

City University of Hong Kong

**Information on a Course
offered by School of Creative Media
with effect from Semester A in 2012 / 2013**

Part I

Course Title: Privacy and Surveillance in Art and Culture

Course Code: SM6319

Course Duration: One semester (13 weeks)

Credit Units: 3

Level: P6

Medium of Instruction: English

Prerequisites: Nil

Precursors: Nil

Equivalent Courses: Nil

Exclusive Courses: Nil

Part II

1. Course Aims

This course aims to provide an overview of the terrain of surveillance and privacy in the contemporary world, and of the emerging field of surveillance studies, with a focus on relevant technologies, relevant social and political issues, and artistic and social activist responses.

2. Course Intended Learning Outcomes (CILOs)

Upon successful completion of this course, students should be able to:

No.	CILOs
1.	Describe the contemporary situation of surveillance technologies and practices

*2.	Apply key concepts from surveillance studies and other relevant fields to the analysis of relevant technological, social, and artistic issues and examples
*3.	Evaluate the significance and ethical/legal status of surveillance-related phenomena in a range of contexts, both community-wide and personal

*Negotiated Learning Outcome (NLO) explicitly articulating the elements of Discovery oriented learning.

3. Teaching and Learning Activities (TLAs)

(Indicative of likely activities and tasks designed to facilitate students' achievement of the CILOs. Final details will be provided to students in their first week of attendance in this course)

TLAs	CILO No.
Lectures, discussions, Social Sorting, Be Your Own CCTV, Surveillance Art Essay	CILO 1
Lectures, discussions, Social Sorting, Be Your Own CCTV	CILO 2
Lectures, discussions, Social Sorting, Article Review, Be Your Own CCTV, Surveillance Art Essay	CILO 3

4. Assessment Tasks/Activities

(Indicative of likely activities and tasks designed to assess how well the students achieve the CILOs. Final details will be provided to students in their first week of attendance in this course)

Type of Assessment Tasks/Activities	CILO No.	Remarks
Social Sorting Exercise (role-playing)	CILO 1-3	
Article Review	CILO 3	
Be Your Own CCTV (role-playing)	CILO 1-3	
Surveillance Art Essay	CILO 1,3	

5. Grading of Student Achievement:

Refer to Grading of Courses in the Academic Regulations for Taught Postgraduate Degrees.

Examination duration: n/a

Percentage of coursework, examination, etc.:

100% coursework

Grading pattern: Standard (A+AA-...F)

Grading is based on performance in assessment tasks / activities

A. Role Playing Exercise

Students should demonstrate an ability to use primary and secondary sources, and to link research with creative ideas and projects. The threshold of 'discovery' lies in a student's proactively turning theory into praxis, transforming course material into self-owned authorship.

Letter Grade	Grade Point	Grade Definitions	Description
A+	4.3	Excellent	– Work has strong affective quality and the

A A-	4.0 3.7		<p>articulation of personal styles and signature</p> <ul style="list-style-type: none"> – Excellent appreciation, exploration and/or application of the aesthetic and expressive qualities of the medium – Work raises questions and instill insights about the process of conception, creative strategization and production – Innovative exploration by combining knowledge from different disciplines (e.g. mathematics, psychology, physics, anthropology, etc.) to create an inter-disciplinary project – Efficient adjustment of plans and strategies in response to resources (time, space, equipment, etc) available with constructive adjustment
B+ B B-	3.3 3.0 2.7	Good	<ul style="list-style-type: none"> – Strong appreciation, exploration and/or application of the aesthetic and expressive qualities of the medium – Ability to create project/ work that demonstrate the processes of thinking and creative exploration – Proper adjustment of plans and strategies in response to resources (time, space, equipment, etc) available and constructive feedback/ suggestions
C+ C C-	2.3 2.0 1.7	Adequate	<ul style="list-style-type: none"> – Basic appreciation and/or application of the aesthetic and expressive qualities of the medium – Limited ability to create project/ work that demonstrate the processes of thinking and creative exploration – Adjustment of plans and strategies in response to resources (time, space, equipment, etc) available
D	1.0	Marginal	<ul style="list-style-type: none"> – Marginal appreciation of the aesthetic and expressive qualities of the medium – Marginal ability to create project/ work that demonstrate the processes of thinking and creative exploration – Limited adjustment of plans and strategies in response to resources (time, space, equipment, etc) available
F	0.0	Failure	<ul style="list-style-type: none"> – No appreciation of the aesthetics and expressive

