

University of Waterloo
Department of Sociology and Legal Studies
Sociology 413/ Legal Studies 413: Surveillance Society
Fall 2015
Wednesdays 2:30-5:20pm, AL 209

Instructor and T.A. Information

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Email is the best way to reach me. I'll respond to emails within 24 hours on weekdays, 72 hours on weekends and holidays.

Course Description

How are surveillance technologies altering social life, especially in terms of shaping what we think, see, and do? 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. This year, our weekly readings and discussions will be united by a single theme: examining how surveillance technologies contribute to our experiences with social inequality. Guided by this theme, each week we will learn about the approaches taken by a number of different legal and social theorists and discuss how these theorists conceptualize surveillance and its role in social control.

Some of the topics covered in the course include differential access and exclusion mechanisms enabled by online surveillance, predictive marketing using big data algorithms, racial classification schemes, hiding from the law, and a host of monitoring technologies in cyberspaces, workplaces, and the home. Readings will be drawn from the social sciences and popular media to facilitate critical inquiry into the shaping of popular perceptions about the surveillance and social control.

The class is designed to give you freedom to develop and express your own ideas, and integrations in-class group mini-assignments each week, and weekly online components. The course goal is for you to cultivate both sociological and technological literacies that will allow you to analyze, critique, and respond to surveillance technologies.

Readings Available on LEARN

All Readings are available via hyperlinks on this syllabi or on LEARN.

Course Requirements and Assessment

This is an upper year seminar course. You are consequently expected to participate actively in generating and pursuing discussion of issues in a number of forums (online, in-group, and as a class). The aim of a seminar course is for all of us to discuss and analyze the assigned readings. Hence it is a REQUIREMENT for this course that you read all assigned readings prior to every class and actively participate in classroom discussion. This includes bringing questions/comments to class about the readings, asking questions, making constructive criticism of classroom presentations, and connecting themes discussed in class with contemporary events.

Assessment	Date of Evaluation (if known)	Weighting
Topic Guide Proposal (Phase 1)	October 7th	10%
Topic Guide Project (Phase 2)	November 25th	25%
In Class Debate	Varies	10%
Written Reflection on Debate	Due 1 week after your debate	10%
Take Home Exam	December 16th	25%
In-Class Participation	weekly	12%
Online Participation	weekly	8%
Total		100%

Topic Guide (May be done Solo, or in Pairs)

What topics would you cover if you were teaching the course? What technologies would you like to know more about? What resources would you use, and how might you teach the fundamentals in a 3-hour class room setting? It’s your turn to be the professor.

Phase 1: The Proposal (10%)

On October 7th, you will hand in a 300 word abstract that details your plans for a Topic Guide. In it, you will outline your selected topic and describe how you plan to relate it to central course theme of surveillance & social inequality. This should be considerably advanced beyond a “I hope to look at...” style of summary. Instead, it should be a concise introduction to the topic you will be outlining in Phase 2 of the Project and include an identification of the sources you will potentially be drawing from.

You may select a topic from the below list or use your own provided you have my prior approval. Potential Topic List: Protests & Social Movements, Political Scandals and Social Media, Security at Mega-Events (e.g. Olympics), Health Surveillance, Workplace Surveillance, Online/Mobile Dating, Predictive Policing, CCTV cameras, Airport Security, Disaster Response, the Internet of Things, Online Gaming & Gambling, Counter-Terrorism, Unemployment Insurance and Welfare Administration, Schools, Warfare, Global Aid, Disease Epidemics.

In addition to your abstract, you must attach a list of at least 10 reference items pertaining to your topic. This reference list MUST be in APA referencing styles, and include at least THREE relevant news/magazine articles, ONE online video clip, and SIX academic sources drawn from academic

journal articles, chapters in edited academic books, or academic articles published on the Web. You must include the pertinent bibliographic information for the reference: title, author, year of publication, etc. You should also highlight what you see as the five most promising references, indicating with a sentence or two why you think they might be important in linking your topic to the theme of social inequality.

