Surveillance & Society

Course Syllabus
University of North Carolina, Chapel Hill
Comm 86.001 – Fall 2015
Tuesday & Thursday: 3:30 – 4:45pm
Location: Murphy – Rm. 314

Professor

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Office Hours: Tuesday 2:30-3:30pm or by appt.

Course Description

How are surveillance technologies altering social life? This course will explore this question by mapping the complex ways that technologies and societies interact to produce security, fear, control, vulnerability, and/or empowerment. Some of the areas covered include the surveillance capacities of social media, systematic monitoring of individuals at schools and workplaces, close-circuit television systems in public and quasi-public spaces, passenger-screening technologies at airports, and a host of other monitoring technologies throughout everyday life. Readings will be drawn from the social sciences, science fiction, and popular media. Several films will be shown to facilitate critical inquiry into the shaping of popular perceptions of the future and our role in its creation. The class is designed to give you freedom to develop and express your own ideas. The course goal is for you to cultivate a technological literacy that will allow you to analyze and critique surveillance technologies as social entities.

Required Texts

1. Gilliom, John and Torin Monahan. 2013. *SuperVision: An Introduction to the Surveillance Society*. Chicago: University of Chicago Press.
2. Electronic Reserve Articles (+ readings on Sakai)

Grading

"Surveillance Footprint" Paper	25%
Current Event Analyses	15%
Final Team Project	30%
Quiz	5%
Exam	15%
Participation	10%

[Grading Scale: A =93-100, A- =90-92, B+ =87-89, B =83-86, B- =80-82, C+ =77-79, C =73-76, C- =70-72, D+ =67-69, D =63-66, D- =60-62]

Course Expectations

Attendance: This class will be conducted with a focus on in-class discussions and activities. Because of this format, you are expected to attend all classes for the full scheduled time. Excessive tardiness will be counted as an absence. You can miss up to 2 classes throughout the semester without penalty, but you must turn in assignments ahead of time and arrange to get notes from a colleague. Your final grade will go down by 3 points (out of 100) for each additional class missed above these 2. Finally, if you fail to show up for a scheduled meeting with the instructor without canceling 24 hours in advance, your participation grade will be docked 3 points.

Reading: Complete all readings (and other assignments) prior to the class meeting for which they are scheduled. Most of the readings will be drawn from the required text for the course or articles posted to Sakai. You must bring readings (or copies of them) to class for the dates they are assigned. In some cases, I may distribute photocopied readings to you in class. See the course outline below for details.

Participation: Through communication, ideas are formed, revised, borrowed, and developed. It is through argument, description, explanation, and improvisation – within a community – that individual learning flourishes. This course requires full participation (including active listening, facilitating, note-taking, and question-asking) to create an environment of open and shared learning. An effective participant is not someone who simply talks frequently, but someone who reliably offers thoughtful insights that help others to learn.

Technology: Laptop computers and other portable technologies should be used in class only as learning-facilitation tools. During class, it is not acceptable to play games, send email, surf the web, answer cell phones, text message, tweet, or engage in other non-class-related activities. Your participation grade will be penalized if you break this rule. Why? Not only do these practices negatively affect your learning and participation, but they also distract others and create an environment of disrespect.

Course Assignments

1. Current Event Analyses:

   You will be responsible to turn in **three** current event analyses throughout the semester (*Do not write current event papers during film weeks*). For these assignments, you must find a popular media story that connects in some obvious way to readings for the week. Stories should have been published within the last month. Track down and use the full original story if you found a reference to it on a blog or secondary site. Please do not conduct more than one analysis per class session.

   Each analysis should be a 500-word essay that identifies the story and explains how it illustrates, complicates, or extends some of the ideas covered in the reading for the week. The goal is to show how the readings in the course help you to understand current events, so you will have to explain yourself thoroughly and provide sufficient detail to demonstrate the connections you are trying to make. Papers will be due at the start of class. Please include a bibliography for your papers. Because we will use the stories to initiate our conversation for the day, be prepared to present your analysis at the beginning of class and answer questions about the story.

2. "Surveillance Footprint" Paper

    There will be one individually composed paper of 10 pages required in this course. The paper (<u>due October 8</u>) will be a description and analysis of your surveillance footprint. You will be expected to document the various surveillance systems of which you are a part and the types of data trails your activities produce. Next, you should explore the likely range of uses to which your data are put, how they are shared, who would be interested in those data, and what your composite picture (or "data double") looks like. Finally, given this analysis, how might you avoid some of the surveillance systems in your life or change the ways you interact with them? What critiques do you have? For this assignment, you will be required to <u>mobilize 2-3 of the key concepts</u> covered in the course and apply them to your analysis. Additional research may be required to make your argument, but try to keep the focus on you and your interaction with the surveillance systems in question.

3. Quiz:

    There will be one short quiz on <u>September 15</u>. You will be asked to define some of the key concepts and identify their limitations. No makeup quizzes will be given. If you miss the quiz due to an absence or tardiness, you will receive 0 points.

