

Surveillance & Society

Course Syllabus

Arizona State University
JUS 494 (66414) – Spring 2007
Tuesday & Thursday 3:15 – 4:30
Location: ECA A219

Instructors

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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. Monahan, Torin, ed. 2006. *Surveillance and Security: Technological Politics and Power in Everyday Life*. New York: Routledge. [Hereafter “S&S”]
2. Albrecht, Katherine, and Liz McIntyre. 2006. *The Spychips Threat: Why Christians Should Resist RFID and Electronic Surveillance*. Nashville, Tenn.: Nelson Current.
3. Course Reader. [Available from AlphaGraphics, 815 W. University Dr., (480) 968-7821]

Grading

Take-home Exam (midterm)	30%
Take-home Exam (final)	40%
Research Project	10%
Participation	20%

(a full letter grade system will be used in this course, not +/-)

Course Expectations

Attendance: This class will be conducted with a focus on lectures, activities, and in-class discussions. Because of this format, you are strongly encouraged to attend all classes. Formal attendance will not be taken, but your participation grade will suffer if you are excessively absent or tardy. If you are going to be absent, you must turn in assignments ahead of time and arrange to get notes from a colleague. Finally, if you fail to show up for a scheduled meeting with the instructor without cancelling 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.

Student teams will be formed early-on. Each team will have the responsibility of facilitating discussion once during the semester. It is expected that teams will engage in significant outside research and preparation.

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. Journal:

Please come to every class having read all the assigned material and having written a brief journal entry on each article or chapter. For each entry, answer the following questions: 1) what is the argument?, 2) how does the author support the argument?, 3) what concepts does the author employ and what do they mean?, 4) what are a few examples that the author gives?, 5) what is your critique of the article or chapter? Bring journals to every class. They may be collected periodically throughout the semester and will be graded as “participation.” More important, they will serve as excellent review guides for the take-home exams. *The more seriously you take the journals, the better the study guides they will be.*

2. Take-home Exams:

There will be two take-home exams. Both of them will be designed to test your knowledge of the major concepts and themes in the course. Your weekly journal and class notes will be your study guides for the exams. The questions will require short-answer and short-essay responses. The midterm take-home exam will be distributed March 1 and will be due March 6. The final take-home exam will be distributed April 26 and will be due May 1.

3. Research Project:

There will be one collaborative research project for this course. In the second half of the course, we will be reading about opposition to surveillance technologies on religious grounds. Drawing upon these readings and discussions, you will team-up with one other classmate to interview four people about their perceptions of religion and surveillance. All interviews will be taped with digital recorders, which will be distributed to you in advance. Once the recorders are returned, I will copy the audio files to CDs, which I will give back to you. You will then need to listen to the CDs, transcribe a few provocative quotes, paste them to the "discussion board" on Blackboard (myasucourses.asu.edu) under your groups assigned number, and give a brief presentation in class about why you think the quotes are interesting and what you think they mean. More information will be provided in class. The general schedule will be something like this:

- THU: I will hand out recorders and explain how they work
- TUE: I will collect recorders (with interviews on them)
- THU: I will give CDs to groups and hand out recorders to next groups
- TUE: The first groups will share their quotes and discuss themes and meanings

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 papers or exams 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 Student Code of Conduct for complete guidelines on academic honesty. Note: Any instance of plagiarism or cheating can be grounds for failure of the entire course or expulsion from the university.

