

# 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.

## *Contact Information*

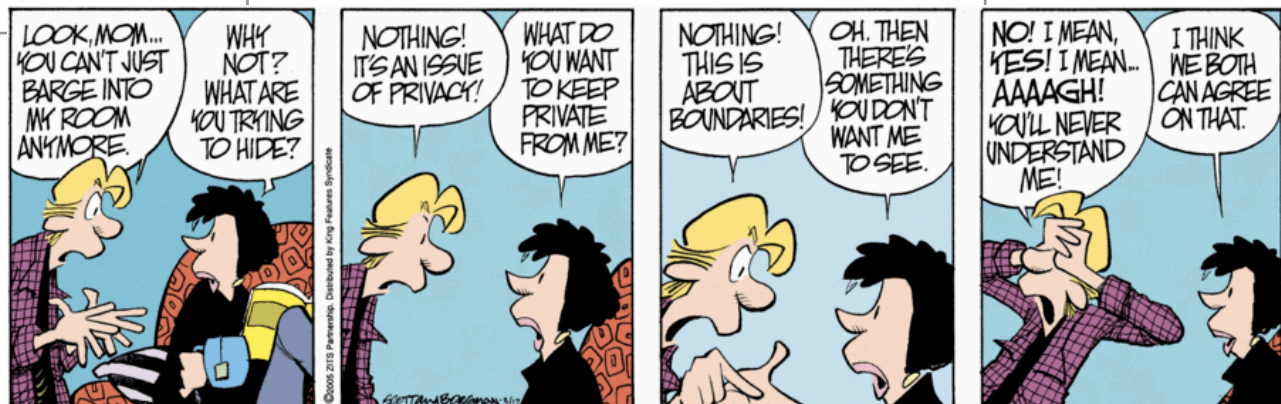
While our primary communication is via Slack, the instructor can be reached via email [mklang@fordham.edu](mailto:mklang@fordham.edu), cell phone (212) 882 0989, Twitter @klangable, Instagram @klangable (mostly dog pictures) and his website [www.klangable.com](http://www.klangable.com). Office: FMH Room 438

Course Schedule: Tue & Fri 1-2:15, Location: FMH 232

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

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MATERIAL		DUE FRI
Module 1 Tue 1/18 Fri 1/21	<b>Introduction</b> <b>Privacy Audit Exercise?</b> Westin: Chapter 1 in Privacy and Freedom	Myth 2
Module 2 Tue 1/25 Fri 1/28	<b>The Right to Privacy</b> Warren & Brandeis	Myth 3 Introduction Video
Module 3 Tue 2/1 Fri 2/4	<b>Privacy &amp; Inequality</b> Madden: <a href="#">Privacy Security &amp; Digital Inequality</a> ??	Myth 18
Module 4 Tue 2/8 Fri 2/11	<b>History of Privacy</b> Igo: Technologies of Publicity Timeline in the back of Boghosian	Myth 14
Module 5 Tue 2/15 Fri 2/18	<b>Bentham, Foucault &amp; the Panopticon</b> Horne & Maly: The Inspection House chapter I	Myth 16
Module 6 <b>Tue 2/22</b> Fri 2/25	<b>THIS TUESDAY FOLLOWS MONDAY SCHEDULE</b>  <b>Home Privacy and Children</b> Shapiro: Places and Spaces	Myth 8
Module 7 Tue 3/1 Fri 3/4	<b>Bodies &amp; Privacy</b> Romine: Crime, DNA, & Family	Myth 10
Module 8 Tue 3/8 Fri 3/11	<b>Smart Homes and Digital Devices</b> Doty Oxymorons of privacy and surveillance in “smart homes”  <b>FRIDAY MIDTERM</b>	



