

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.

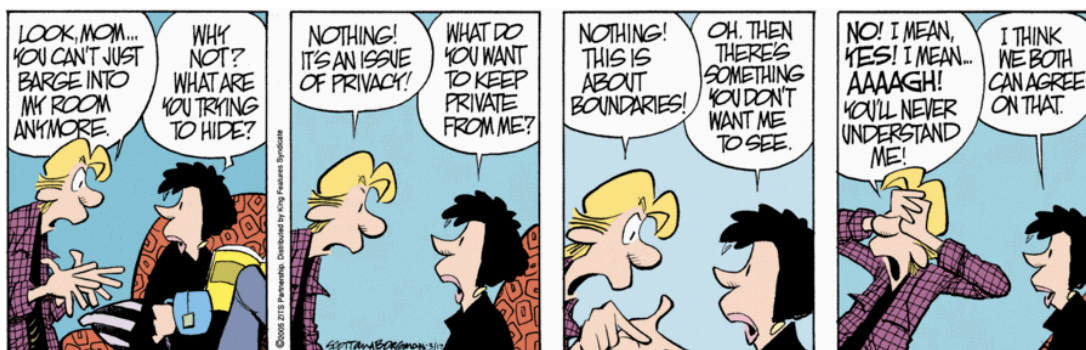
Contact Information

While our primary communication is via Slack, the instructor can be reached via email mklang@fordham.edu, cell phone (215) 882 0989, and Twitter @klangable. There is a ton of information (some useful) on www.klangable.com. Office: FMH Room 438

Course Schedule: Mon & Thu 11:30-12:45, Location: FMH 317

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

MATERIAL		
Module 1 Th 9/1	Introduction	
Module 2 Wed 9/7 Th 9/8	What is Privacy? Proferes: The Development of Privacy Norms Westin: The Origins of Modern Claims to Privacy	Privacy & Culture exercise in class Thursday
Module 3 Mon 9/12 Th 9/15	History Weller: The historical ubiquity of surveillance Igo: Technologies of Publicity	Privacy & History exercise in class Thursday
Module 4 Mon 9/19 Th 9/22	Theories of Surveillance Horne & Maly: The Inspection House chapter 1 Lyon: The search for surveillance theories	Panopticon exercise in class Thursday
Module 5 Mon 9/26 Th 9/29	Privacy as Power Veliz: Privacy is Power Haggerty & Ericson: The surveillant assemblage	Privacy & Power exercise in class Thursday
Module 6 Mon 10/3 Th 10/6	Surveillance Culture Lyon: Crucibles of Culture Wills & Wills: Invisible Surveillance in Visual Art	Surveillance Culture exercise in class Thursday
Mon 10/10 Columbus Day Th 10/13	MIDTERM 10/13	
Module 7 Mon 10/24 Th 10/27	Sousveillance Jenkins & Cramer: Capturing Injustice	York chapters 1 & 2



MATERIAL		DUE FRI
Module 8 Mon 10/24 Th 10/27	Interveillance Hermida & Hernandez Horizontal surveillance	York chapters 3 & 4
Module 9 Mon 10/31 Th 11/3	Autoveillance Couture Reflections from the 'Strava-sphere'	York chapters 5
Module 10 Mon 11/7 Th 11/10	Surveillance Capitalism – a new theory? Zuboff How Google Discovered the Value of Surveillance	York chapters 6
Module 11 Mon 11/14 Th 11/17	Biometrics & Countersurveillance Magnet When Biometrics Fail Madison & Klang Recognizing Everyday Activism	York chapters 7
Module 12 Mon 11/21 Th 11/24	Government online Surveillance Amnesty & Privacy International: Two Years After Snowden Snowden The NSA & Mass Surveillance Eck & Hatz: State surveillance and the COVID 19 crisis	11/24 THANKSGIVING
Module 13 Mon 11/28 Th 12/1	Security theatre (Power in action) Browne Chap 4 " 'What Did the TSA Find in Solange's Fro'?"	York chapters 8 & 9
Module 14 Mon 12/5 Th 12/8	The Vulnerable McDonald & Forte: Privacy and Vulnerable Populations	York chapter 10 12/12 Final Paper

Graded Exercises

In class exercises	100
Book Discussion	100
Midterm	200
Final Paper	100
TOTAL	500

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

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?

