City University of Hong Kong
Course Syllabus

offered by School of Creative Media
with effect from Semester A 2017 /18

Part I   Course Overview

Course Title: Privacy and Surveillance in Art and Culture

Course Code: SM6319

Course Duration: One semester

Credit Units: 3

Level: P6

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title) Nil

Precursors:
(Course Code and Title) Nil

Equivalent Courses:
(Course Code and Title) Nil

Exclusive Courses:
(Course Code and Title) Nil

Part II   Course Details

1. **Abstract**

   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)**
   (CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	*A2*	*A3*
1.	Describe the contemporary situation of surveillance technologies and practices		x		
2.^	Apply key concepts from surveillance studies and other relevant fields to the analysis of relevant technological, social, and artistic issues and examples		x	x	x
3.^	Evaluate the significance and ethical/legal status of surveillance-related phenomena in a range of contexts, both community-wide and personal			x	
		100%			

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

   A1: Attitude
   Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.
   A2: Ability
   Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.
   A3: *Accomplishments*
   Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5	6	
Lecture/discussion	Explain key concepts, examine and critically discuss art and documentary examples	x		x				
Social sorting	Role playing exercise		x					
Article review	Critical analysis of relevant journal article or book chapter		x					
Be Your Own CCTV	Role playing exercise		x					
Surveillance art essay	Critical analysis of a representative art work	x	x	x				

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting	Remarks
	1	2	3	4	5	6		
Continuous Assessment: 100%								
Social Sorting Exercise (role-playing)	x	x	x				20	
Article Review			x				20	
Be Your Own CCTV (role-playing)	x	x	x				20	
Surveillance Art Essay	x		x				30	
Participation	x		x				10	
Examination: 0% (duration: , if applicable)								
							100%	

5. Assessment Rubrics
(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Role Playing Exercise	Students should demonstrate an ability to engage imaginatively with the urban environment in relation to assignment protocols, and to reflect on their experience through both subjective impression and relevant concepts from class and assigned readings.	− Work has strong affective quality and the articulation of personal styles and signature − 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	− 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	− 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	− 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	− No appreciation of the aesthetics and expressive qualities of the medium − 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

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
		adjustment of plans and strategies in response to resources (time, space, equipment, etc) available with constructive adjustment				
2. 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, defendable, and standing on personal insight.	− 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	− 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	− Adequate content, fair ability to integrate various resources based on demand − Fair organization with adequate structure and composition − Relevant points made to the subject matter in question − Ability to respond to other statements and engage in class discussion	− 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	− 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
3.Essay	Students should demonstrate ability to use primary and secondary sources,	− Excellent grasp of research material, able to explain key concepts,	− Firm grasp of materials, able to explain key concepts and	− Comprehensive grasp of materials, able to explain key concepts	− Loose grasp of materials, cannot explain key concepts − Poor organization	− Poor grasp of materials − No organization and structure, inadequate

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
	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.	assumptions and debates – Rigorous organization, coherent structure, distinct thesis, properly argued with strong narrative – 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	assumptions – 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	– 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	and structure, weak content, limited use of resources – Relevant points to the subject matter, marginal ability to interpret opinions – Insufficient and/or unorganized bibliography	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   Other Information (more details can be provided separately in the teaching plan)

1.   **Keyword Syllabus**
     (An indication of the key topics of the course.)

     Surveillance studies. Definitions and significance of privacy and surveillance. The panopticon as technology and metaphor. The synopticon. 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.

2.   **Reading List**
2.1 **Compulsory Readings**
     (Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Allen, Jan, Kirsty Robertson and Sarah E.K. Smith. *Sorting Daemons: Art, Surveillance Regimes and Social Control.* Kingston, Ontario: Agnes Etherington Art Centre, 2010.
2.	Andrejevic, Mark. *iSpy: Surveillance and Power in the Interactive Era.* Lawrence: UP of Kansas, 2007.
3.	Deleuze, Gilles. "Postscript on the Societies of Control." *October* 59 (Winter 1992): 3-7.
4.	Foucault, Michel. *Discipline and Punish.* New York: Vintage, 1979.
5.	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.
6.	Lyon, David. *Surveillance Studies: An Overview*. Cambridge: Polity P, 2007.
7.	Lyon, David (ed.). *Theorizing Surveillance.* Portland OR: Willan Publishing, 2006.
	Online Resources
8.	Surveillance and Society (online journal): http://www.surveillance-and-society.org/

2.2 **Additional Readings**
     (Additional references for students to learn to expand their knowledge about the subject.)

1.	Andrejovic, Mark. *Infoglut.* New York: Routledge, 2013.
2.	Ball, Kirstie, Kevin D. Haggerty and David Lyon. *Routledge Handbook of Surveillance Studies.* New York: Routledge, 2012.
3.	Bauman, Zygmunt and David Lyon. *Liquid Surveillance.* Cambridge: Polity Press, 2013.
4.	Gillom, John and Torin Monahan. *SuperVision: An Introduction to the Surveillance Society.* Chicago: U of Chicago Press, 2013.
5.	McGrath, John E. *Loving Big Brother: Performance, Privacy, and Surveillance Space.* New York: Routledge, 2004.
6.	Monahan, Torin (ed.). *Surveillance and Security: Technological Politics and Power in Everyday Life.* New York: Routledge, 2006.
7.	Phillips, Sandra S. *Exposed: Voyeurism, Surveillance, and the Camera Since 1870.* San Francisco: San Francisco Museum of Modern Art, 2010.