

Surveillance & Society

Course Syllabus

Vanderbilt University
HOD 2690 04 – Spring 2009
Tuesday & Thursday 2:35 – 3:50
Location: Payne 108

Professor

Torin Monahan, Ph.D.
Office: 1202 18th Avenue
Phone: 615-322-8732
Email: torin.monahan@vanderbilt.edu
Office Hours: T/TH 4-5pm & by appt.

Course Description

How are surveillance technologies altering social life in post-9/11 worlds? This course will explore this question by mapping the complex ways that technologies and societies interact to produce security, fear, control, and/or vulnerability. Some of the areas covered include anti-terrorism legislation, close-circuit television (CCTV) in public and quasi-public spaces, biometric technologies on the border, and a host of monitoring technologies in cyberspaces, workplaces, and the home. 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 about the future and our role in its creation. The class is designed to give students freedom to develop and express their 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. Andrejevic, Mark. 2007. *iSpy: Surveillance and Power in the Interactive Era*. Lawrence: University Press of Kansas.
2. Lyon, David. 2007. *Surveillance Studies: An Overview*. Cambridge: Polity Press.
3. Course Reader.

Grading

On-line Journal	30%
Paper #1	20%
Final Team Project	30%
Participation	20%

[Grading Scale: A =95-100, A- =90-94, B+ =87-89, B =84-86, B- =80-83, C+ =77-79, C =74-76, C- =70-73, D+ =67-69, D =64-66, D- =60-63]

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 5 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 5 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 texts for the course or from Internet web pages. 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, answer email, surf the web, answer cell phones, text message, 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. On-line Journal:

Starting in Week 2, on-line journal entries of approximately 750 words are due every Saturday by noon. Journal entries should be based on the reading, discussion, and the lecture(s) for the week. You must show that you did the reading and listened attentively to the lectures, but not, for example, by listing your reactions in a series of unconnected paragraphs: you must write a short essay that develops them as a whole. I will look not only for your reactions, but more importantly why you had them. Try to give reasons for your reactions, but if you are not sure about your reasons, at least try to state the dilemma in which you find yourself. It is even acceptable, in other words, to write an essay about your confusion.

I suggest, therefore, that you jot down ideas for your essays as you read for class or participate in the discussions, and afterwards step back for a moment to reflect on your overall reaction, that is, the theme for your essay. It is best to take a critical perspective for your theme. A critical perspective does not require that you be against the ideas

expressed in the reading or lectures. It means simply that you have asked yourself some hard questions. What are the alternatives to your reaction? Why is your reaction better than the alternatives? It is always important to remember, especially when the issues in question concern how we should live, that your first reaction may well be defensive, often accompanied by some intense feelings. It is appropriate to explore these feelings in your essay, though it will not always be easy to get to the bottom of them. You will need patience and honesty if you wish to get beyond the level of gut reaction and opinion to the level of justified belief.

Journal essays will be due every week except for Weeks 1, 7, 9, & 16. There will be a total of 12 essays in the course.

Mechanics: Post your entries to our course page on OAK (<https://oak.vanderbilt.edu/webapps/login/>) under the proper week heading (e.g. “Week 2”) in the “discussion board” section. If you compose the entry in a word processing program, please cut-and-paste the text into Blackboard rather than attaching a file. These assignments will be graded on a pass / fail basis. If you make a sincere effort, you will pass. As with everything else, feel free to check with me at any time throughout the semester if you are concerned about your progress with journal entries.

2. Individual Papers:

There will be one individually composed paper of 8-10 pages required in this course. The paper (due February 19) will be an analysis of some of the social science and philosophical articles and chapters we will be reading. It will invite a critical investigation into what we can learn from the social sciences about surveillance technologies in society, and it will ask you to make an argument for how surveillance technologies should be regulated or governed to safeguard (or bring about) civil liberties and conditions of fairness and justice.

