

ENGLISH 3372: COMPUTERS & WRITING

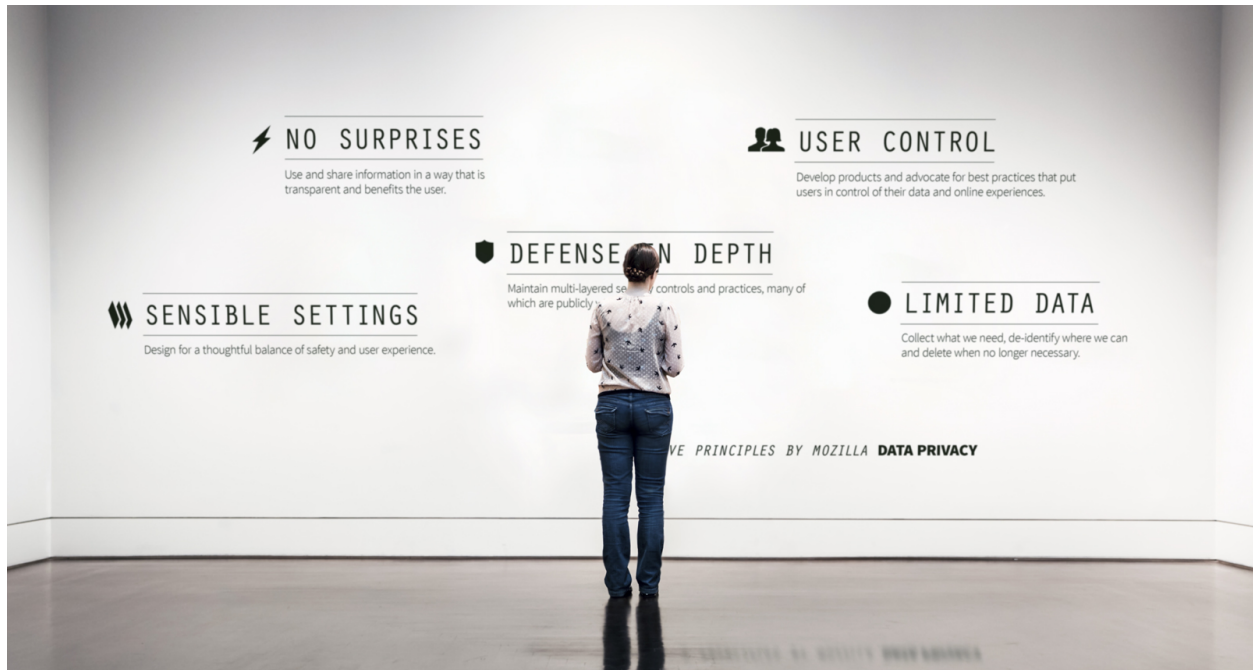


Figure 1: As seen on a wall, the five principles of Mozilla data privacy. CC BY 2.0 by Flickr user vintagedept

COURSE INFORMATION

Instructor:	Dr. Estee Beck (please call me Estee or Dr. Beck)
Office Number:	Carlisle Hall 525
Email Address:	estee.beck@uta.edu
Office Hours:	MWF 10:00-10:50 MW 2:00-3:00 in office or by appointment
Section Information:	ENGL 3372-001-LEC, Regular
Class Meetings:	COBA 339 MWF 9:00-9:50

DESCRIPTION OF COURSE CONTENT

In the information and data-exchange economy, surveillance and a lack of privacy have become the norm. Social media companies track user clicks. Online shopping sites inject personalized advertisements. Wearable devices monitor individual health areas. While having the latest technological gadgets—from sensor technologies on household appliances to new Smart phone technologies—seduces people to share data, what do Internet websites and companies do with that data? Should we care about being surveilled? Is it okay that we hardly have privacy online? Do we really have nothing to hide?

This document meets web accessibility guidelines. If there are errors, please let me know.

This course will broadly cover issues connected with digital technologies from a critical perspective, by addressing the social, cultural, and political ideologies forming a digital media experience. We will experience multidisciplinary readings, films, and recorded talks from media journalists, academics, philosophers, and technologists to form and evaluate how surveillance and privacy operate in online spaces in the United States.