Note: book titles and assigned course readings are not accepted.

Rationale: The assignment is an opportunity to ensure you have selected an appropriate topic, to ensure an early start to your full Topic Guide, and to ensure feedback on your proposal so that you can earn a better mark on Phase 2 of the assignment. Many students have difficulty finding good sources, which are the backbone of good projects. This assignment will follow an in-class session on how to find academic sources, explaining how they differ from non-academic sources.

At this point, you do not have to read beyond the paper abstracts..

Once I have your reference list, I may recommend other relevant sources for you to check out.

Phase 2: The Project (25%)

On November 25th, you will submit a full lesson plan on your topic of choice.

This lesson plan will include the following elements:

- 1) Outline for a 3 hour lesson plan, including a brief description of an in-class activity. This document will follow a template which will be handed out and discussed in class.
- 2) Resource List (see below).
- 3) Your 8-10 minute mini-lecture content. Details will be discussed in class, but you will be tasked with creating a Slideshow with speaking notes, Youtube video, or Podcast as a topic overview.

Following from phase 1, your full resource list will include at least 10 items, and an further annotated bibliography of other 2 academic articles and 1 other resource that you would assign as “required reading”, which must include an overview of the central arguments of the sources, as well as an additional rationale section which indicates WHY you chose each particular source, its potential drawbacks, and its relation to the other “required readings”.

Rationale: Numerous studies have shown that the best way to learn material is to teach it to others. Instead of requiring rote memorization, or the time-pressure of exams, this assignment will require you to investigate and critically assess both academic research and pop culture references to explore a topic that particularly interests you. It will require you to summarize the fundamentals of research in a variety of modes – from written to visual to applied learning exercises that could be used in a classroom setting.

Each of your submissions will be used in next year's course as supplementary topic guides for students looking to carry out their own research.

Take-Home Final Essay

On December 2nd you will be given a response paper assignment. The specifics of this assignment will be provided on that date, but in essence it will involve a creative writing scenario asking you to apply the tools you have used and knowledge formed throughout the semester to develop an "escape plan" for avoiding police apprehension. This is not a research paper. In fact, I want you to mirror the informal tone of the magazine and news articles (think of Wired and The Atlantic) in your course readings. The response paper will be approximately 1,250 words in length, and is due December 16th.

Rationale: Clear, coherent, entertaining, and persuasive writing is a skill that only develops with practice but it will serve you well, regardless of your future career directions. By placing you in the role of a fugitive, this assignment emphasizes the everyday realities of living within a surveillance society, and assess very real economic, physical, and social consequences of avoiding the surveillant gaze.

In-Class Debates

There will be five debates held throughout the term. You will each participate in one debate in which you will explore in depth a specific topic related to the course. First, sign up for a debate topic and a position (i.e., "side") in weeks 1 and 2 of this seminar. You might end up arguing a position you do not personally agree with. For each debate, one person will debate another person on a given topic.

Oral Debate: 10%

For your debate topic, you will conduct research to support your "side" of the debate. Your research should include a minimum of 4 academic/scholarly sources in addition to course readings, and an unlimited number of additional sources. Based on your research, you will develop an argument in favour of your position, and present this argument in the debate. You should also prepare rebuttals (i.e., counter-arguments) in advance ("prepared rebuttals"), as well as prepare to respond for possible rebuttals by your opponent ("spontaneous rebuttals").

In-class debate structure:

Stage 1: Side A presents arguments for their perspective – up to 8 minutes;

Stage 2: Side B presents arguments for their perspective – up to 8 minutes;

Stage 3: Side A presents their "rebuttal"/ counter-argument (both prepared and spontaneous) to Side B – approximately 5 minutes;

Stage 4: Side B presents their "rebuttal"/ counter-argument (both prepared and spontaneous) to Side A – approximately 5 minutes;

Stage 5: Side A and Side B take alternating turns in free debate – approximately 10 minutes;

Stage 6: Debate is open to entire class to participate. Both Sides A and B are free to respond – up to 20 minutes.

