

MDIA 313: Media, Technologies and Surveillance

Trimester 1 2016

29 February to 29 June 2016

20 Points



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

IMPORTANT DATES

Teaching dates: 29 February to 5 June 2016

Easter break: 24 to 30 March 2016

Mid-trimester break: 25 April to 1 May 2016

Last assessment item due: 1 June 2016

Withdrawal dates: Refer to www.victoria.ac.nz/students/study/withdrawals-refunds.

If you cannot complete an assignment or sit a test in the last three weeks of teaching, or an examination, it may instead be possible to apply for an aegrotat (refer to www.victoria.ac.nz/students/study/exams/aegrotats).

CLASS TIMES AND LOCATIONS.

Lectures

Wednesday 10.00-11.50am New Kirk KKLT301

Tutorials

School of English, Film, Theatre, & Media Studies
MEDIA STUDIES PROGRAMME COURSE OUTLINE MDIA 313

Tutorials begin in WEEK 2. Please register for tutorials via the MDIA 313 site on Blackboard: go to “Tutorial instructions” and then follow the instructions carefully. Remember to record your tutorial time, day and room for future reference. Tutorial rooms will be listed on myAllocator, Blackboard and on the noticeboard outside the administration office, 83 Fairlie Terrace.

NAMES AND CONTACT DETAILS

Kathleen Kuehn kathleen.kuehn@vuw.ac.nz 04 463 6991 Room 304, 83 Fairlie Terrace
Office Hours: Wednesdays 1-3pm and by appointment

COMMUNICATION OF ADDITIONAL INFORMATION

Course information will be communicated to students using the MDIA 313 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 LEARNING OBJECTIVES (CLOS)

Students who pass this course should be able to:

1. Identify and evaluate the affordances and limitations of various media and communications technologies in relation to their surveillance and monitoring capacities;
2. Critically evaluate theories of surveillance and their application to everyday life;
3. Explain how popular media forms contribute to the construction and normalisation of surveillance culture, as well as resistance to it.
4. Critically evaluate their participation in, and/or resistance to, contemporary surveillance culture.

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

There are no mandatory requirements for this course.

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 (9 sessions): | 9 hours |
| 3. Readings (assigned and recommended): | 81 hours |
| 4. Reading Analysis: | 10 hours |
| 5. Digital Footprint Analysis: | 20 hours |
| 6. Case Study Analysis: | 60 hours |

ASSESSMENT

Assessment items and workload per item		%	CLO(s)	Due date
1	<p>Reading Analysis</p> <p>Students will prepare a written response (1,500 words) to the assigned readings on the week of their choosing. This assignment will be completed once over the course of the trimester. Students may opt to submit a second response in the week immediately following the return of their first submission with the goal of improving upon the first mark. The higher mark will be retained. The written response includes the following:</p> <p>1) a <i>summary, synthesis</i> and <i>evaluation</i> of the authors' arguments;</p> <p>2) a well-formulated question that will inspire discussion; and</p> <p>3) an example of a current news story/media that illustrates, extends or complicates a central aspect of the assigned readings.</p> <p>Students should be prepared to present some or all of their written analysis and to facilitate discussion during class.</p> <p><i>This assignment should be submitted to Turnitin AND MS Word Document on Blackboard.</i></p>	25%	1, 2, 3	By 10am Wednesday Dates vary
2	<p>Digital Footprint Analysis</p> <p>Each student will conduct a self-surveillance project in which your individual "digital footprint" is described, analysed, evaluated and critiqued (2,000-2,500 words). Each student will consider the types</p>	35%	1, 2, 3, 4	By 10am Wednesday 20 April

	<p>of data you produce, what is done with that data, where it goes, and what measures might be taken to subvert or limit your “data double”. Written analyses will be expected to mobilise key course concepts. Independent research or action to request personal data will also be required (further details will follow).</p> <p><i>This assignment should be submitted to Turnitin AND MS Word Document on Blackboard.</i></p>			
3	<p>Case Study</p> <p>Drawing from any of the historical, theoretical, critical or conceptual frameworks discussed in class, students will conduct a case study of a <i>contemporary</i> surveillance issue, medium, discourse 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 3,000-3,500 words in length and follow the MLA style guide.</p> <p>One case study option invite students to collaborate with students from Vic’s Media Design programme to develop a surveillance-based app or Internet program. This option includes an individual writing component but is designed to provide students with practical experience through interdisciplinary collaboration. More details to follow.</p> <p><i>This assignment should be submitted to Turnitin AND MS Word Document on Blackboard.</i></p>	40%	1, 2, 3, 4	By 10am Wednesday 1 June

Marking criteria for each assessment is available on Blackboard.

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. All assignments will be submitted electronically 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 10 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

All readings are available on Blackboard.

RECOMMENDED READING

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

See Blackboard for additional recommended readings.

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:

Emily Whitworth: Emily.l.whitworth@gmail.com

STUDENT FEEDBACK

The most recent student feedback survey on MDIA313 (formerly MDIA322) did not indicate a need for any notable adjustments to the course. However, as with all MDIA courses, MDIA313 is modified and updated each year based on feedback from students, teaching staff and other colleagues, developments in media theory and media cultures, and the course co-ordinator's assessment of the course (including student engagement and achievement). Course content, design and assessment have been developed in consultation with other staff in the programme.

