Media Studies Programme

School of English, Film, Theatre, & Media Studies

Te Kura Tānga Kōrero Ingarihi, Kiriata, Whakaari, Pāpāho

Faculty of Humanities and Social Sciences

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

VICTORIA
UNIVERSITY OF WELLINGTON

MDIA 322 Special Topic: Media, Technologies and Surveillance

Trimester 1 2015
2 March to 1 July 2015

20 Points

Credit: Chris Slane, www.slane.co.nz

IMPORTANT DATES

Teaching dates: 2 March to 5 June 2015

Easter/Mid-Trimester break: 3 to 19 April 2015

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

Monday   12.00-1.50pm   77 Fairlie Terrace FT77 306

Tutorials

Tutorials begin in WEEK 2. Please register for tutorials via the MDIA 322 site on Blackboard: go to "Tutorial Sign Up" and then follow the instructions under the "S-Cubed Log In" link. Please read the instructions carefully. Tutorial rooms will be listed on S-Cubed and on the noticeboard outside the administration office, 83 Fairlie Terrace.

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NAMES AND CONTACT DETAILS

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

Office Hours: Tuesdays 11am to 1pm 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.

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; and
6. enhance existing research, writing and critical thinking skills.

TEACHING FORMAT

Students enrolled in this course are required to attend one 2 hour lecture and (beginning in week 2) one 50 minute tutorial per week. The two hour session on Monday will consist of a lecture, the presentation of relevant multi-media materials, contemporary examples and class discussion. Students are expected to attend lecture having completed that week's assigned readings.

Tutorials serve as opportunities 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 tutorials.

Lectures and tutorials are designed to be complementary, and course assessment assumes your regular attendance at both. The course also relies on your active participation and your engagement with the course readings.

MANDATORY COURSE REQUIREMENTS

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

- submit all assignments, on or by the specified dates (subject to the provisions for late work) and
- attend at least 8 out of 11 tutorials.

WORKLOAD

The expected workload for a 20-point course is 200 hours over the trimester or 13 hours per teaching week. An approximate breakdown is suggested below, although this is a guideline only.

1. Lecture attendance (10 sessions):   20 hours
2. Tutorial attendance (10 sessions):   10 hours
3. Readings (assigned and recommended):   80 hours
4. Reading Analysis: 10 hours
5. Case Study Analysis: 20 hours
6. Digital Footprint Analysis: 60 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 (1,500 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; and 3) an example of a current news story/media that illustrates,	25%	1, 2, 3, 4, 5, 6	By 12 noon Monday Dates vary

	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.*			
2	*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 2,000-2,500 words in length and follow the MLA OR APA style guide. *This assignment should be submitted to Turnitin via Blackboard and an electronic copy submitted as a MS Word Document via Blackboard.*	35%	1, 2, 3, 4, 6	By 12 noon Monday 11 May
3	*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 will also be required (further details will follow). *This assignment should be submitted to Turnitin via Blackboard and an electronic copy submitted as a MS Word Document via Blackboard.*	40%	1, 2, 3, 4, 5, 6	By 5pm Friday 5 June

SUBMISSION AND RETURN OF WORK

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.

EXTENSIONS AND PENALTIES

Extensions

In exceptional and unforeseen circumstances an extension may be granted. To apply for an extension, email your Course Coordinator before the assignment is due. If granted, your Course Coordinator will inform you of the new due date. Tutors cannot grant extensions. **No assignment with or without an extension will be accepted after Monday 15 June 2015.**

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.

SET TEXTS

Readings will be made available electronically via Blackboard.

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

RECOMMENDED READING

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

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-progress (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-v2/find-your-subject-librarian

- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin

- University structure: www.victoria.ac.nz/about/governance/structure

- Victoria graduate profile: www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile

- VUWSA: www.vuwsa.org.nz

- School website: www.victoria.ac.nz/seftms

COURSE PROGRAMME

(*SN=STUDENT NOTES; BB=BLACKBOARD*)