As you engage in debate, you should take brief notes on your own spontaneous rebuttals. That is, you should jot down briefs notes when you come up with arguments or points on the spot.

Written Overview & Individual Reflection: 10%

Due 1 week after your oral debate

One week after your debate, you will submit a hard copy of your debate, composed of:

- (1) your original, unmodified presentation of arguments (i.e., the document you are reading/working off when you present), including your original, prepared rebuttals,
- (2) any notes you took on your spontaneous rebuttals,
- (3) the bibliography of all of your sources, and
- (4) a 1-2 page reflection on the debate itself in terms of the arguments advanced relating to your topic.

Your reflection should be a contemplation of the argumentation in the debate in which you participated. For example, you should address questions such as: Were you persuaded by the arguments of your opponent? What were the weaknesses and strengths in your own verbal rebuttals/counter-arguments? What were the strengths and weaknesses of your opponent's position as they presented it? Were there any particularly good insights or questions by classmates? In what ways did the debate question constrain the structure of your argument? How has the debate stimulated further thought on this topic for you? Etc.

Policy Notes: All presenters are encouraged to discuss their debate with me for a few minutes at least one week in advance. Presenters who plan to use technology with which the classroom is not already equipped should notify me at least one week in advance to ensure access to the relevant technology.

The oral presentation of your debate may not be delivered late except as a result of a documented illness or personal emergency. Without documentation for an absence on your own debate day, you will receive a 20% penalty. You will be expected to deliver your oral presentation in the next class in which it is practicable, which will be determined by the instructor.

Rationale: Debating provides a forum to examine the merits and demerits of perspectives on a given topic, while facilitating peer-to-peer education. Your debate reflection is an individual opportunity to consider and reconsider the merits and demerits of the arguments advanced both by you and your opponent in order further to advance your contemplation

In-Class Participation (12%)

As an upper-year seminar class, you are expected to actively contribute to in-class discussion. This includes having read the material in advance of the class and making informed comments, observations and criticisms of the readings.

Participation will be gauged by attendance and completion of our in-class activities. For full marks (and your added enjoyment) you're expected to keep up with our reading schedule, participate actively in our weekly seminars, and contribute to our discussions.

Online Participation (8%)

There will be a discussion board on LEARN (starting this class) where you can post comments and responses to posted topics that relate to the readings, lecture and/or class discussion. I will post weekly discussion questions to a specific discussion board. You can respond to these questions or post your own comments regarding the week's material. These comments/questions should be at least several sentences long and demonstrate an engagement with the material and an attempt to employ a sociological perspective.

Unless otherwise noted, each comment is worth 1% . You can post as much as you like, but in order to be eligible for full marks YOU MUST POST IN AT LEAST 8 OF THE SEPARATE CALENDAR WEEKS.

Please remember that these online spaces are a virtual extension of our classroom, and therefore, subject to the University's conduct regulations. At all times, you must respect your fellow classmates, and try to keep the discussion relevant to our course goals. When in doubt, follow The Golden Rule of Netiquette: Don't post any comment you wouldn't read aloud in class.

Course Outline

Note: This is a tentative class reading schedule and will be modified as required.