While this course welcomes students with varied experiences and skills, the design of the course assumes students have a functional literacy with computing technologies, i.e., a prior understanding and experience with computing. The core focus of the course is the development of critical engagement of thought and in writing. Additionally, the course format is seminar, workshop, with some lecture, with a healthy dose of reading and writing. Prerequisites: ENGL 1301 and ENGL 1302.

STUDENT LEARNING OUTCOMES

- Develop familiarity with contemporary issues of digital surveillance and privacy from multidisciplinary readings, films, and recorded lectures
- Gain insight into historical discussions of privacy and surveillance by applying foundational readings to contemporary issues
- Demonstrate a critical acumen for various persuasive strategies about digital surveillance and privacy from multiple perspectives
- Apply concepts of surveillance & writing to digital writing and rhetoric
- Strengthen composition strategies through informal and formal composing projects to push writing development to the next level

MATERIALS

There are three required books for this course, along with course readings that are available online or behind UTA library's firewall through an institutional subscription. A small group of readings will be PDFs. With exception of the PDFs, it is your responsibility to find and locate the readings online. When available, I've provided the hyperlink to the readings.

Required books include:

- Eli Pariser's *The Filter Bubble: What the Internet is Hiding From You*. Penguin Press. 2011. ISBN: 9781594203008
- Michel Foucault's *Discipline and Punish: The Birth of a Prison*. Penguin Random House. 1995. ISBN: 9780679752554
- Finn Bruton & Helen Nissenbaum's *Obfuscation: A User's Guide for Privacy and Protest*. The MIT Press. 2015. ISBN: 9780262029735

Required technologies include:

- A desktop, laptop or tablet
- The Internet
- Word processing software
- Adobe Reader

All assignments will be electronic as will the grading. You will submit assignments to the course's Blackboard space. If you need to print materials for the course, then you will need access to a printer and/or money for printing.

DESCRIPTIONS OF MAJOR & MINOR ASSIGNMENTS

Formal and Informal Writing Responses (300 points) (50 points each for formal response, and 25 points for informal responses):

To get a sense of the multidisciplinary readings, you will complete four formal and four informal writing responses to the readings. The four formal responses are scheduled; the four informal are not scheduled to allow for spontaneity. The formal responses do need to be 500-750 words in length, in MLA format. I will provide in-depth feedback on the formal responses. They do need to be in proper MLA format, with an above average command of organization, development, grammar, and punctuation for your individual writing background, i.e., students with English as a second (or third) language or students from diverse educational backgrounds. The informal responses will need to be 250-500 words in length, in no special format. These will receive a holistic grade with no written feedback.

Discovery Days (200 points) (100 points for each write up, for a max of 200 points):

In order to move away from a teacher-based instruction model, there are four discovery days embedded in the course schedule. These are days where you bring, share, discuss ideas about something you've discovered in the world around you that connects with the course theme, learning outcomes, readings, discussions, etc. While you are responsible to share on four discovery days, you only have to write a learning response for two days. The learning response is a formal 750-1,250 word MLA formatted essay describing and or linking what you've learned from peers, readings, objects, other courses, etc. The due date for each written response is one week after a discovery day.

Case Study (150 points)

You and two other peers (some groups will only have two people per case study) will be responsible for conducting a “debate” about a theme connected to the week’s readings for your case study. Each person will develop an argument on either side of an issue and present the case for the students. The debate can be as creative and lively as possible to persuade the audience to your side. After the debate, the class will discuss the merits of each side. While you will partner with two (one person) people, your grade is individual. The first 50 points will be the delivery of your individual argument to the class. The final 100 points will be for the formal written response to your case of 750-1,000 words in MLA format–due on the day of the case study.

Final Course Project (350 points)

Throughout the semester, you will be responsible for annotating the readings, writing summaries, collecting external sources, and building a portfolio of work for this project. You will write a report on the state of surveillance and privacy in the United States based upon your research. 2,500-3,000 words in MLA format.

Note: All essays that require minimum and maximum word counts only cover the title and body of the essay, not the works cited or identifying information (first four lines of your name, my name, class, and date).

Final note: While the four course major and minor assignments list essays as the final deliverable, you may opt for a different method. You may develop a video argument, a sound file, a website, a 3D printed object using the FabLab, a curriculum design, a 2D poster visual argument, a public service announcement campaign, and so on. If you’d like to work outside of the alphabetic essay, please see me, so that we can discuss make alternative arrangements.

