"An Inspecting Gaze": Intersections of Surveillance and Society
INF 385T
Spring 2022
Friday: 12-3pm

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Office Hours: By appointment (please contact me)

Course Overview
Do we live in a surveillance state? Do the dystopian visions of *1984*, *The Matrix*, or *Enemy of the State* accurately reflect our world today? There is little doubt that practices and technologies of surveillance have a profound impact on our social lives, but have they transformed them completely? We will explore these questions and others throughout this course, analyzing and charting the ways that individual and collective "gaze" create architectures and environments of fear and control, vulnerability and security, and power.

Throughout the course we will examine the various surveillance societies in which we live and the relationships they manifest: between government and citizen, business and consumer, and individuals. We will study the history and theories of surveillance practices and the development of concepts of privacy to mediate them. From there we will critically analyze current events and trends through the lens of surveillance and privacy studies. Individually we must all navigate a complex sociotechnical environment where we are not always encouraged to make informed choices about our personal information, and students will be provided opportunities to reexamine their own practices and uses of technology to understand ways they might reclaim that choice.

This course is designed to be a broad overview into the field of surveillance theory and the discipline of surveillance studies. Students will be encouraged to identify their own unique interests and areas of exploration, and provided opportunities through research assignments and classroom activities to share their insights with their colleagues in class. By the conclusion of the course, they will have a deeper and more critical view of how surveillance and privacy function, and the skills to navigate their own pathways through today's surveillance society.

Textbooks (*Required for all students*)
Capello, S. (2019) *None of your damn business: Privacy in the United States from the gilded age to the digital age*. Chicago: University of Chicago Press.
Vincent, D. (2016) *Privacy: A short history*. Malden, MA: Polity.

Additional weekly texts and assignments will be posted to Canvas, including journal articles, news and analysis, films, and other resources. These readings will be required and will vary depending to topics, current events, and the outcomes of in-class discussions.

Assignments
This course is designed to be an exercise in critical thinking and an examination of a complex topic. It's also my hope that the topics we cover in class will map appropriately to the real world in a way that adds value to your understanding and learning as students. To that end, assignments will reflect a mix of group discussions in class and individual engagement with the topics through writing papers (the definition of a "paper" is negotiable – I encourage students to explore alternative deliverables to traditional research papers so long as the level of effort is equivalent)

Position Papers – You will complete several position papers during the semester. Each will be between 2-3 pages in length and will summarize your opinions and position on surveillance in our society. These papers will serve as a diagnostic to help you track your progress during the course. Position papers are to be brief and critical, based upon your exploration of the readings and class discussions.

Topic Papers – Topic papers allow you to bring class readings and discussions into your daily experiences. These papers will be longer research projects (4-5 pages) that marry the surveillance theory with individual practice. Examples might include a critical analysis of CCPA as a consumer, or an exploration of privacy enhancing browser technologies. Students will complete several topic papers over the semester.

Final Project – A final project will be due at the end of the semester. This project will be the equivalent of a 12-15 page research paper and will incorporate the entire semester's readings and discussions into an overview of the nature of surveillance and society from the student's perspective. Projects may pull from the topic and position papers, and may be focused on a particular aspect of surveillance or privacy. They may also be practical in nature, for example designing a privacy enhancing technology (for more technical students interested in applying their engineering skills) or a pathfinder resource designed for libraries to help the general public better manage their personal data.

Grading
This is a discussion class, not a lecture course. As such, I expect all students to attend class, prepare for discussions by reading the assignments for that class period, and participate in group discussions.

Attendance and Participation	25%
Position Documents	15% (all papers)
Topic Papers	25% (all papers)
Final Paper	35%

Policy on Scholastic Dishonesty
Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information please visit the Student Judicial Services Web site: http://deanofstudents.utexas.edu/sjs.

Accessible, Inclusive, and Compliant Statement
The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). Please refer to D&A's website for contact and more information: http://diversity.utexas.edu/disability/. If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

Schedule:

Section One - Introduction	
Aug 26	Class Introductions Syllabus Talking about privacy and surveillance in our world today
Sep 2	Information, Identity, and Inspection – Conceptual Frameworks **Readings Due:** Canvas articles
Section Two – Privacy History and Concepts	
Sep 9	Pre-modern Privacy **Readings Due:** • *Vincent:* Preface; 1-78 • Canvas articles **Assignments Due:** Position Paper #1
Sep 16	Privacy and Modernity **Readings Due:** • *Vincent:* Preface; 79-138; 174-182 • *Capello:* 1-70
Sep 23	Privacy and Communications **Readings Due:** • *Capello:* 71-176 • Canvas articles
Sep 30	Privacy and the State, Culture, and Society **Readings Due:** • *Capello:* 177-274 • Canvas **Assignments Due:** Topic Paper #1
Section Three – Surveillance Theory and Practice	
Oct 7	Panopticons and Big Brother **Readings Due:** Canvas articles **Assignments Due:** Position Paper #2
Oct 14	Classification and Identity **Readings Due:** Canvas articles
Oct 21	Big Data and Surveillance Capitalism **Readings Due:** Canvas articles

Oct 28	We Like to Watch – Performers, Exhibitionists, and Voyeurs **Readings Due:** Canvas articles **Assignments Due:** Topic Paper #2
Section Three – Case Studies and Research Projects	
Nov 4	Case Study #1 **Readings Due:** Canvas articles **Assignments Due:** Final Project Topic
Nov 11	Case Study #2 **Readings Due:** Canvas Readings **Assignments Due:** Final Project Outline and Sources
Nov 18	Case Study #3 **Readings Due:** Canvas readings **Assignments Due:** Final Project Draft
Nov 25	**NO CLASS** – Happy Thanksgiving!
Dec 2	Final Class Movie Day! **Assignments:** Final Project (due by midnight on Dec 4th)