Week	Topic	Readings	Important!
#1 Sept 16	Introduction	This Week, no readings. Please Play (should take 2 hours to finish): http://scoutshonour.com/donttakeitpersonallybabeitjustaintyourstory/	Sign up for debates
#2 Sept 23	Foucault: The birth of Surveillance studies	*Foucault, Michel. 1977. Panopticism. Pp. 195-228 in Discipline and Punish: The Birth of the Prison. New York: Vintage. http://foucault.info/documents/disciplineAndPunish/foucault.disciplineAndPunish.panOpticism.html *Shearing, C.D., and P.C. Stenning. 1984. "From the Panopticon to Disney World: The development of discipline". Pp. 335 - 349 in Perspectives in Criminal Law: Essays in Honour of John Ll. J. Edwards. Toronto: Canada Law.	Last day to sign up for debates

		<p>http://www.popcenter.org/problems/crimes_against_tourists/PDFs/Shearing_Stenning_1997.pdf</p> <p>Downey, Tom. 2010. "Chinas Cyberposse: The Human-Flesh Search Engine." <i>The New York Times</i>, March 7 . http://www.nytimes.com/2010/03/07/magazine/07Human-t.html?pagewanted=all</p>	
#3 Sept 30	Social Sorting & Inequality	<p>*Lyon, David. 2003. "Surveillance as Social Sorting: Computer codes and mobile bodies". Pp. 13-30 in <i>Surveillance as social sorting: privacy, risk, and digital discrimination</i>. London: Routledge. available as library e-book</p> <p>*Goffman, Alice. 2009. "On the Run: Wanted Men in a Philadelphia Ghetto." <i>American Sociological Review</i> 74(3):339-357. http://asr.sagepub.com/content/74/3/339</p> <p>Valentino-DeVries, Jennifer et al. 2012. "Websites Vary Prices, Deals Based on Users' Information". <i>The Wall Street Journal</i>. http://www.wsj.com/articles/SB10001424127887323777204578189391813881534</p>	
#4 Oct 7	The Pleasures of Watching	<p>*Mathiesen, T. 1997. "The Viewer Society: Michel Foucault's Panopticon revisited". <i>Theoretical Criminology</i> 1(2):215 - 234. http://tcr.sagepub.com/content/1/2/215.short?rs=1&source=mfc</p> <p>*Cohen, J. (forthcoming). "The Surveillance-Innovation Complex: The Irony of the Participatory Turn". <i>The Participatory Condition</i>. Minnesota: University of Minnesota Press. http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2466708</p> <p>Segal, Debra. 1993. "Tales from the Cutting-Room Floor". <i>Harpers Magazine</i>, 50-57. http://www.d.umn.edu/~jmaahs/Crime%20and%20Media/tales_cutting_room_floor_Harpers.pdf</p>	<p>Topic Guide Proposal due today</p> <p>Your turn! In-class anonymous student evaluation of the course.</p> <p>If there are issues you'd like to raise, or improvements you'd like me to make, tell me now!</p>
#5 Oct 14	Control: Theorizing surveillance	<p>*Deleuze, Gilles. 1992. "Postscript on societies of control." <i>October</i> 59(Winter):3 - 7. https://files.nyu.edu/dnm232/public/deleuze_pos</p>	

	networks	<p>tcript.pdf</p> <p>*Haggerty, K.D., and R.V. Ericson. 2000. "The Surveillant Assemblage." <i>British Journal of Sociology</i> 51(4):605-622. http://big0.zgeist.org/students/readings/IPS2011/8/Haggerty%20ericson%202000.pdf</p> <p>Ratliff, Evan. 2009. "Gone Forever: What Does It Take to Really Disappear?" <i>Wired</i> http://archive.wired.com/vanish/2009/08/gone-forever-what-does-it-take-to-really-disappear/</p>	
#6 Oct 21	Seeing Like a State: Borders & Migration	<p>*Aas, K.F. 2006. "The Body Does Not Lie: Identity, Risk and Trust in Technoculture." <i>Crime, Media, Culture</i> 2(2):143 - 158. http://cmc.sagepub.com/content/2/2/143.abstract</p> <p>*Torpey, J. 1998. "Coming and Going: On the State Monopolization of the Legitimate Means of Movement". <i>Sociological Theory</i> 16(3):239 - 259. http://digitalhistory.concordia.ca/courses/surveillance/wp-content/uploads/Torpey_Coming_and_Going.pdf</p> <p>Stroud, Matt. 2014. "The Minority Report: Chicago's new police computer predicts crimes, but is it racist?" <i>The Verge</i>. http://www.theverge.com/2014/2/19/5419854/the-minority-report-this-computer-predicts-crime-but-is-it-racist</p>	Debate 1