Optional: Mid-Term and Final Learning Reflection (50 points)

If at mid-term and during the last week of class, you feel that you’d like an opportunity to bump your grade because of poor performance, missing work, etc, you have an opportunity to write a learning reflection essay of 5-7 pages at the mid-term (due before Spring Vacation) and at the end of term (due during the finals hour). Both essays are worth 25 points, and each essay must be 5-7 pages in length. Please see me for topics.

ASSESSMENT OF ASSIGNMENTS

GRADING: I expect you will track your grades over this course. This means at any given moment, you should know your course standing. Additionally, do

not ask me to bump you assignment or final course grade to the next higher grade. I do not bump grades.

If your performance drops below satisfactory levels, and you do not want to repeat this course or receive an unsatisfactory grade, you must seek guidance from student support services or me.

Additionally, I provide grading rubrics for all content I grade so that you have opportunities to ask clarification questions about how I will assess your work before you submit your work to me. There are times, however, where the rubric doesn't account for an area of excellence or improvement. While I may comment in these areas, encouraging intellectual growth, I will not assess for items not covered in the assignment's rubric.

I will calculate your final course grade based on the following scale:

900 - 1,000 points =	A
800 - 899 points =	B
700 - 799 points =	C
600 - 699 points =	D
599 and below =	F

I will have all work graded and returned in two weeks.

MAKE-UP WORK & EXTRA CREDIT: I do not offer either. The course already has an optional assignment worth 50 points as a way to bump a grade.

EXPECTATIONS FOR OUT-OF-CLASS STUDY: Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional five (5) to fifteen (15) hours per week of their own time in course-related activities, including reading required materials, completing assignments, meeting with project team members, and so forth.

COURSE POLICIES

ATTENDANCE: The University of Texas at Arlington does not have a university-wide attendance policy and leaves matters of attendance to the discretion of the instructor of record. Since this is an undergraduate level course, meeting three times a week, I expect you will attend every class.

If you have an emergency, hospitalization, work-related scheduling conflict, home-based illness or psychological barrier to attending class, you have a bank of six unexcused absences for the semester with no questions asked. However, upon the 7th absence, which is the equivalent of missing two weeks and 1 day of the course, your final course grade will receive a penalty of half a letter grade deduction for each individual absence after six unexcused absences.

There are only two exceptions to this absence policy: any university excused absence (university authorized absence; military service; observance of religious holy days) and any catastrophic event (using more than the two unexcused absences), both to which we must discuss by appointment or via office hours (not immediately before, after or during class time).

Additionally, an excused absence only covers missing class, not any items due during the excused absence, which means you'll need to submit work before, not after, the deadline.

Any lateness (tardy) of ten minutes or more to class will be recorded as an absence. So, please, for your sake and your peers, please don't be late to class.

LATE WORK: I do not accept late work without prior communication. If you anticipate that you need an extension, you do need to notify me 24 hours in advance of the deadline via my university email address or in person. I will be happy to grant an extension if you do so. If you email me within 24 hours of the deadline, I will consider the extension request. I may or may not grant the extension; it depends on the circumstances. If you do not communicate that you need an extension, fail to meet a deadline, and attempt to submit work after the deadline, I will not accept your work. You will receive a zero for the assignment. There is no makeup work. It's really simple: I am happy to help you, but please give me notice so we can negotiate an extension that helps you succeed.

EMAIL POLICY: I make it a policy to respond to emails within 24 hours during my office hours or until 4pm on Mondays and Wednesdays this semester, and on an as needed basis after noon on Fridays. If you send me an email outside of my email hours, please know that I will respond during the next time of email hours. Additionally, if you send an email a half hour/minutes before class begins, chances are I will not have time to read the email before class.

SMARTPHONE/TEXTING/SOCIAL MEDIA/EARBUDS: I encourage the use of smartphones, texting, and social media use in our class, as long as you do so in a responsible, respectful, and non-distracting manner. However, if you are using these digital tools at the expense of holistically paying attention and engaging in the material, and the use affects your learning and work, we will talk privately about discontinuing usage during class. Additionally, please bring digital devices fully charged as plugging in devices with cords is a safety concern. I will ask you to [re]move any cords that are potential safety hazards to yourself and/or others.