4. Exam:

    There will be one exam on <u>November 5</u>. This exam will focus on the course's key concepts and themes, with a particular emphasis on the required readings. The format will be short-answer and multiple-choice questions. No makeup exams will be given. If you miss the exam due to an absence or tardiness, you will receive 0 points.

5. Final Team Project:

    The final project will be a team-based paper of 15-18 pages due at the beginning of class on <u>December 1</u>. (Teams will be formed in the second half of the semester and will have 4-5 people per team.) You will be asked as a team to come up with a proposal for legislation to reform current surveillance practices. You can take any political position you want (conservative, liberal, etc.) and can tackle whatever aspect of the surveillance society that appeals to you. More details will be given later in the semester to guide your work. The final project is worth 30% of your grade (20% for the paper you turn in and 10% for the presentation your team gives in class.) The criteria for evaluating the group presentation are effective visuals or materials, time management, professional appearance, argument, evidence, and conclusion. Additionally, a short group-evaluation paper will be required of each group member. Experimentation is highly encouraged for this project. Be creative and have some fun!

<u>I reserve the right to distribute unannounced quizzes on the reading or lecture material. Any missed points on these quizzes will be deducted from your participation grade. Quizzes may not be made-up if you are absent.</u>

Writing Guidelines

Please use 12-point Times New Roman font, 1" margins, double-spaced lines, and one line space between paragraphs. Do not use cover pages or folders of any kind unless necessary to preserve

your presentation (e.g., sketches or photographs). All papers must be stapled or they will not be accepted. No late or emailed papers will be accepted.

Academic Honesty
In order to avoid plagiarism, your assignments must provide full citations for all references: direct quotes, summaries, or ideas. Make sure you put all quotes in quotation marks and include references. While you are encouraged to develop your thinking with your peers, you cannot use their material without citing it. Work from other courses will not be accepted in this course. Allowing your writing to be copied by another student is also considered cheating. Please review the Honor Code for complete guidelines on academic honesty: http://studentconduct.unc.edu/. If you have any questions about how to avoid plagiarism, do not hesitate to get in touch with me.

Gender-Fair Language
Language structures thought and action. Biases in language can (and do) naturalize inequalities. Imprecise language also signifies un-interrogated values and sloppy thinking. For all of these reasons, the use of gender-fair language is expected in this course. For example, do not use words like "mankind" or "men" when referring to people in general; alternate between "she" and "he" instead of always using "he," or construct sentences in the plural instead of the singular so you can use "they" or "them" and avoid the problem altogether.

ESL/LD Students
Course requirements can be adjusted to serve the needs and capabilities of ESL and LD students. Please speak with the professor during the first two weeks of class to make arrangements. Students may be advised to attend additional sessions during the professor's office hours so they can draw comparable value from the course.

Course Schedule (subject to revision)

Week One: Introductions

Tuesday, August 18: Introductory Discussion

Thursday, August 20:
> **Readings:**
> - *SuperVision*: Introduction (pp.1-10)
> - *SuperVision*: Chapter 1 (pp.11-26)

Week Two: Pervasive Surveillance and Questions of Autonomy

Tuesday, August 25:
> **Readings:**
> - Michel Foucault. "The Eye of Power." CTRL [SPACE]: pp.94-102
> - Jeremy Bentham. "The Penitentiary Panopticon..." CTRL [SPACE]: pp.114-119

Thursday, August 27:
> **Readings:**
> - Leonard, Andrew. 2014. Sensors and Sensibilities: Companies and insurers love fitness trackers. Should you? *Medium.*
> - Morozov, Evgeny. 2013. Is Smart Making Us Dumb? *The Wall Street Journal*, February 23.

Week Three: The Control State

Tuesday, September 1:
> **Readings:**
> - Timothy Druckrey. "Secreted Agents, Security Leaks, Immune Systems, Spore Wars..." CTRL [SPACE]: 150-157
> - Robert Darnton. "The Stasi Files." CTRL [SPACE]: 170-177

Thursday, September 3:
> **Readings:**
> - Greenwald, Glenn. 2013. NSA collecting phone records of millions of Verizon customers daily. *The Guardian*, June 5.
> - Singer, Peter. 2011. Visible Man: Ethics in a world without secrets. *Harper's Magazine*, 31-36.

Week Four: Film

Tuesday, September 8:
> **No Readings**

Thursday, September 10:
> **No Readings**

Week Five: Identity and Identification

Tuesday, September 15:
> **Readings:**
> - QUIZ (on Definitions and Concepts)
> - *SuperVision*: Chapter 2 (pp.27-46)

Thursday, September 17:
> **Readings:**
> - Haggerty, K. D., and C. Tokar. 2012. Signifying Security: On the Institutional Appeals of Nightclub ID Scanning Systems. *Space and Culture* 15 (2):124-134.
> - Lyon, David. 2009. Identification Practices: State Formation, Crime Control, Colonialism and War. In *Technologies of InSecurity: The Surveillance of Everyday Life*, edited by K. F. Aas, H. O. Gundhus and H. M. Lomell. New York: Routledge-Cavendish, 42-58.