<p>#7 Oct 28</p>	<p>Bodies & Bureaucracies</p>	<p>*Bowker, Geoffrey C., and Susan Leigh Star. 1999. "The Case of Race: Classification and Reclassification under Apartheid". Pp. 195-225 in <i>Sorting Things Out: Classification and Its Consequences</i>. The MIT Press. (available online through the library)</p> <p>*Caplan, Jane. 2011. "The Administration of Gender Identity in Nazi Germany". <i>History Workshop Journal</i>. 72 (1): 171-180. hwj.oxfordjournals.org/content/72/1/171.extract?sid=8b097eb3-e357-472b-8211-6ac93ca24035</p> <p>Beiser, Vince. (2011). "Massive Biometric Project Gives Millions of Indians an ID". <i>Wired</i>. http://www.wired.com/2011/08/ff_indiaid/</p>	<p>Debate 2</p>
<p>#8 Nov 4</p>	<p>Big Data & Prediction</p>	<p>*Gillespie, Tarleton. 2014. "The Relevance of Algorithms." In <i>Media Technologies: Essays on Communication, Materiality, and Society</i>, edited by Tarleton Gillespie, Pablo Boczkowski, and Kirsten Foot: MIT Press. http://www.tarletongillespie.org/essays/Gillespie%20-%20The%20Relevance%20of%20Algorithms.pdf</p> <p>*boyd, danah and Crawford, Kate. 2011. "Six Provocations for Big Data". <i>A Decade in Internet Time: Symposium on the Dynamics of the Internet and Society</i>, September 2011. http://softwarestudies.com/cultural_analytics/Six_Provocations_for_Big_Data.pdf</p> <p>Marwick, Alice. 2014. "How your Data are Being Deeply Mined". <i>New York Review of Books</i>. http://www.nybooks.com/articles/archives/2014/jan/09/how-your-data-are-being-deeply-mined/</p>	<p>Debate 3</p>
<p>#9 Nov 11</p>	<p>Police Surveillance</p>	<p>*Sandhu, Ajay, and Kevin D. Haggerty. Forthcoming. "High Visibility Policing: Policing on Camera and the Crisis of Police Legitimacy" in <i>Online Oxford Handbook in Criminology and Criminal Justice</i>.</p> <p>*Murphy, Christopher. "'Securitizing' Canadian Policing: A New Policing Paradigm For the Post 9/11"</p>	<p>Debate 4</p>