INCLUSIVITY STATEMENT: I support an inclusive learning environment where diversity and difference are respected. In turn, I expect you to respect differences and show resilience in understanding other perspectives, behaviors, practices, and beliefs that may be contrary to your own. If there are moments where inclusivity is not honored, we will discuss the event(s) either as a class and/or privately to learn from each other.

UNIVERSITY POLICIES (FROM 2015-2016 UNIVERSITY SYLLABUS TEMPLATE)

DROP POLICY: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

AMERICANS WITH DISABILITIES ACT: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

TITLE IX: The University of Texas at Arlington is committed to upholding U.S. Federal Law "Title IX" such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX

ACADEMIC INTEGRITY: Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference

any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

ELECTRONIC COMMUNICATION: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

STUDENT FEEDBACK SURVEY: At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

EMERGENCY EXIT PROCEDURES: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

STUDENT SUPPORT SERVICES: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall),

call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources

COURSE SCHEDULE

It is your responsibility to review the course schedule for readings and deadlines. You need to be in the habit of looking at the schedule multiple times a week, as I will not provide reminders in class.

WEEK 1: WHY PRIVACY MATTERS

As a warm up to the course, we're going to watch journalist Glenn Greenwald's Ted Talk on why privacy matters for citizens on Friday. Framing this talk is the NSA Files: Decoded, an interactive web text produced by *The Guardian*, a must to experience.

Wed/1.20

Class Activities:

- Course introductions
- Lecture on the scope of the course
- Pass out course syllabus & schedule

Fri/1.22

Class Activities:

- Syllabus & schedule quiz
- Ted Talk, Glenn Greenwald, Why Privacy Matters

Required Reading:

Ewen Macaskill & Gabriel Dance. "NSA Files: Decoded. What the Revelations Mean for You." Fielding Cage & Greg Chen, Producers. *The Guardian*. Nov. 1, 2013. [Interactive]. Available <http://www.theguardian.com/world/interactive/2013/nov/01/snowden-nsa-files-surveillance-revelations-decoded>

WEEK 2: PRIVACY, HISTORICALLY CONSIDERED

To understand privacy in the United States, we're going to read a legal review from 1890 that provides foundations for contemporary discussions about the concept. Additionally, we'll cover the "I've got nothing to hide" argument, with the reasons why this argument proves uncritical of the U.S. surveillance state. Finally, we'll cover critical reading skills of developing marginal annotations.

Mon/1.25

Tentative Class Activities:

- Model of annotations for Warren & Brandeis reading
- Discussion of Warren & Brandeis reading

Required Reading:

Samuel D. Warren & Louis D. Brandeis. "The Right to Privacy." *Harvard Law Review*, 4.5. 1890. Available

http://groups.csail.mit.edu/mac/classes/6.805/articles/privacy/Privacy_brand_warr2.html

Wed/1.27

Tentative Class Activities:

- Model/sharing of annotations of boyd & Solove readings
- Discussion of boyd & Solove readings

Required Reading:

danah boyd. "Where 'Nothing to Hide' Fails as Logic." [blog post]. Available <http://www.zephoria.org/thoughts/archives/2013/06/10/nothing-to-hide.html>

Daniel Solove. "'I've Got Nothing to Hide' and Other Misunderstandings of Privacy." *San Diego Law Review*, 44. 2007. Available

http://papers.ssrn.com/sol3/papers.cfm?abstract_id=998565

Fri/1.29

Discovery Day (1)

WEEK 3: PRIVACY AND HUMAN BEHAVIOR ONLINE

We'll take a turn to considering how journalists and academics view privacy in contemporary times—either it's dead or people share too much online because the rewards exceed the risks. Finally, we'll overview the concept of reading for rhetorical analysis, and we'll begin the task of reading rhetorically over the course of the semester.