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 1 **Introduction**

January 16 Course Introduction

January 18 Damon Knight. "I See You." [Reader]

 Mother Jones. "The Watched." [Reader]

Week 2 **The Panopticon & State Control**

January 23 Michel Foucault. "The Eye of Power." [Reader]

 Jeremy Bentham. "The Penitentiary Panopticon..." [Reader]

January 25 Timothy Druckrey. "Secreted Agents, Security Leaks, Immune Systems, Spore Wars..." [Reader]

 Robert Darnton. "The Stasi Files." [Reader]

 Barton Gellman. "FBI mines records of ordinary Americans Under Patriot Act." [Reader]

 Associated Press. "Bush authorized NSA to spy on Americans." [Reader]

Week 3 **Film**

January 30

February 1

Week 4 **Security Imperatives**

February 6 Torin Monahan. "Preface" and "Questioning Surveillance and Security." [S&S, pp.ix-23]

 Gary Marx. "Soft Surveillance: The Growth of Mandatory Volunteerism in Collecting Personal Information." [S&S, pp.37-56]

February 8 Andrew Lakoff. "Techniques of Preparedness." [S&S, pp.265-274]

 Langdon Winner. "Technology Studies for Terrorists: A Short Course." [275-291]

Week 5 **Privacy & Trust**

February 13 Philip Agre. "Surveillance and Capture: Two Models of Privacy." [Reader]

February 15 David Lyon. "Facing the future: Seeking Ethics for Everyday Surveillance." [Reader]

Jean-François Blanchette, and Deborah G. Johnson. 2002. "Data Retention and the Panoptic Society: The Social Benefits of Forgetfulness." [Reader]

Week 6 **Surveillance & Inequality**

February 20 Cindi Katz. "The State Goes Home: Local Hypervigilance of Children and the Global Retreat from Social Reproduction." [S&S, pp.27-36]

Torin Monahan. "The Surveillance Curriculum: Risk Management and Social Control in the Neoliberal School." [S&S, pp.109-124]

February 22 Nancy Campbell. "Everyday Insecurities: The Microbehavioral Politics of Intrusive Surveillance." [S&S, pp.57-76]

Virginia Eubanks. "Technologies of Citizenship: Surveillance and Political Learning in the Welfare System." [S&S, pp. 89-108]

Week 7 **Governing Mobilities**

February 27 Peter Adey. "'Divided We Move': The Dromologies of Airport Security and Surveillance." [S&S, pp.195-208]

David Lyon. "Why Where You are Matters: Mundane Mobilities, Transparent Technologies, and Digital Discrimination." [S&S, pp.209-224]

March 1 Irma van der Ploeg. "Borderline identities: The Enrollment of Bodies in the Technological Reconstruction of Borders." [S&S, pp.177-194]

Heather Cameron. "Using Intelligent Transport Systems to Track Buses and Passengers." [S&S, pp.225-242]

Week 8 **Film**

March 6 *Midterm due*

March 8

Week 9 **SPRING BREAK**

March 13 No class.

March 15 No class.

Week 10 **Spychips Threat**

March 20 Glenn W. Shuck. "Marks of the Beast." [Reader]

March 22 *Spychips Threat* (pp.1-52)

First team begins interviews

Week 11 Spychips Threat

March 27 *Spychips Threat* (pp.53-104)

March 29 *Spychips Threat* (pp.105-153)

Week 12 Spychips Threat

April 3 *Spychips Threat* (pp.154-205)

April 5 *Spychips Threat* (pp.206-236)

Week 13 Film

April 10

April 12

Week 14 The Male Gaze

April 17 Victor Burgin. "Jenni's Room." [Reader]

Hille Koskela. 2000. "'The Gaze without Eyes': Video-surveillance and the Changing Nature of Urban Space." *Progress in Human Geography* 24 (2):243-265 [Reader]

April 19 Jill Fisher. "Indoor Positioning and Digital Management: Emerging Surveillance Regimes in Hospitals." [S&S, pp.77-88]

Week 15 Counter-surveillance

April 24 Institute for Applied Autonomy. "Defensive Surveillance." [S&S, pp.167-174]

Laura Huey, Kevin Walby, and Aaron Doyle. 2006. "Cop Watching in the Downtown Eastside." [S&S, pp.149-166]

April 26 Monahan, Torin. 2006. Counter-surveillance as Political Intervention? *Social Semiotics* 16 (4):515-534. [Reader]

Week 16 Conclusions...

May 1 **Last Day of Class**

Final Take-home Exam Due