MDIA 322 Special Topic: Media, Technologies and Surveillance

Trimester 1 2014

3 March to 2 July 2014

20 Points

IMPORTANT DATES

Teaching dates:	3 March to 6 June 2014
Easter/Mid-Trimester break:	18 April to 4 May 2014
Last assessment item due:	6 June 2014
Withdrawal Dates:	Refer to www.victoria.ac.nz/students/study/withdrawals-refunds. If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/students/study/exams/aegrotats.

CLASS TIMES AND LOCATIONS

Lecture/Workshop

Wednesday	3.10-6.00pm	77 Fairlie Terrace Room 306

NAMES AND CONTACT DETAILS

Kathleen Kuehn	kathleen.kuehn@vuw.ac.nz	04 463 6991	Room 304, 83 Fairlie Terrace

Office Hours: Wednesdays 10am to 12 noon and by appointment

COMMUNICATION OF ADDITIONAL INFORMATION

Course information will be communicated to students using the MDIA 322 ST Blackboard site.

If you are not going to use the Victoria email address set up for you, we strongly encourage you to set a forward from the Victoria email system to the email address you do use.

PRESCRIPTION

This course examines surveillance culture in an age of technological expansion and ubiquitous media. Photography, CCTV, reality TV, social media, mobile phones and other media/technologies are considered in relation to their impact on a range of socio-cultural and political economic issues including security, democracy, privacy, exploitation and social control. This course will be delivered in a 3-hour lecture/workshop format. There are no tutorials for this course.

COURSE CONTENT

This course will focus on the following themes:

- Theories of surveillance
- Surveillance and the state
- Surveillance and popular culture
- Interactivity and the digital enclosure
- Dataveillance, marketing and consumption
- Coveillance
- Resisting surveillance

COURSE LEARNING OBJECTIVES (CLOS)

Students who pass this course should be able to:

1. Articulate an understanding of surveillance as a set of techniques that combine technologies and practice;
2. Identify and evaluate the affordances and limitations of various media and communications technologies in relation to their surveillance and monitoring capacities;
3. Critically evaluate the range of perspectives that theorise the potential benefits and consequences of surveillance media/technologies;
4. Evaluate the political economic contexts behind the development and institution of surveillance media/technologies;
5. Explain how popular media forms have contributed to the construction and normalization of surveillance culture;
6. Enhance existing research, writing and critical thinking skills.

TEACHING FORMAT

The three hour session on Wednesday will be conducted as a hybrid lecture/workshop that combines a traditional lecture with the presentation of relevant multi-media materials, class discussion and in-class workshop activities. Students enrolled in this course are required to attend the 3 hour lecture/workshop each week.

As there are no tutorials for this course, the lecture/workshop format will incorporate a number of tasks and assignments related to the week's topic that will need to be completed within the three hour period; these workshop activities will serve as an opportunity to interrogate ideas, concepts and theories covered in the readings, to develop analytical skills, to ask questions and explore related topics of interest. Student-led discussions will be a key part of the course. As such, each class session relies on your active participation and your engagement with the course readings. Students are thus expected to attend each session having completed that week's assigned readings.

MANDATORY COURSE REQUIREMENTS

In addition to achieving an overall pass mark of 50%, students must:

- Submit electronic copies of Reading Analyses into as a MS Word file through Blackboard and an electronic copy to Turnitin via Blackboard on or by the specified dates

- Submit the *Case Study Analysis* and *Final Projects* to the MDIA Drop Slot at 83 Fairlie Terrace and an electronic copy to Turnitin via Blackboard on or by the specified dates and

- Attend at least 8 of the 12 scheduled lectures.

WORKLOAD

The expected workload for a 20 point course is 200 hours over the trimester or 13 hours per teaching week.

This includes attendance at lectures and tutorials, reading and preparation for tutorials, and preparation for and completion of assignments. An approximate break-down is suggested below, although this is a guideline only.

1. Class attendance (12 sessions):	36 hours
2. Reading (assigned and recommended readings):	65 hours
3. Reading Analysis:	10 hours
4. Case Study Analysis:	34 hours
5. Final Project (research and writing):	55 hours

ASSESSMENT

Assessment items and workload per item	%	CLO(s)	Due date
1 *Reading Analysis* Students will sign up in advance to prepare a written response (1,000-1,500 words) to the assigned readings. This assignment will be completed ***once*** over the course of the trimester. The written response includes the following: 1) a *summary, synthesis* and *evaluation* of the authors' arguments; 2) a well-formulated question that will inspire discussion; 3) an example of a current news story/media that illustrates, extends or complicates a central aspect of the assigned readings. Students should be prepared to present some or all of their written analysis and to facilitate discussion during class. Students will sign up for their designated week in Week 2. *This assignment should be submitted to Turnitin via Blackboard and an electronic copy submitted as a MS Word Document via Blackboard.*	20%	1, 2, 3, 4, 5, 6	By 12 noon Wednesdays Dates vary