Week Six: Online Worlds

Tuesday, September 22:
>   **Readings:**

- *SuperVision*: Chapter 3 (pp.47-71)

Thursday, September 24:
>   **Readings:**

- Cohen, Nicole S. 2008. The Valorization of Surveillance: Towards a Political Economy of Facebook. *Democratic Communiqué* 22 (1):5-22.
- Turow, Joseph, and Nora Draper. 2012. Advertising's new surveillance ecosystem. In *Routledge Handbook of Surveillance Studies*, edited by K. Ball, K. D. Haggerty and D. Lyon. London: Routledge, 133-140.

Week Seven: Monitoring Youth

Tuesday, September 29:
>   **Readings:**

- Blackford, Holly. 2009. Playground Panopticism: Ring-around-the-Children, a Pocketful of Women. In *Who's Watching?: Daily Practices of Surveillance among Contemporary Families*, edited by M. K. Nelson and A. I. Garey. Nashville, TN: Vanderbilt University Press, 73-93.
- Nelson, Margaret K. 2009. Watching Children: Describing the Use of Baby Monitors on Epinions.com. In *Who's Watching?: Daily Practices of Surveillance among Contemporary Families*, edited by M. K. Nelson and A. I. Garey. Nashville, TN: Vanderbilt University Press, 219-238.

Thursday, October 1:
>   **Readings:**

- *SuperVision*: Chapter 4 (pp.72-88)
- Steeves, Valerie. 2012. Hide and seek: Surveillance of young people on the internet. In *Routledge Handbook of Surveillance Studies*, edited by K. Ball, K. D. Haggerty and D. Lyon. London: Routledge, 352-359.

Week Eight: Film

Tuesday, October 6:
>   **No Readings**

Thursday, October 8:
>   **No Readings**

>   **Due: "Surveillance Footprint" Paper**

Week Nine: Workplace Surveillance

Tuesday, October 13:
>   **Readings:**

- *SuperVision*: Chapter 5 (pp.89-107).

Thursday, October 15:
>   **Fall Break – No Class or Readings**

Week Ten: Gender, Power, and Violence

Tuesday, October 20:

- Victor Burgin. "Jenni's Room." CTRL [SPACE]: 228-235.
- Hille Koskela. 2000. "'The Gaze without Eyes': Video-surveillance and the Changing Nature of Urban Space." *Progress in Human Geography* 24 (2):243-265.

Tuesday, October 22:

- Mason, Corinne, and Shoshana Magnet. 2012. Surveillance Studies and Violence Against Women. *Surveillance & Society* 10 (2):105-118.
- Olding, Rachel. 2014. Spyware's role in domestic violence. The Sydney Morning Herald, March 22. Available from http://www.smh.com.au/technology/technology-news/spywares-role-in-domestic-violence-20140321-358sj.html [accessed June 19, 2015].

Week Eleven: Resistance

Tuesday, October 27:
>   **Readings:**

- Brunton, Finn, and Helen Nissenbaum. 2011. Vernacular resistance to data collection and analysis: A political theory of obfuscation. *First Monday* 16 (5): 1-20.

Thursday, October 29:
>   **Readings:**

- Huey, Laura, Kevin Walby, and Aaron Doyle. 2006. Cop Watching in the Downtown Eastside: Exploring the Use of (Counter)Surveillance as a Tool of Resistance. In *Surveillance and Security: Technological Politics and Power in Everyday Life*, edited by T. Monahan. New York: Routledge, 149-165.
- Institute for Applied Autonomy. 2006. Defensive Surveillance: Lessons from the Republican National Convention. In *Surveillance and Security: Technological Politics and Power in Everyday Life*, edited by T. Monahan. New York: Routledge, 167-174.

Week Twelve: Security and the Control of Bodies

Tuesday, November 3:
>   **Readings:**
- *SuperVision*: Chapter 6 (pp.108-126).
- Magnet, Shoshana, and Tara Rodgers. 2012. Stripping for the State: Whole body imaging

technologies and the surveillance of othered bodies. *Feminist Media Studies* 12 (1):101-118.

Thursday, November 5:
>   **Readings:**
> - EXAM
> - No Readings

Week Thirteen: Film

Tuesday, November 10:
>   **No Readings**

Thursday, November 12:
>   **No Readings**

Week Fourteen: Conclusions

Tuesday, November 17:
>   **Readings**
> - *SuperVision*: Conclusion (pp.127-141).
> - Rule, James B. 2011. The Whole World Is Watching. *DemocracyJournal.org*: 58-71.

Thursday, November 19:
>   **Group Presentations**

Week Fifteen: Conclusions

Tuesday, November 24:
>   **Group Presentations**

Thursday, November 26:
>   **Thanksgiving Break – No Class or Readings**

Week Sixteen: Course Wrap-Up

Tuesday, December 1:
>   **Last Day of Class**
> - **Due: Final Projects**