brainstorm. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. *Beware that use may also stifle your own independent thinking and creativity.*

You may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor).

## Accommodations

The Office of Disability Services at Fordham University helps ensure equal educational access and opportunity for all community members. 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 to develop the 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.

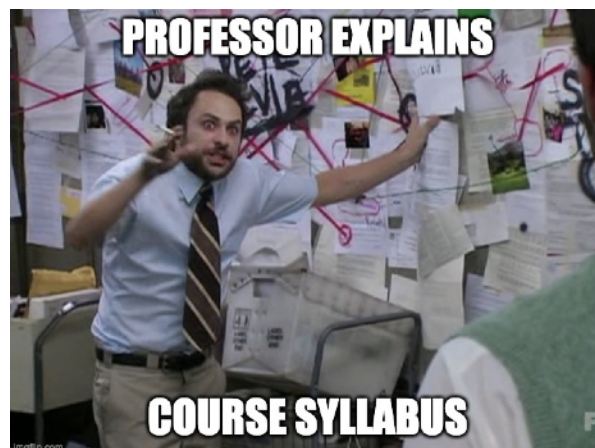
University life is full of challenges. Fordham offers support for anyone who feels like they need help dealing with the pressures of life as a student. CPS offers free individual and group counseling and psychotherapy in a safe and confidential setting. For more information about their services see [www.fordham.edu/campus\\_resources/student\\_services/counselin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

me in class taking a picture of the notes that i'll never look at again



## Writing Center

Writing is a painful but rewarding process. For help and tips, see <http://klangable.com/blog/teaching/writing-resources/> If you struggle with the writing required in this course, please use 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)



## Academic Coaching

Students who struggle with time management and/or organization are 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.

## 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.**

Point distribution	
Writing x 3	48
Presentations x 3	84
Mldterm	50
Ethics debate	30
Paper Abstract	10
Final Paper	65
Attendance	23
<b>Total</b>	<b>310</b>

## Rubric for discussions

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs improvement (1)	Points
<b>Relevance &amp; Focus</b>	Fully addresses the prompt with clear, relevant ideas. All points are directly related to the question.	Addresses the prompt well, but may include some less relevant details or minor digressions.	Response is partially related to the prompt, but may include significant irrelevant details.	Response does not address the prompt or is mostly off-topic.	4
<b>Clarity &amp; Conciseness</b>	Response is clear, well-organized, and succinct. Writing is direct and to the point, with no unnecessary elaboration.	Response is generally clear but may include a few areas of ambiguity or unnecessary details.	Response is somewhat unclear or overly detailed, which detracts from the main point.	Response is unclear, confusing, or overly wordy, making it hard to follow the main argument.	3
<b>Depth of thought</b>	Demonstrates thoughtful, well-developed ideas with depth and insight.	Provides a solid response, but ideas may be somewhat underdeveloped or lack depth.	Response provides basic ideas, but lacks detail or critical thinking.	Response is superficial or lacks sufficient thought or depth.	4
<b>Support &amp; Justification</b>	Strong support for ideas with clear examples, evidence, or reasoning.	Provides some examples or reasoning, but they may be vague or underdeveloped.	Provides limited or weak support for claims, with little explanation or examples.	Lacks support or justification for ideas, or offers unsupported opinions.	3
<b>Grammar &amp; Mechanics</b>	Writing is free from spelling, grammar, and punctuation errors.	Few minor spelling, grammar, or punctuation errors.	Noticeable grammar, spelling, or punctuation errors, but they do not significantly hinder comprehension.	Frequent errors that make the response difficult to read or understand.	2
<b>Total</b>					<b>16</b>