2	**In-class Workshop Activities** Students will complete individual and/or group tasks, assessments or other workshop activities during class sessions that relate to course material (word limits will vary). Each assessment will be accompanied by its own set of instructions and evaluation criteria. Students will be asked to upload a final version of each assessment activity to Blackboard within a week of the assigned task. The lowest TWO workshop grades will be dropped at the end of the trimester. *These assignments will be submitted at the end of each class session via Blackboard.*	10%	1, 2, 3, 4, 5, 6	By 3pm Wednesdays; Dates vary
3	**Case Study Analysis** Drawing from any of the historical, theoretical, critical or conceptual frameworks discussed in class, students will conduct a case study of a *contemporary* surveillance issue, medium or technology of personal interest. In designing the case study, students will be expected to present a clear thesis and conduct original research that explores the broader social, cultural, political and/or economic implications of the selected object of study. The project should be 1500-2000 words in length and follow the MLA OR APA style guide. *This assignment should be submitted to Turnitin via Blackboard and a hardcopy submitted MDIA Drop Slot in 83FT.*	30%	1, 2, 3, 4, 6	By 3pm Wednesday 16 April
4	**Final Project: Digital Footprint Analysis** Each student will conduct a self-surveillance project in which your individual "surveillance footprint" is described, analysed, evaluated and critiqued (2,500-3,000 words). Each student will document the range of surveillance systems, technologies and practices of which you are a part; you will then consider the types of data your participation produces, what is done with that data, where it goes, and what measures you might (or do!) take to subvert or limit your "data double". Written analyses will be expected to apply 3-4 key concepts discussed throughout the trimester. Independent research or action to request personal data may also be required (further details will follow). *This assignment should be submitted to Turnitin via Blackboard and a hardcopy submitted MDIA Drop Slot in 83FT.*	40%	1, 2, 3, 4, 5, 6	By 5pm Friday 6 June

SUBMISSION AND RETURN OF WORK

All work provided for assessment in this course will be checked for academic integrity by Turnitin. Follow the instructions provided in the "Assignments and Turnitin" section of Blackboard.

Electronic assignments are submitted as a MS Word file through Blackboard. How to name your file and step-by-step instructions can be found on Blackboard in the "Assignments and Turnitin" section. Your marked assignment will be found on Blackboard in the same section.

Hardcopy assignments are submitted in the MDIA Drop Slot outside the administration office: *83 Fairlie Terrace.* Attach an assignment cover sheet or extension form, found on Blackboard or outside the administration office.

Your marked assignments will be handed back by the Course Coordinator at the end of class or during office hours, approximately 2 weeks after the due date (or 2 weeks after you submit it if it is submitted after the due date). Any uncollected final projects can be picked up from the Programme Administrator after the last day of teaching. Final projects will be held in the Administration office until the end of the following trimester. You need to show your student identification to collect marked assignment from the Administration office.

EXTENSIONS AND PENALTIES

Extensions

In exceptional and unforeseen circumstances an extension may be granted. If you require an extension, you must complete an extension request form (available on your course Blackboard site) prior to the assignment due date. This must be accompanied by relevant documentation (e.g. a doctor's certificate) where appropriate. Tutors cannot grant extensions. **No assignment without an extension will be accepted after Wednesday 25 June 2014. The Course Coordinator will not give an extension beyond Wednesday 2 July 2014.**

Penalties

Work submitted after the deadline will be penalised by a 2.5 percent deduction from your total mark per work day. Late work also receives only minimal comments from your marker.

MATERIALS AND EQUIPMENT AND/OR ADDITIONAL EXPENSES

Students are encouraged (but not requried) to bring laptops, tablets, smartphones and other portable devices with web search capabilities to each class to be used during workshop activities and/or for notetaking purposes.

SET TEXTS

Andrejevic, Mark. (2007). *iSpy: Surveillance and Power in the Interactive Era.* Lawrence, KS: University of Kansas Press.

MDIA 322 ST Student Notes (The articles found in Student Notes are also available for download on the MDIA 322 ST Blackboard site. Students are required to bring either Student Notes, a printed copy or electronic version of the required readings to each class).

You can order textbooks online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz.

RECOMMENDED READING

Recommended reading is available on the MDIA 322 ST Blackboard site (BB).

CLASS REPRESENTATIVE

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at the first lecture of the course. Students may like to write the Class Rep's name and details in this box:

Class Rep name and contact details:

STUDENT FEEDBACK

Enhancements made to this course, based on the feedback of previous students, will be covered during the course.

Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php.

In week six or seven of the trimester your class representative will be invited to a meeting with the Programme staff. In week five your class representative will ask the class for any feedback on this course to discuss at this meeting.

OTHER IMPORTANT INFORMATION

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: www.victoria.ac.nz/students/study/exams/integrity-plagiarism
- Aegrotats: www.victoria.ac.nz/students/study/exams/aegrotats
- Academic Progress: www.victoria.ac.nz/students/study/progress/academic-progess (including restrictions and non-engagement)
- Dates and deadlines: www.victoria.ac.nz/students/study/dates
- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/students/study/progress/grades
- Resolving academic issues: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Special passes: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Statutes and policies including the Student Conduct Statute: www.victoria.ac.nz/about/governance/strategy
- Student support: www.victoria.ac.nz/students/support
- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter
- Student Contract: www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract
- Subject Librarians: http://library.victoria.ac.nz/library/resources/subjectcontacts.html
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/about/governance/structure
- VUWSA: www.vuwsa.org.nz
- School website: www.victoria.ac.nz/seftms

COURSE PROGRAMME

Note: Readings followed "(iS)" are in the course text iSpy (Andrejevic). *All readings marked "(BB)" are located on Blackboard.*

Week 1	5 March	**Course Introduction: Sites of Surveillance**
		Reading:
		Lyon, D. (2007). The watched world today. *Surveillance Studies,* pp. 11-18*.* (BB)
		Watch (in class): *1984* (M. Radford, USA, 113 min.)
Week 2	12 March	**Theories of Surveillance**
		Reading:
		Foucault, M. (1975). Panopticism. *Discipline and Punish: The Birth of a Prison*. (BB)
		Haggerty, K. & Ericson, R. V. (2000). The surveillant assemblage. *British Journal of Sociology 51*(4):605-622. (BB)
Week 3	19 March	**The Surveillance-Industrial Complex**
		Reading:
		Hayes, B. (2012). The surveillance-industrial complex. *Routledge Handbook of Surveillance Studies,* pp. 167-175. (BB)
		Hager, N. (1997). Exposing the global surveillance system. *NickyHager.com* (BB)
		Greenwald, G. & MacAskell, E. (2013, June 7). NSA Prism program taps into user data of Apple, Google and others. *The Guardian.* (BB)
		Apperley, I. (2013, June 15). How I learned to stop worrying and love Prism. *The National Business Review.* (BB)
		Hager, N. (2013). US spy agencies eavesdrop on Kiwi. *Stuff.com.* (BB)
		Recommended Reading:
		Hager, N. (2011). A short history of the New Zealand Security Intelligence Service. *NickyHager.com.* (BB)
		Hager, N. (1996). *Secret Power: New Zealand's Role in the International Spy Network.* Craig Potton Publishing. (BB)
		NSA Slides Explain the Data Collection Program. (2013 June 6). *Washington Post.* (BB)
		Greenwald, G. (1/17/2014.) Obama's NSA 'reforms' are little more than a PR attempt to mollify the public. *The Guardian.* (BB)
		Rosen, J. (2013, June 11). Why should we even care if the government is collecting our data? *The Atlantic.* (BB)
Week 4	26 March	**Surveillance, Society & the State: Crowdsourcing Homeland Security**
		Reading:
		Tewksbury, D. (2012). Crowdsourcing homeland security: The Texas Virtual Borderwatch and participatory citizenship. *Surveillance & Society, 10*(3/4). (BB)

Brabham, D. (2013, April 17). Boston bombings, 4Chan's thinktank, and a modest proposal for an emergency crowdsourced investigation platform. *Culture Digitally. (BB)*

Solove, D. (2011, May 5). Why privacy matters even if you have 'nothing to hide'. *Chronicle of Higher Education*. (BB)

Recommended Reading:

Andrejevic, M.: Chapter 6 (iS)

McChesney, R. (2011). Introduction [to Neoliberalism]. In N. Chomsky's *Profit Over People,* pp. 7-18. (BB)