			<p>qualities of the medium</p> <ul style="list-style-type: none"> – Fail to create project/ work that demonstrate the processes of thinking and creative exploration – Minimal adjustment of plans and strategies in response to resources (time, space, equipment, etc) available
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Note: All A+/A/A- grade assignment should comply with the highest performance of Discovery-oriented learning.

B. Article Review

This assessment will be graded on the clarity and fluency of summary, argument and comments. The threshold of ‘discovery’ lies in a student’s ability to negotiate a position that is informed, defensible, and standing on personal insight.

Letter Grade	Grade Point	Grade Definitions	Description
A+	4.3	Excellent	<ul style="list-style-type: none"> – Rich content, excellent ability to interpret and integrate various resources – Rigorous organization, coherent structure, systematic composition – Precision in argument, well defined and reasoned points of view grounded in insightful interpretation of existing literature – Readiness to respond to peer opinion and other views initiated in class discussion – Discussion shed light on new dimensions of the issue
A	4.0		
A-	3.7		
B+	3.3	Good	<ul style="list-style-type: none"> – Adequate content, sufficient ability to integrate various resources based on demand – Reasonable organization with balanced structure and composition – Clear elaboration of ideas that sticks to the point, with clearly differentiated issues, ability to interpret opinions independently – Sufficient responses to peer comments to sustain a discussion
B	3.0		
B-	2.7		
C+	2.3	Adequate	<ul style="list-style-type: none"> – Adequate content, fair ability to integrate various resources based on demand – Fair organization with adequate structure and
C	2.0		
C-	1.7		

			composition – Relevant points made to the subject matter in question – Ability to respond to other statements and engage in class discussion
D	1.0	Marginal	– Weak content, limited use of resources – Poor organization, structure and composition – Relevant points to the subject matter, marginal ability to interpret opinions – Ability to respond to other comments in simple terms
F	0.0	Failure	– Inadequate content, no/ irrelevant use of resources – No organization, structure or/and composition – Irrelevant points to the subject matter, no ability to interpret opinions – Fail to respond to other comments

Note: All A+/A/A- grade assignment should comply with the highest performance of Discovery-oriented learning.

C. Essay

Students should demonstrate ability to use primary and secondary sources, and to construct a well-organized argument and analysis. The threshold of ‘discovery’ lies in the student’s initiative to conduct additional research and to personalize theories for her/his personal experience.

Letter Grade	Grade Point	Grade Definitions	Description
A+	4.3	Excellent	– Excellent grasp of research material, able to explain key concepts, assumptions and debates
A	4.0		– Rigorous organization, coherent structure, distinct thesis, properly argued with strong narrative
A-	3.7		– Insightful interpretation of the subject matter with distinct themes and thesis – Critical analysis with insightful comments opening up new issues, or suggesting the ability to theorize – Ability to approach a text or a theme using a variety of theories and analytical tools – Strong bibliography suggesting breadth and depth of coverage and informed insights
B+	3.3	Good	– Firm grasp of materials, able to explain key