## Rubric for final presentations

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs improvement (1)	Points
<b>Content &amp; Accuracy</b>	Information is clear, accurate, and highly relevant to the topic. Includes well-researched, detailed points.	Information is mostly accurate and relevant with minor gaps or slight omissions.	Information is somewhat accurate but lacks depth or contains notable inaccuracies.	Information is inaccurate or mostly irrelevant, with little depth or understanding of the topic.	4
<b>Organization</b>	Well-organized, clear structure with a strong introduction, body, and conclusion. Transitions are smooth.	Organization is clear, with a recognizable structure and mostly smooth transitions.	Organization is somewhat unclear; structure may be difficult to follow or transitions are abrupt.	Disorganized or unclear, making it difficult to follow the main points.	4
<b>Delivery</b>	Engaging, confident delivery with appropriate eye contact, tone, and pacing. Minimal to no reliance on notes.	Clear delivery with appropriate eye contact and tone. Some reliance on notes, but not distracting.	Delivery is somewhat monotone or unclear; noticeable reliance on notes or slides.	Poor delivery: monotone voice, unclear speech, excessive reliance on notes, or distracting mannerisms.	4
<b>Visual aids/Slides</b>	Excellent use of visual aids/slides that are well-designed, relevant, and enhance understanding of the topic.	Visual aids/slides are clear, relevant, and generally well-designed, supporting the presentation.	Visual aids/slides are somewhat unclear, cluttered, or only somewhat relevant to the presentation.	Visual aids/slides are poor quality, distracting, or not relevant to the presentation content.	4
<b>Engagement &amp; interaction</b>	Actively engages audience through questions, eye contact, or other interactive elements. Demonstrates awareness of audience interest.	Engages audience occasionally through eye contact or brief interaction.	Limited audience engagement or interaction; presentation feels more like a lecture.	No audience engagement or interaction; lacks awareness of audience interest.	4
<b>Time Management</b>	No audience engagement or interaction; lacks awareness of audience interest.	Presentation is within time limits with only minor issues in pacing or content.	Slightly over or under time limit; pacing may feel rushed or drag at times.	Presentation is significantly over or under time limit, or pacing is poor.	4
<b>Clarity &amp; Language</b>	Language is clear, precise, and appropriate for the audience. No grammatical errors.	Clear language with minimal errors; content is understandable for the intended audience.	Language is occasionally unclear, with several grammatical errors that slightly hinder understanding.	Frequent unclear language or significant grammatical errors that make understanding difficult.	4
<b>Total</b>					<b>28</b>

## Rubric for final paper

Category	Excellent	Good	Satisfactory	Needs improvement	Points
<b>Thesis/Argument</b>	Clear, original, and insightful thesis; argument is well-developed and highly compelling.	Clear and relevant thesis; argument is mostly well-developed with minor weaknesses.	Thesis is present but lacks clarity or originality; argument is somewhat developed.	Thesis is unclear, irrelevant, or underdeveloped; weak or missing argument.	10
<b>Introduction</b>	Engaging introduction that clearly presents the topic, context, and thesis.	Introduction is clear and provides relevant context, but could be more engaging.	Introduction is basic, but does not effectively set the stage for the paper.	Introduction is weak, unclear, or missing important context.	5
<b>Evidence</b>	Exceptional use of relevant, credible, and detailed evidence that strongly supports the argument.	Good use of relevant evidence, with some minor gaps or lack of depth.	Some evidence used, but not always relevant, credible, or sufficient to support the argument.	Lacks credible or sufficient evidence; does not support the thesis.	10
<b>Organization</b>	Paper is well-organized with clear, logical progression of ideas; excellent paragraph transitions.	Paper is organized with some logical flow, though transitions could be improved.	Organization is apparent, but the paper lacks clear structure or logical flow.	Poor organization, difficult to follow; paragraphs are poorly structured or disconnected.	5
<b>Critical thinking</b>	Excellent analysis with deep insight; demonstrates critical thinking and engagement with the material.	Good analysis with clear understanding of material; some minor gaps in depth or complexity.	Adequate analysis; relies on summary or surface-level understanding.	Lacks critical analysis; primarily descriptive or lacks depth.	10
<b>Conclusion</b>	Conclusion effectively synthesizes key points and provides strong final insights or implications.	Conclusion summarizes main points but may lack depth or broader implications.	Conclusion restates key points, but lacks synthesis or closure.	Conclusion is weak, vague, or missing important elements.	10
<b>Style &amp; Clarity</b>	Writing is clear, concise, and engaging; highly effective sentence structure and word choice.	Writing is clear and readable, with minor errors in sentence structure or word choice.	Writing is somewhat unclear or verbose; contains frequent awkward phrasing or grammar errors.	Writing is unclear, difficult to read; numerous grammar or style issues.	5
<b>Mechanics (grammar, punctuation, spelling)</b>	Virtually no errors in grammar, punctuation, or spelling.	Few minor errors in grammar, punctuation, or spelling that do not hinder understanding.	Noticeable errors in grammar, punctuation, or spelling that may distract the reader.	Frequent errors in grammar, punctuation, or spelling that make the paper difficult to understand.	5
<b>Citation &amp; Formatting</b>	Properly formatted citations in the required style (APA, MLA, etc.); no errors in referencing.	Minor citation or formatting errors, but overall accurate and consistent.	Some errors in citation or formatting; several inaccuracies or inconsistencies.	Major citation or formatting errors; inconsistent or missing citations.	5
<b>Total</b>					<b>65</b>