3. Final Team Project:

The final project will be a team-based research paper of 20 pages due April 21. Teams will decide upon their own research topics concerning technological surveillance and will thoroughly investigate them using a variety of research techniques: interviewing, photographing, mapping, observing, surveying, and – of course – reading. Some possible examples of research areas include: mapping surveillance cameras on campus or in Nashville, determining local policies for data retention and access with public surveillance, analyzing the USA PATRIOT and Homeland Security Acts, critically investigating police use of surveillance in patrol cars or elsewhere, documenting counter-surveillance groups and tactics throughout the world, etc. (See www.publicsurveillance.com/student.html for examples of past student projects in this course.) Experimentation is highly encouraged for this project, and alternative formats are welcome. Be creative and have some fun!

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.

Academic Honesty

In order to avoid plagiarism, your assignments must provide full citations for all references: direct quotes, summaries, or ideas. 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://studentorgs.vanderbilt.edu/HonorCouncil/>.

Gender-Fair Language

Language structures thought and action. Biases in language can (and do) naturalize inequities. 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 primary instructor during the first two weeks of class to make arrangements. Students may be advised to attend additional sessions during the instructors' office hours so they can draw comparable value from the course.

Course Schedule (subject to revision)

Week One: Introductions

Thursday, January 8: Introductory Discussion

In-Class Reading:

- Damon Knight. "I See You." (HO)

Week Two: The Surveillance Society & Surveillance Theory

Tuesday, January 13:

Readings:

- Surveillance Studies Network. 2006. A Report on the Surveillance Society (Summary).
- *Surveillance Studies*, Chts.1 & 3

Thursday, January 15:

Readings:

- Michel Foucault. "The Eye of Power." CTRL [SPACE]: pp.94-102
- Jeremy Bentham. "The Penitentiary Panopticon..." CTRL [SPACE]: pp.114-119
- Kevin D. Haggerty and Richard V. Ericson. 2000. The Surveillant Assemblage. *British Journal of Sociology* 51 (4):605-622.

Week Three: The Control State

Tuesday, January 20:

Readings:

- Timothy Druckrey. "Secreted Agents, Security Leaks, Immune Systems, Spore Wars..." CTRL [SPACE]: 150-157
- Duncan Campbell. "Inside Echelon." CTRL [SPACE]: 158-169
- Robert Darnton. "The Stasi Files." CTRL [SPACE]: 170-177

Thursday, January 22:

Readings:

- Eric Lichtblau. 2008. Deal Is Struck to Overhaul Wiretap Law. *New York Times*, June 20.
- Alex Johnson. 2008. Surveillance video grows despite lack of evidence. *MSNBC*, June 25.
- Naomi Klein. 2008. China's All-Seeing Eye. *Rolling Stone*, May 29.
- Torin Monahan. 2008. Situational Awareness of the Security Industry.

Week Four: Film

Tuesday, January 27:

No Readings

Thursday, January 29:

No Readings

Week Five: The Masculine Gaze

Tuesday, February 3:

Readings:

- 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

Thursday, February 5:

Readings:

- Torin Monahan. 2009. Dreams of Control at a Distance: Gender, Surveillance, and Social Control. *Cultural Studies <=> Critical Methodologies*.
- R. Danielle Egan. 2004. "Eyeing the Scene: The Uses and (RE)uses of Surveillance Cameras in an Exotic Dance Club." *Critical Sociology* 30 (2): 299-319.

Week Six: Surveillance Sites

Tuesday, February 10:

Readings:

- *Surveillance Studies*, Cht.2.
- Jason W. Patton. 2000. Protecting Privacy in Public?: Surveillance Technologies and the Value of Public Places. *Ethics and Information Technology* 2:181-187

Thursday, February 12:

Readings:

- Michael C. Musheno, James P. Levine, and Denis J. Palumbo. 1978. Television Surveillance and Crime Prevention: Evaluating an Attempt to Create Defensible Space in Public Housing. *Social Science Quarterly* 58 (4):647-656
- [+ Exchange with Oscar Newman in same journal]

Week Seven: Film

Tuesday, February 17:

No Readings

Thursday, February 19:

PAPER #1 DUE

No Readings

Week Eight: Inequality

Tuesday, February 24:

Readings:

- Torin Monahan. 2008. Editorial: Surveillance and Inequality. *Surveillance & Society* 5 (3):217-226.
- Cindi Katz. 2006. The State Goes Home: Local Hypervigilance of Children and the Global Retreat from Social Reproduction. In *Surveillance and Security: Technological Politics and Power in Everyday Life*, edited by T. Monahan. New York: Routledge, 27-36.