Mon/2.1

Item Due:

500-750 word response to the I've got nothing to hide argument

Tentative Class Activities:

- Discussion of rhetorical analysis concepts
- Group discussion of Harkinson & Acquisti, Brandimarte, & Loewenstein readings

Required Reading:

Josh Harkinson. "6 Reasons We Share Too Much Online, According to Behavioral Scientists." *Mother Jones*. 2013. Available <http://www.motherjones.com/media/2013/10/science-behind-why-nobody-cares-about-online-privacy>

Alessandro Acquisti, Laura Brandimarte, & George Loewenstein. "Privacy and Human Behavior in the Age of Information." *Science*, 347.6221. 2015. Available <https://www.cmu.edu/dietrich/sds/docs/loewenstein/PrivacyHumanBeh.pdf>

Wed/2.3

Case Study Project #1 _____

Fri/2.5—(Discovery Day #1 Write Up Due, if you choose this due date)
Discovery Day (2)

WEEK 4: IS PRIVACY THE ANTIDOTE TO SURVEILLANCE?

To fuel intellectual debate about privacy and surveillance for the first quarter of the semester, we'll watch a documentary during class and explore background readings about surveillance and privacy to illustrate the benefits and constraints of the two concepts for online writing and communication.

Mon/2.8

Class Activities:

- Overview of critical thinking concepts
- Brief discussion of EFF reading
- Begin watching Terms and Conditions May Apply

Required Reading:

Electronic Frontier Foundation. "NSA Spying on Americans." Available <https://www.eff.org/nsa-spying>

Wed/2.10

Class Activities:

- Continue watching Terms and Conditions May Apply
- Discussion of critical thinking concepts

Required Reading:

Ghostery. "Tracker Basics: What You Need to Know About Trackers." Available <https://www.ghostery.com/why-ghostery/tracker-basics/>

Richards, Neil M. "The Dangers of Surveillance." *Harvard Law Review*. 2013. Available <http://harvardlawreview.org/2013/05/the-dangers-of-surveillance/>

Fri/2.12--(Discovery Day #2 Write Up Due, if you choose this due date)

Class Activities:

- Finish watching Terms and Conditions May Apply
- Class discussion of the film

WEEK 5: VISIBLE & INVISIBLE DIGITAL IDENTITIES

We'll consider how people prepare their visible digital identities (or online personas) for various audiences (friends, employers, loved ones) alongside the invisible digital identities corporations and data broker companies create from online tracking technologies, public records, and user-entered data, i.e., personal details people enter to fill out profiles and accounts on websites. Finally, we'll integrate what it means to be intellectually curious by forming questions about the texts we read.

Mon/2.15

Class Activities:

- Wrap-up discussion of Terms and Conditions May Apply
- Discussion of intellectual curiosity

Item Due:

500-750 word response integrating the film & a reading of your choosing

Wed/2.17

Class Activities:

- Consumer opt-outs of data broker websites activity

Required Reading:

"Managing Your Online Identity." Career Development Office, Pomona College.
Available <http://www.pomona.edu/administration/career-development/how-to/networking/managing-your-online-identity>

Tulathimutte, Tony. "You are What You Tweet." *The New Yorker*. Sep. 4, 2013.
Available <http://www.newyorker.com/currency-tag/you-are-what-you-tweet>

Fri/2.19

Case Study Project #2 _____

Required Reading:

Beck, Estee. "The Invisible Digital Identity: Assemblages in digital networks."
Computers & Composition: An International Journal, 35, 125-140. Read all but the theory section. Available through UTA library search.

WEEK 6: ALGORITHMS & THE FILTER BUBBLE (PART I)

This week we'll begin reviewing Eli Pariser's work on information personalization in social media and search engine sites. Also, through experiencing the Ted Talk and the readings, you'll apply the writing concepts learned to date (annotation, rhetorical analysis, critical thinking, intellectual curiosity) to form brief arguments about the filter bubble.

Mon/2.22

Class Activities:

- Watch Eli Pariser's Ted Talk on the Filter Bubble
- Discussion of argumentation

Item Due:

500-750 word response to week 5 readings

Required Reading:

Pariser, Eli. *The Filter Bubble*. The Penguin Press. 2011. Introduction & Chapter 1.

Optional Readings:

Angwin, Julia. "The Web's New Gold Mine: You Secrets." *Wall Street Journal*, July 30, 2010. Available through UT-Arlington library subscription to WSJ.