Week 1	2 March	**Course Introduction: Sites of Surveillance**
		Reading:
		Lyon, D. (2007). The watched world today. *Surveillance Studies,* pp. 11-18*.* (SN, BB)
		Andrejevic. (2012). Ubiquitous Surveillance. *Routledge Handbook of Surveillance Studies,* pp. 91-98. (SN, BB)
		Watch: *1984* (M. Radford, USA, 113 min.)
Week 2	9 March	**Theories of Surveillance**
		Reading:
		Foucault, M. (1975). Panopticism {excerpt}. *Discipline and Punish: The Birth of a Prison*. Reprinted in Neal Leach, ed. *Rethinking Architecture.* London/NY: Routledge, 1997. [1958, trans. 1969]. (SN, BB)
		Haggerty, K. & Ericson, R. V. (2000). The surveillant assemblage. *British Journal of Sociology 51*(4):605-622. (SN, BB)
		Recommended Reading:
		Greenwald, G. & MacAskell, E. (2013, June 7). NSA Prism program taps into user data of Apple, Google and others. *The Guardian.* (BB only)
		NSA Slides Explain the Data Collection Program. (2013 June 6). *Washington Post.* (BB only)
Week 3	16 March	**Surveillance, Society & the State: National Security in New Zealand**
		Reading:
		Hager, N. (1997). Exposing the global surveillance system. *NickyHager.com* (BB only)
		McKorkindale, W. (2013). Expert says Kiwis under constant surveillance. *Stuff.* (BB only)
		Sottek, T.C. & Kopstein, J. (2013). Everything you need to know about PRISM. *Verge.* (BB only)
		Watch:
		Moment of Truth (Internet/Mana Party, NZ, 100 min). YouTube.com (BB only)
		Recommended Reading:
		Hayes, B. (2012). The surveillance-industrial complex. *Routledge Handbook of Surveillance Studies,* pp. 167-175. (SN, BB)
		Hager, N. (2011). A short history of the New Zealand Security Intelligence Service. *NickyHager.com.* (BB only)
		Hager, N. (1996). *Secret Power: New Zealand's Role in the International Spy Network.* Craig Potton Publishing. (BB only)

Week 4	23 March	**Surveillance, Society & the State: Crowdsourcing Homeland Security**

Reading:

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

Tewksbury, D. (2012). Crowdsourcing homeland security: The Texas Virtual Borderwatch and participatory citizenship. *Surveillance & Society, 10*(3/4). (SN, BB)

Recommended Reading:

Andrejevic, M. (2007) Chapter 6 in *iSpy*

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

Week 5	30 March	**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*.* (SN, 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 only)

Recommended Reading:

Koskela, H. (2002). Video surveillance, gender, and the safety of public urban space: 'Peeping Tom' goes high tech? *Urban Geography.* (BB only)

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 only)

Easter/Mid Trimester Break: Friday 3 to Sunday 19 April 2015

Week 6	20 April	**Surveillance & Popular Culture**

Reading:

Kammemer, D. (2012). Surveillance in literature, film and television*. Routledge Handbook of Surveillance Studies,* pp. 99-106. (SN, 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. (SN, BB)

Week 7	27 April	Labour Day observed – Public holiday

Reading (for tutorials):

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. (SN, BB)

Week 8	4 May	**Surveillance & Popular Culture: Reality TV**
		Reading:
		Dubrofsky, R. (2011). Surveillance on reality television and Facebook. *Communication Theory, 21*(2), 111-129. (SN, BB)
		Recommended Reading:
		Andrejevic, M.: Chapter 5, *iSpy*
Week 9	11 May	**'Interactivity' & the Digital Enclosure**
		Reading:
		Andrejevic, M. (2007). Surveillance in the digital enclosure. *The Communication Review, 10*: 295-317. (SN, BB)
		Andrews, L. (2012, Feb 4). Facebook is using you. *New York Times.* (BB only)
		Duhigg, C. (2012, Feb 16). How companies know your secret. *The New York Times.* (BB only)
		Recommended Reading:
		Angwin, J. & Singer-Vine, J. (2012, April 8). Selling You on Facebook. *Wall Street Journal*. (BB only)
		Miller, C. (2013 , July 29). Apps that know what you want, before you do. *New York Times.* (BB only).
Week 10	18 May	**Privacy, Dataveillance & Social Sorting**
		Reading:
		Gandy, O. (2005). If it weren't for bad luck. *Annenberg Lecture Series.* (BB only)
		Papacharrissi, Z. (2010). Privacy as luxury commodity. *First Monday,* 15:8. (SN, BB)
		Solove, D. (2011, May 5). Why privacy matters even if you have 'nothing to hide'. *Chronicle of Higher Education*. (SN, BB)
		Recommended Reading:
		Andrejevic, M.: Chapter 3, *iSpy*
		Arvidsson, A. (2004). On the pre-history of the panoptic sort. *Surveillance & Society, 1*(4), 156-171. (BB only)
		Browne, S. (2012). Race and surveillance. *Routledge Handbook of Surveillance Studies,* pp. 72-79. (BB only)
		Greenwald, G. (2014). The Harm of Surveillance. *No Place to Hide.* London: Penguin, pp. 170-209. (BB only)
Week 11	25 May	**Lateral Surveillance**
		Reading:
		Trottier, D. (2012). Interpersonal social media surveillance. *Social Media as Surveillance: Rethinking Visibility in a Converging World.* Ashgate Publishing, pp. 61-83. (SN, BB)
		Recommended Reading:
		Andrejevic, Chapters 8 & 9, *iSpy*

Week 12	1 June	Queen's Birthday – Public holiday

Resisting Surveillance

Reading (for tutorials):

Marx, G. (2003). A tack in the shoe: Neutralizing and resisting the new surveillance. *Journal of Social Issues, 59*(2), pp. 369-390. (SN, BB)

Recommended Reading:

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 only)