MATERIAL		DUE FRI
Module 9 <b>Tue 3/15</b> <b>Fri 3/18</b>	<b>SPRING BREAK</b>	
Module 10 Tue 3/22 Fri 3/25	<b>Surveillance Capitalism – a new theory?</b> Zuboff The Secrets of Surveillance Capitalism	Myth 11
Module 11 Tue 3/29 Fri 4/1	<b>Personal Digital Devices</b> Zimmer et al There s nothing really they can do with this information unpacking how users manage privacy boundaries for personal fitness information	Myth 9
Module 12 Tue 4/5 Fri 4/8	<b>Horizontal or Peer Surveillance</b> Gill: Surveillance is a Feminist Issue	Myth 17
Module 13 Tue 4/12 <b>Fri 4/15</b>	<b>Government online Surveillance</b> Pilkington: <a href="#">‘Panic made us vulnerable’: how 9/11 made the US surveillance state</a> <b>EASTER</b>	Myth 7
Module 14 Tue 4/19 Fri 4/22	<b>Facial Recognition &amp; Counersurveillance</b> Madison & Klang Recognizing Everyday Activism: Understanding Resistance to Facial Recognition	Myth 6
Module 15 Tue 4/26 Fri 4/29	<b>Sousveillance</b> Ross: Watching from Below	Myth 19
Module 16 Tue 5/3	<b>The Future of Surveillance &amp; Privacy</b>	Myth 21

Graded Exercises		Grade Scale
Video	10	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
Perusall	50	
Weekly Media	75	
Book Discussion	75	
Midterm	90	
Final Paper	100	

## VIDEO ASSIGNMENT

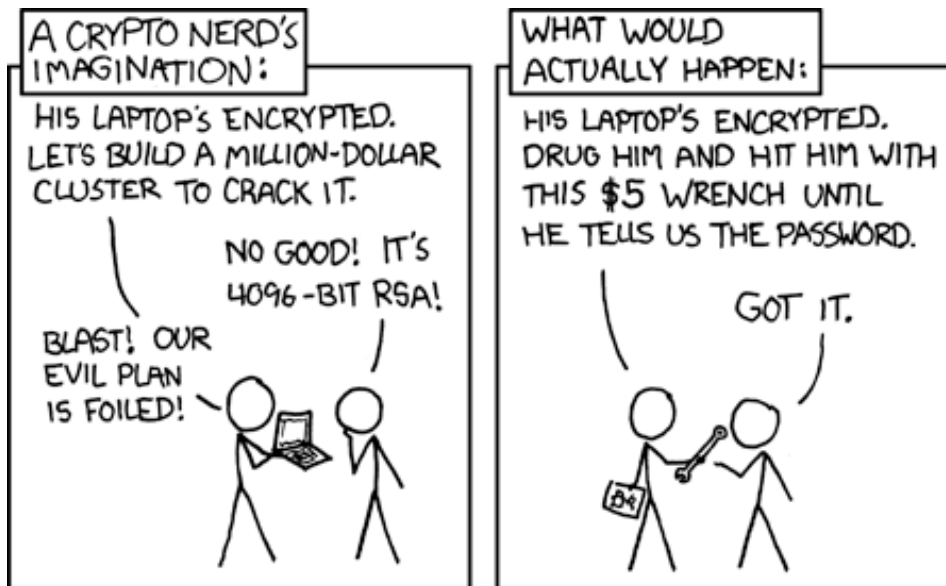
In order to build a better sense of community the participants will create a short (2-3 minute) video introduction of themselves and upload it to the course Google Drive space (which I will create and invite you to). Remember these videos will be available to the whole class. **The uploaded video file name should be your surname.** The video should address the following things (in any order): Who are you, how do you understand the difference between privacy and secrecy, and any privacy related experience you wish to share.

## ON BEING PREPARED FOR CLASS

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.

**Come to class prepared to answer the following questions regarding each of the readings:** (a) what is the basic argument, and what are its strengths and weaknesses? (b) if you disagree with the argument, what would it take to convince you (what is missing)? (c) what are the similarities and differences between this argument and



others put forward by readings in the same and in previous weeks?

## PERUSALL

This class will use Perusall for the essays listed in the syllabus (not the books). I have a love/hate relationship with a lot of technology and Perusall is no different. It is awesome to see what other people are thinking/marking when they read (it also really helps me as an instructor) but it also makes the whole thing about the number of comments. Knowing this I want you to make at least **4 comments** on each reading. Asking/answering questions is a bonus! This will be even more important if you (or we) have to stay home for any reason (looking at you Covid) so that I can see that you are active in class. While there is no ‘active participation’ grade in the course think of Perusall as active participation. Readings should be done before end of day Monday so I have some time to look at the comments before class on Tuesday. Perusall should also help you being prepared for class - see section above. How Perusall Works & how Perusall scoring works.