China: Do you wanna be
spied on?

Teenagers: No Way

China: You can do stupid dances



CLASS EXERCISES

The idea with the class exercises is to break the monotony of the lecture, to enable a wider discussion, to allow you to develop your own understanding and ideas of what we are discussing. The format will vary but you will be tasked to work in groups to develop ideas around the topic we are discussing in the module. After this, groups will be asked to present their findings. Taking this as your starting point (if you wish) you should then submit your

250-350 word

(can be longer)

individual analysis of the topic via BB before Saturday.

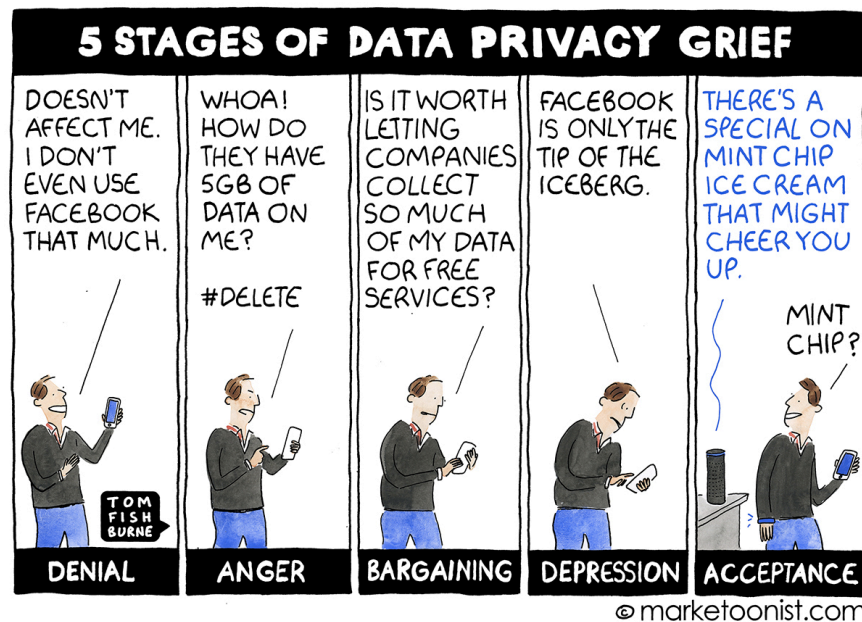
BOOK DISCUSSION

This semester we will be reading Jillian York's *Silicon Values: The Future of Free Speech Under Surveillance*.

Capitalism. This is intended to be a thoughtful companion to the other (more theory dense) readings in this course. The idea is that we will use York as a thoughtful place to start our Thursday 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 Thursdays when we discuss the chapter(s) you are to have submitted your **250-350 word analysis** (can be longer) via BB before class (due Wednesday Midnight). Once we are in class you should be prepared to discuss the main points in the text in groups. 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?

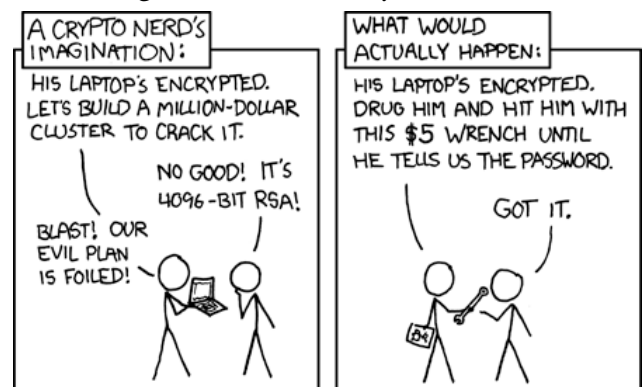


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MIDTERM

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 Thursday 10/13. 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

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

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 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.**