Behar, Richard. "Never Heard of Acxiom? Chances are it's Heard of You." *Fortune*, Feb. 23, 2004. Available

http://archive.fortune.com/magazines/fortune/fortune_archive/2004/02/23/362182/index.htm

Wed/2.24

Class Activities:

- Discussion of Pariser readings

Required Reading:

Pariser, Eli. *The Filter Bubble*. The Penguin Press. 2011. Chapter 4.

Optional Readings:

Beck, Estee. "Breaking Up with Facebook: Untethering from the Ideological Freight of Online Surveillance." *Hybrid Pedagogy*. 2014. Available
<http://www.hybridpedagogy.com/journal/breaking-facebook-untethering-ideological-freight-online-surveillance/>

Pariser, Eli. *The Filter Bubble*. The Penguin Press. 2011. Chapters 2 & 3.

Fri/2.26

Case Study Project #3 _____

WEEK 7: THE FILTER BUBBLE (PART II)

This week will conclude the discussion of the filter bubble. We'll also spend time discussing preliminary ideas for the course final projects, and we'll talk about what it means to sketch out preliminary ideas for a lengthy writing assignment.

Mon/2.29

Tentative Class Activities:

- Discussion of Pariser reading & technodeterminism
- Discussion of preliminary ideas/drafting

Required Reading:

Pariser, Eli. *The Filter Bubble*. The Penguin Press. 2011. Chapter 6.

Optional Readings:

Wyatt, Sally. "Technological Determinism is Dead; Long Live Technological Determinism." In Edward J. Hackett, Olga Amsterdamska, Michael Lynch, & Judy Wajcman's *The Handbook of Science and Technology Studies*. The MIT Press. Available <http://www.virtualknowledgestudio.nl/documents/handbook-chaptersally.pdf>

Pariser, Eli. *The Filter Bubble*. The Penguin Press. 2011. Chapter 5 & 7.

Wed/3.2

Case Study Project #4 _____

Required Readings:

Pariser, Eli. *The Filter Bubble*. The Penguin Press. 2011. Chapter 8.

Fri/3.4

Case Study Project #5 _____

WEEK 8: DISCIPLINE & PUNISH, PART I

While there's some contention in scholarly circles about the contemporary use and application of Foucault's work from *Discipline & Punish* in networked culture(s), he's nevertheless considered a foundational figure for surveillance and privacy discussions. In the next few weeks, we'll review this challenging and informative work, and we'll consider if the panopticon applies to the current surveillance state in the US.

Mon/3.7

Class Activities:

- Discussion of Part I of Foucault through a flipped-classroom model

Required Reading:

Foucault, Michel. *Discipline & Punish*. 2nd edition. Vintage Books. 1995. All of Part I (chapters 1 and 2).

Wed/3.9

Class Activities:

- Discussion of Part 2, chapter 1 of Foucault through a flipped-classroom model

Required Reading:

Foucault, Michel. *Discipline & Punish*. 2nd edition. Vintage Books. 1995. Part II, chapter 1.

Fri/3.11

Case Study Project #6 _____

Optional mid-term learning reflection due on 3/11 before class begins via email

Week 9: University Scheduled Spring Vacation

WEEK 10: DISCIPLINE & PUNISH, PART II

With the conclusion of spring vacation, you'll have spent some time finishing up reading three chapters of *Discipline & Punish* in preparation for class Monday. We'll dive right back into the final weeks of the semester by concluding discussion about Foucault's work and discussing writing projects.

Mon/3.21

Class Activities:

- Discussion of Part 2, chapter 2 & Part 3, chapters 1-2 of Foucault through a flipped-classroom model

Required Reading:

Foucault, Michel. *Discipline & Punish*. 2nd edition. Vintage Books. 1995. Part II, chapter 2, and Part III, chapters 1-2.

Wed/3.22

Case Study Project #7 _____

Fri/3.24

Class Activities:

- Discussion of Part 3, chapter 3 of Foucault through a flipped-classroom model

Required Reading:

Foucault, Michel. *Discipline & Punish*. 2nd edition. Vintage Books. 1995. Part III, chapter 3.

WEEK 11: SUR- AND SOUS- VEILLANCE

Due in part to DIY culture and inexpensive technologies for recording moving images, a theory of sousveillance (sous- French for under or beneath) has developed in surveillance studies. Anyone, especially those not in positions of power, can engage in sousveillance. We will cover this concept in connection to social media culture, and examine what it means to write online in such a culture.