## WEEKLY MEDIA

We will be covering a new and highly exciting topic every week. Which means we get to look at a lot of exciting stuff. When you have checked out the materials I want you to find something interesting and relevant to the discussion at hand. Each week you will find an engaging news item relevant to the module and post your findings to a shared google doc. **Your post should contain** (1) Title and author information (2) link to source (3) a short summary of the information, and (4) an argument why you think it is interesting and relevant. This will be due by end of day Thursday and I may even ask you to present your findings in class on Friday. When you read this send me a message about why you prefer over-ear or in-ear headphones & post a picture of your headphones to Slack (without comment).

## BOOK DISCUSSION

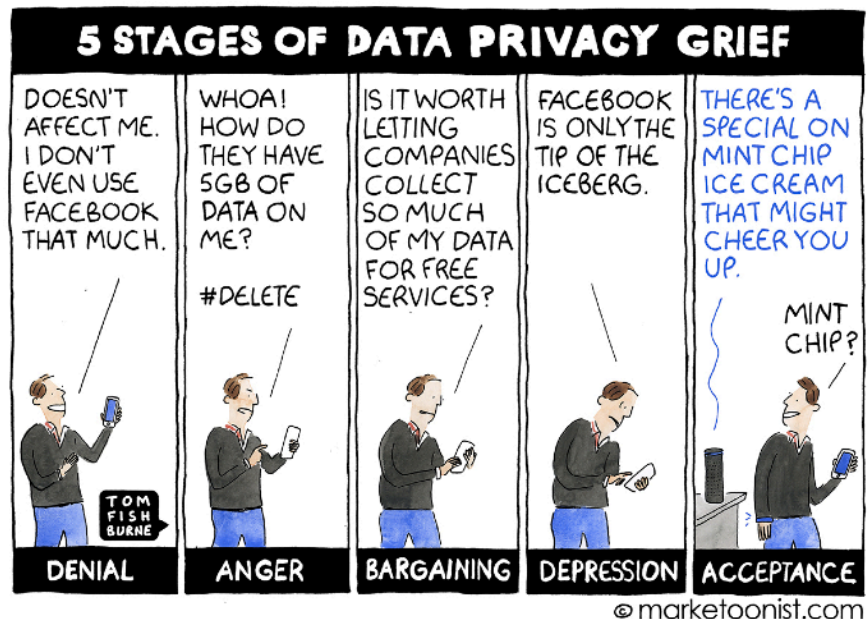
This semester we will be reading Heidi Boghosian's *"I have nothing to hide" and 20 other myths about surveillance and privacy*. The book is easy to read and highly accessible. It is intended to be a thoughtful companion to the other (more theory dense) readings in this course. The idea is that we will use Boghosian as a thoughtful place to start our Friday discussions on a range of privacy and surveillance issues.

I recommend you read all books in paper format. From experience I can tell you that pdfs and ebooks are convenient but you remember less and are harder to work with. The schedule shows which chapters should for which dates. On the Fridays when we discuss the chapter you are to have submitted your **250-350 word analysis** (can be longer) via BB before class (due Thursday Midnight). Once we are in class you should be prepared to discuss the main points in the text. I will ask one of you to give a short recap of the main points but the focus should be on your analysis of the text in relation to the theories we

are discussing in the course. At its most basic be prepared to have a discussion on (a) what is the basic argument, and what are its strengths and weaknesses? (b) if you disagree with the argument, what would it take to convince you (what is missing)? (c) what are the similarities and differences between this argument and others put forward by readings in the same and in previous weeks?

## MIDTERM

What can I say. It's a midterm. Some short questions, some long questions. It's me testing to see if you have read, understood and analyzed the



materials thus far. I don't like timed exams and I don't like the pressure these cause, therefore this will be a take home exam which you should complete on Tuesday 3/15. This means we will not be meeting in class on that day.

## 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, 1500 words in length, not including footnotes or bibliography.

*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.

More information <http://klangable.com/uploads/teaching/FinalPaper.pdf> and thoughts on grading <http://klangable.com/blog/teaching/grading/>



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

## 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

This is a tough one. Given the realities of this new normal it is important for us all that we stay safe. So here it is: If you feel unwell do not come to class. If you are away from class you **MUST** contact me as before class. If you reach out and we communicate then this will not be an absence.

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.





## GRADING

For more on my grading practices see <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/>



## 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)

## DIGITAL DEVICES

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](mailto: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](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.

## 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/](http://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.**