B B-	3.0 2.7		<p>concepts and assumptions</p> <ul style="list-style-type: none"> – Reasonable organization, balanced structure, adequate content, sufficient ability to integrate various resources based on demand – Clear ideas which keep to the point, clear-cut subject, ability to interpret opinions independently – Organized bibliography which can be utilized in accordance with the topic
C+ C C-	2.3 2.0 1.7	Adequate	<ul style="list-style-type: none"> – Comprehensive grasp of materials, able to explain key concepts – Fair organization, weak structure, adequate content, fair ability to integrate various resources based on demand – Relevant points to the subject matter, fair ability to interpret opinions – Unorganized bibliography which can be utilized in accordance with the topic
D	1.0	Marginal	<ul style="list-style-type: none"> – Loose grasp of materials, cannot explain key concepts – Poor organization and structure, weak content, limited use of resources – Relevant points to the subject matter, marginal ability to interpret opinions – Insufficient and/or unorganized bibliography
F	0.0	Failure	<ul style="list-style-type: none"> – Poor grasp of materials – No organization and structure, inadequate content, no/ irrelevant use of resources – Irrelevant points to the subject matter, minimal ability to interpret opinions – Irrelevant bibliography

Note: All A+/A/A- grade assignment should comply with the highest performance of Discovery-oriented learning.

Part III

Keyword Syllabus

Surveillance studies. Definitions and significance of privacy and surveillance. The

panopticon as technology and metaphor. The control society. Public vs. private space. Closed circuit television. Trust. Data protection. Consumer monitoring. Biometric identification systems. Web cams. Strategies of counter-surveillance. Artistic responses to surveillance.

Recommended Reading

Text(s)

Agre, Philip E., and Marc Rotenberg. *Technology and Privacy: The New Landscape*. Cambridge: MIT P, 1998.

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

Andrejevic, Mark. *Reality TV: The Work of Being Watched*. Lanham MD: Rowman and Littlefield, 2004.

Elmer, Greg. *Profiling Machines: Mapping the Personal Information Economy*. Cambridge: MIT P, 2004.

Foucault, Michel. *Discipline and Punish*. New York: Vintage, 1979.

Hagerty, Kevin D. and Richard V. Ericson (eds.). *The New Politics of Surveillance and Visibility*. Toronto: U of Toronto P, 2006.

Lane, Frederick S. III. *The Naked Employee*. New York: American Management Association, 2003.

Lessig, Lawrence. *Code Version 2.0*. New York: Basic Books, 2006.

Levin, Thomas Y., Ursula Frohne, and Peter Weibel (eds.). *CNTRL [SPACE]: Rhetorics of Surveillance from Bentham to Big Brother*. Karlsruhe & Cambridge: ZKM & MIT P, 2002.

Lyon, David. *Surveillance Studies: An Overview*. Cambridge: Polity P, 2007.

Lyon, David (ed.). *Theorizing Surveillance*. Portland OR: Willan Publishing, 2006.

Lyon, David. *Surveillance after September 11*. Cambridge: Polity P, 2003.

Lyon, David. *Surveillance Society: Monitoring Everyday Life*. Buckingham: Open UP, 2001.

Lyon, David. *The Electronic Eye: The Rise of Surveillance Society*. Minneapolis: U of Minnesota P, 1994.

Lyon, David and Elia Zureik (eds.). *Computers, Surveillance and Privacy*.

Minneapolis: U of Minnesota P, 1996.

McGrath, John E. *Loving Big Brother: Performance, Privacy, and Surveillance Space*. New York: Routledge, 2004.

Monahan, Torin (ed.). *Surveillance and Security: Technological Politics and Power in Everyday Life*. New York: Routledge, 2006.

O'Harrow, Robert Jr. *No Place to Hide*. New York: Free P, 2005.

Parenti, Christian. *The Soft Cage: Surveillance in America from Slavery to the War on Terror*. New York: Basic Books, 2003.

Solove, Daniel J. *The Digital Person: Technology and Privacy in the Information Age*. New York: New York UP, 2004.

Staples, William G. *Everyday Surveillance*. Lanham MD: Rowman and Littlefield, 2000.

Online Resources

Surveillance and Society (online journal): <http://www.surveillance-and-society.org/>