Mon/3.28—Deadline for conference sign-up to discuss final course project

Tentative Class Activities:

- Models of summaries & paraphrases, with practice writing
- Wrap up discussion of *Discipline & Punish*

Item Due:

500-750 word response to *Discipline & Punish*

Wed/3.30

Discovery Day (3)

Fri/4.1

Tentative Class Activities:

- Discussion of sousveillance through examples online

Required Reading:

Mann, Steve, Nolan, Jason, Wellman, Berry. "Sousveillance: Inventing and Using Wearable Computing Devices for Data Collection in Surveillance Environments." *Surveillance & Society*, 1.3. 2003. Available <http://library.queensu.ca/ojs/index.php/surveillance-and-society/article/view/3344/3306>

WEEK 12: THE INTERNET OF THINGS & BIOMETRICS

Within recent years, technology inventors have developed ways to place sensor technologies on everyday household products like light bulbs, heating and cooling systems, refrigerators, and outdoor grills. But, what does such advancement mean when security breaches and hacks occur, and when companies find ways to surveil upon the mundane tasks people complete in their homes? Additionally, what effects will biometrics have upon privacy and communication in years to come?

Mon/4.4

Discovery Day (4)

Wed/4.6--(Discovery #3 Day Write Up Due, if you choose this due date)

Tentative Class Activities:

- Discussion of the required readings

Required Reading:

Bogost, Ian. The Internet of Things You Don't Really Need. *The Atlantic*. Jun. 23, 2015. Available <http://www.theatlantic.com/technology/archive/2015/06/the-internet-of-things-you-dont-really-need/396485/>

Schneier, Bruce. (2015). How the Internet of Things Limits Consumer Choice. *The Atlantic*. Dec. 24, 2015. Available <http://www.theatlantic.com/technology/archive/2015/12/internet-of-things-philips-hue-lightbulbs/421884/>

Marr, Bernard. (2015). 17 "Internet of Things" Facts Everyone Should Read. *Forbes*. Oct. 27, 2015. Available <http://www.forbes.com/sites/bernardmarr/2015/10/27/17-mind-blowing-internet-of-things-facts-everyone-should-read/#2715e4857a0b1f3cd8ee1a7a>

Fri/4.8—Online or Sub

Tentative Class Activities:

- Discussion of the required readings

Required Reading:

Chayka, Kyle. Biometric Surveillance Means Someone is Always Watching. *Newsweek*. Apr. 17, 2014. Available <http://www.newsweek.com/2014/04/25/biometric-surveillance-means-someone-always-watching-248161.html>

Goodman, Marc. You Can't Replace Your Fingerprints. *Slate*. Feb. 24, 2015. Available http://www.slate.com/articles/technology/future_tense/2015/02/future_crimes_excerpt_how_hackers_can_steal_fingerprints_and_more.html

WEEK 13: OBFUSCATION

The final content we'll cover in class is a book on obfuscation, as we'll consider what it means to resist surveillance and find ways to protect privacy online.

Mon/4.11-(Discovery Day #4 Write Up Due, if you choose this due date)

Tentative Class Activities:

- Discussion of chapter 1 of *Obfuscation*

Required Reading:

Burton, Finn & Nissenbaum, Helen. *Obfuscation: A User's Guide for Privacy and Protest*. The MIT Press. 2015. Read Introduction & Chapter 1.

Wed/4.13

Tentative Class Activities:

- Discussion of chapter 2 of *Obfuscation*

Required Reading:

Burton, Finn & Nissenbaum, Helen. *Obfuscation: A User's Guide for Privacy and Protest*. The MIT Press. 2015. Read Introduction & Chapter 2.

Fri/4.15

Tentative Class Activities:

- Discussion of chapter 3 of *Obfuscation*

Required Reading:

Burton, Finn & Nissenbaum, Helen. *Obfuscation: A User's Guide for Privacy and Protest*. The MIT Press. 2015. Read Introduction & Chapter 3.

WEEKS 14-16: INDIVIDUAL DRAFTING OF FINAL PROJECTS

No required readings. Each class will be for developing and working on individual final projects.

Final course projects due on the last day of class.

Optional final learning reflecting due during the finals hour.