Week 5	2 April	**Surveillance, Society & the State: CCTV**
		Reading:
		Norris, C. (2012). The success of failure: Accounting for the global growth of CCTV. *Routledge Handbook of Surveillance Studies,* pp. 251-258*.* (BB)
		Dee, M. (2012). Governing the dangerous classes: Welcome to E-Nose, CCTV and the Mosquito. In Threadgold, S., Kirby, E., & Germov, J. (Eds.) *Proceedings of the Australian Sociological Association Local Lives/Global Networks,* TASA, The University of Newcastle, pp. 1-7. (BB)
		Recommended Reading:
		Koskela, H. (2002). Video surveillance, gender, and the safety of public urban space: 'Peeping Tom' goes high tech? *Urban Geography.* (BB)
		Norris, C., McCahill, M., & Wood, D. (2002). The growth of CCTV: A global perspective on the international diffusion of video surveillance in publicly accessible space. *Surveillance & Society, 2*(2/3), 110-135. (BB)
		Saetan, A. R., Lomell, H. M., & Wiecek, C. (2004). Controlling CCTV in public space: Is privacy the only issue? *Surveillance & Society, 2*(2/3), 396-414*.* (BB)
Week 6	9 April	**Surveillance & Popular Culture**
		Reading:
		Kammemer, D. (2012). Surveillance in literature, film and television. *Routledge Handbook of Surveillance Studies,* pp. 99-106. (BB)
		Marx, G. (2008). Soul train: The new surveillance in popular music. In I. Kerr, V. Steeves & C. Lucock (Eds.) *Lessons From the Identity Trail*. Oxford University Press. (BB)
Week 7	16 April	**Surveillance & Popular Culture: Reality TV**
		Reading:
		Andrejevic, M. (2002). The kinder, gentler gaze of Big Brother: Reality TV in the era of digital capitalism. *New Media & Society, 4(2),* 251-265. (BB)
		Dubrofsky, R. (2011). Surveillance on reality television and Facebook. *Communication Theory, 21*(2), 111-129. (BB)
		Recommended Reading:
		Andrejevic, M.: Chapter 5 (iS)

Mid Trimester Break: Friday 18 April to Sunday 4 May 2014

Week 8	7 May	**'Interactivity' & the Digital Enclosure**
		Reading:
		Andrejevic, M.: Chapter 1 & 2 (iS)
		Recommended Reading:
		Andrejevic. (2012). Ubiquitous Surveillance. *Routledge Handbook of Surveillance Studies,* pp. 91-98. (BB)
Week 9	14 May	**Dataveillance & Social Sorting**
		Reading:
		Andrejevic, M.: Chapter 3 (iS)
		Gandy, O. (2005). If it weren't for bad luck. *Annenberg Lecture Series.* (BB)
		Andrews, L. (2012, Feb 4). Facebook is using you. *New York Times.* (BB)
		Recommended Reading:
		Andrejevic. (2012). Ubiquitous Surveillance. *Routledge Handbook of Surveillance Studies,* pp. 91-98.
		Arvidsson, A. (2004). On the pre-history of the panoptic sort. *Surveillance & Society, 1*(4), 156-171.
		Browne, S. (2012). Race and surveillance. *Routledge Handbook of Surveillance Studies,* pp. 72-79.
		Peck, D. (2013, November 13). They're watching you at work. *The Atlantic.* (BB)
		Ungerleider, N. (2013 October 21). Colleges Are Using Big Data To Predict Which Students Will Do Well. *Fast Company.* (BB)
Week 10	21 May	**Target Marketing & Consumption**
		Reading:
		Andrejevic, M.: Chapter 4 (iS)
		Duhigg, C. (2012, Feb 16). How companies know your secret. *The New York Times.* (BB)
		Miller, C. (2013 , July 29). Apps that know what you want, before you do. *New York Times.* (BB).
		Tanner, A. (2013 September 5). Bizarro World Of Hilarious Mistakes Revealed In Long Secret Personal Data Files Just Opened. *Forbes*. (BB)
		Recommended Reading:
		Angwin, J. & Singer-Vine, J. (2012, April 8). Selling You on Facebook. *Wall Street Journal*. (BB)
		Hill. (2013 December 19). Data Broker Was Selling Lists Of Rape Victims. *Forbes*. (BB)

Week 11	28 May	**Coveillance / Lateral Surveillance**
		Reading:
		Andrejevic, M.: Chapter 8 & 9 (iS)
		Recommended Reading:
		Roose, K. (2013, July 29). A surveillance-free day (Parts I & II). *New York Times.* (BB)
Week 12	4 June	**Resisting Surveillance**
		Marx, G. (2003). A tack in the shoe: Neutralizing and resisting the new surveillance. *Journal of Social Issues, 59*(2), pp. 369-390. (BB)
		Mann, S., & Ferenbok, J. (2012). New media and the power politics of sousveillance in a surveillance-dominated world. *Surveillance & Society,* 11(1/2), 18-34. (BB)
		Recommended Reading:
		Mann, S. (2004). 'Sousveillance': Inverse surveillance in multimedia imaging. In *Proceedings of the 12th Annual ACM international Conference on Multimedia* (New York, NY, USA) (BB)
		Williams, Z. (2013, June 21). Erasing your digital footprint. *The Guardian.* (BB)