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
- 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
- Media Studies at Vic on Facebook: <https://www.facebook.com/vicmediastudies>
- Special passes: refer to the *Assessment Handbook*, at www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf
- 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
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>
- Terms and conditions: www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract
- 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

Week 1	2 March	Course Introduction: Sites of Surveillance Reading: Lyon, D. (2007). The watched world today. <i>Surveillance Studies</i> , pp. 11-18. Watch: <i>1984</i> (M. Radford, USA, 113 min.)
Week 2	9 March	Theories of Surveillance Reading: Foucault, M. (1975). Panopticism {excerpt}. <i>Discipline and Punish: The Birth of a Prison</i> . Reprinted in Neal Leach, ed. <i>Rethinking Architecture</i> . London/NY: Routledge, 1997. [1958, trans. 1969]. Haggerty, K. & Ericson, R. V. (2000). The surveillant assemblage. <i>British Journal of Sociology</i> 51(4):605-622.
Week 3	16 March	Dataveillance Reading: Andrejevic, M. (2012). Ubiquitous Surveillance. <i>Routledge Handbook of Surveillance Studies</i> , pp. 91-98. Duhigg, C. (2012, Feb 16). How companies know your secret. <i>The New York Times</i> . Recommended Reading: Angwin, J. & Singer-Vine, J. (2012, April 8). Selling You on Facebook. <i>Wall Street Journal</i> . Miller, C. (2013, July 29). Apps that know what you want, before you do. <i>New York Times</i> . Andrews, L. (2012, Feb 4). Facebook is using you. <i>New York Times</i> .
Week 4	23 March	Big Data & Social Sorting Reading: boyd, d. & Crawford, K. (2012). Critical Questions for Big Data: Provocations for a Cultural, Technological, and Scholarly Phenomenon. <i>Information, Communication & Society</i> 15, 5, pp. 662-679. Gandy, O. (2005). If it weren't for bad luck. <i>Annenberg Lecture Series</i> . Recommended Reading: Arvidsson, A. (2004). On the pre-history of the panoptic sort. <i>Surveillance & Society</i> , 1(4), 156-171. Browne, S. (2012). Race and surveillance. <i>Routledge Handbook of Surveillance Studies</i> , pp. 72-79.
Easter Break:		Thursday 24 to Wednesday 30 March 2016

Week 5 30 March No Lecture

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

Reading:

Dubrofsky, R. (2011). Surveillance on reality television and Facebook. *Communication Theory*, 21(2), 111-129.

Trottier, D. (2012). Interpersonal social media surveillance. *Social Media as Surveillance: Rethinking Visibility in a Converging World*. Ashgate Publishing, pp. 61-83.

Recommended Reading:

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

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.

Week 7 13 April **INTERLUDE: Privacy: Nothing to Fear, Nothing to Hide?**

Reading:

Greenwald, G. (2014). The Harm of Surveillance. *No Place to Hide*. London: Penguin, pp. 170-209.

Papacharrissi, Z. (2010). Privacy as luxury commodity. *First Monday*, 15:8.

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

Recommended Reading:

'Privacy in the Era of Big Data: A Q & A with Joe Turow.' (2016 Feb 5). *Annenberg School of Communication*.

Week 8 20 April **Resisting Surveillance**

Reading:

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

TBD

Recommended Reading:

Brunton, F. & Nissenbaum, H. (2015). *Obfuscation: A User's Guide for Privacy and Protest*. Cambridge: MIT Press. **[Available as e-book through VUW Library]**

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.

NO TUTORIALS THIS WEEK!

Mid-trimester Break: Monday 25 April to Sunday 1 May

Week 9 4 May **The Surveillance-Industrial Complex**

Reading:

Hayes, B. (2012). The surveillance-industrial complex. *Routledge Handbook of Surveillance Studies*, pp. 167-175.

Huck, T. (2013 June 15). Big bucks for Big Brother spies. *New Zealand Herald*.

Recommended Reading:

TBD

Week 10 11 May **State Surveillance**

Reading/Listen:

Lyon, D. (2014). Surveillance, Snowden, and big data: Capacities, consequences, critique. *Big Data & Society*, 1(2).

'When your Conspiracy Theory is True' (2015 June 19). *Note to Self* (podcast): <http://www.wnyc.org/story/stingray-conspiracy-theory-daniel-rigmaiden-radiolab/>

Recommended Viewing:

Moment of Truth (Internet/Mana Party, NZ, 100 min). YouTube.com.

Recommended Reading:

Hager, N. (1997). Exposing the global surveillance system. *NickyHager.com*.

Sottek, T.C. & Kopstein, J. (2013). Everything you need to know about PRISM. *Verge*.

Week 11 18 May **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*.

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

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.

Week 12

25 May

Surveillance, Society & the State: CCTV

Reading:

'Eye in the Sky' (2015 June). Radiolab Podcast:

<http://www.radiolab.org/story/eye-sky/>

Norris, C. (2012). The success of failure: Accounting for the global growth of CCTV. *Routledge Handbook of Surveillance Studies*, pp. 251-258.

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.

Recommended Reading:

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

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.

Week 13

1 June

Course Wrap-Up

Readings

TBD

NO TUTORIALS THIS WEEK