Thursday, February 26:

Readings:

- *Surveillance Studies*, Cht.5.
- Joe Doherty et al. 2008. Homelessness and Exclusion: Regulating public space in European Cities. *Surveillance & Society* 5 (3): 290-314.

Week Nine: Spring Break

No Classes or Readings

Week Ten: Empowerment

Tuesday, March 10:

Readings:

- Alison Marie Kenner. 2008. Securing the Elderly Body: Dementia, Surveillance, and the Politics of "Aging in Place". *Surveillance & Society* 5 (3):252-269.
- Crang, M. and S. Graham. 2007. Sentient Cities: Ambient intelligence and the politics of urban space. *Information, Communication & Society* 10 (6):789-817.
- Koskela, Hille. 2004. Webcams, TV Shows and Mobile Phones: Empowering Exhibitionism. *Surveillance & Society* 2 (2/3):199-215.

Thursday, March 12:

Readings:

- Murakami Wood, David. 2007. Pervasive Surveillance: Enabling Environments or Embedding Inequalities. Paper read at Workshop on Surveillance and Inequality, March 16-18, at Arizona State University.
- Torin Monahan. 2008. Democratic Surveillance.
- Warwick, Kevin. 2003. Cyborg Morals, Cyborg Values, Cyborg Ethics. *Ethics and Information Technology* 5 (3):131-137.

Week Eleven: Knowable Bodies

Tuesday, March 17:

Readings:

- Irma van der Ploeg. 1999. The Illegal Body: 'Eurodac' and the Politics of Biometric Identification. *Ethics and Information Technology* 1:295-302
- *Surveillance Studies*, Cht.6.

Thursday, March 19:

Readings:

- Dorothy Nelkin and Lori Andrews. 1999. DNA Identification and Surveillance Creep. *Sociology of Health and Illness* 21 (5): 689-706.
- David J. Phillips. 2005. From Privacy to Visibility. Context, Identity, and Power in Ubiquitous Computing Environments. *Social Text* 23 (2):95-108.

Week Twelve: Film

Tuesday, March 24:

No Readings

Thursday, March 26:

No Readings

Week Thirteen: Counter-Surveillance & Policy Recommendations

Tuesday, March 31:

Readings:

- *Surveillance Studies*, Cht.8.
- 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.
- Torin Monahan. 2006. Counter-surveillance as Political Intervention? *Social Semiotics* 16 (4):515-534.

Thursday, April 2:

Readings:

- *Surveillance Studies*, Cht.9.
- Jean-François Blanchette, and Deborah G. Johnson. 2002. "Data Retention and the Panoptic Society: The Social Benefits of Forgetfulness." *The Information Society* 18:33-45
- Schneier, Bruce. 2008. The Myth of the 'Transparent Society'. *Wired*, March 6. Available

from
http://www.wired.com/politics/security/commentary/securitymatters/2008/03/securitymatters_0306.

Week Fourteen: Surveillance, New Media, and Interactivity I

Tuesday, April 7:

Readings:

- *iSpy*, Chts. 1-2.

Thursday, April 9:

Readings:

- *iSpy*, Chts. 3-4.

Week Fifteen: Surveillance, New Media, and Interactivity II

Tuesday, April 14:

Readings:

- *iSpy*, Chts. 5-7.

Thursday, April 16:

Readings:

- *iSpy*, Chts. 8-9.

Week Sixteen: Course Wrap-Up

Tuesday, April 21: **Last Day of Class**

- **Final Projects Due**