		<p>Security State?”. <i>Canadian Journal of Sociology</i>. 32(4): 449-475. http://muse.jhu.edu/journals/cjs/summary/v032/32.4.murphy.html</p> <p>Chen, Adrian. 2012. <i>Unmasking Reddit’s Violentacrez, The Biggest Troll on the Web</i>. http://gawker.com/5950981/unmasking-reddits-violentacrez-the-biggest-troll-on-the-web</p>	
#10 Nov 18	Growing Up Online	<p>*Moore, Dawn, and Kevin D. Haggerty. 2001. “Bring it on Home: Home Drug Testing and the Relocation of the War on Drugs”. <i>Social & Legal Studies</i> 10(3):377 -395. http://sls.sagepub.com/content/10/3/377.abstract</p> <p>*boyd, danah. 2014. “Privacy: Why do youth share so publicly?” in <i>It’s Complicated</i>. New Haven: Yale University Press. pp 54-76. http://www.danah.org/books/ItsComplicated.pdf</p> <p>Rosen, Jeffrey. 2010. The Web Means the End of Forgetting. ”New York Times. http://www.nytimes.com/2010/07/25/magazine/25privacy-t2.html?pagewanted=all</p>	Debate 5
#11 Nov 25	Resistance, Anonymity & Re-appropriation	<p>*Marx, Gary T. 2003. “A Tack in the Shoe: Neutralizing and Resisting the New Surveillance”. <i>Journal of Social Issues</i>. 59(2): 369-390. http://onlinelibrary.wiley.com/doi/10.1111/1540-4560.00069/abstract</p> <p>*Brunton, Finn and Nissenbaum, Helen. 2011. “Vernacular Resistance to Data Collection and Analysis: A political theory of obfuscation”. <i>First Monday</i>. 16(5). http://firstmonday.org/ojs/index.php/fm/article/view/3493/2955</p> <p>Herwig, Jana. 2011. “Anonymous: Peering behind the Mask”. <i>The Guardian</i>. http://www.theguardian.com/technology/2011/may/11/anonymous-behind-the-mask</p>	Your Topic Guides are Due Today!
#12	The Paradoxes of Privacy	<p>*Nock, Steven L. 1998. “Too Much Privacy?”. <i>The Journal of Social Issues</i>. 19(1): 101-118.</p>	Last Day of Class

Dec 2		http://jfi.sagepub.com/content/19/1/101.refs?patientinform-links=yes&legid=spjfi;19/1/101 *Nissenbaum, Helen. 2009. "Puzzles, Paradoxes and Privacy in Public". Pp 103-126 in <i>Privacy in Context</i> . Stanford: Stanford University Press. Wasik, Bill. 2013. "In the Programmable World, All of our Objects will Act as One". <i>Wired</i> . http://www.wired.com/2013/05/internet-of-things-2/	Your take-home final is assigned today!
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Extensions and Late Assignments

- All assignments are expected to be submitted on time, unless you have: i) a medical note from a doctor explaining that you could not complete the assignment; ii) an explanatory note from the Office for Persons with Disabilities (OPD), (See Special Accommodations, below); or iii) special permission for an extension from me.
- You may submit written assignments up to 3 days late without penalty; however, late assignments will not receive extensive written feedback.
- Written assignments submitted more than 3 days late will be docked 5%/day, up to a maximum of 20%. Assignments handed in more than 7 days past the due date will not be accepted, and will score 0. In other words, plan ahead, develop a work schedule, and stick to it. Any request for an extension beyond 3 days must be submitted by email to me at least one week before the due date.
- Failure to complete or hand in a written assignment earns a zero on that project.

Electronic Device Policy

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.

Attendance Policy

Please do not disrupt other students' ability to hear the seminar (e.g., do not arrive late or leave early, begin packing your belongings before class ends, chat while others are speaking etc.). You are responsible for knowing the material and announcements presented during seminars whether or not you attend class. Please arrange with another student to get missed notes and announcements. An excellent way to get in touch with fellow students is on the LEARN Discussion Boards.

Academic Integrity

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity Webpage \(https://uwaterloo.ca/academic-integrity/\)](https://uwaterloo.ca/academic-integrity/) and the [Arts Academic Integrity Office Webpage \(http://arts.uwaterloo.ca/current-undergraduates/academic-responsibility\)](http://arts.uwaterloo.ca/current-undergraduates/academic-responsibility) for more information.

Grievance

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70, Student Petitions and Grievances, Section 4 \(https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70\)](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70). When in doubt please be certain to contact the department's administrative assistant who will provide further assistance.

Discipline

A student is expected to know what constitutes academic integrity to avoid committing academic offenses and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, academic advisor, or the undergraduate associate dean. For information on categories of offenses and types of penalties, students should refer to [Policy 71, Student Discipline \(http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm\)](http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm). For typical penalties check [Guidelines for the Assessment of Penalties \(http://www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm\)](http://www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm).

Appeals

A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72, Student Appeals \(http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm\)](http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm).

Note for Students with Disabilities

The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.