

University of Copenhagen  
Royal School of Library and Information Science  
**Information Ethics: Privacy and Surveillance**  
Spring 2015

### **Instructor information**

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### **Course information**

Title: Information Ethics: Privacy and Surveillance  
Semester: Spring 2015  
Credits: 15 ECTS  
Workload: Instruction: 45 hours, exam: 120 hours, prep.: 245.8 hours. Total: 410.8 hours.  
Location: Room A5.20  
Time: Fridays Feb. 6 - May 22 @ 9:30am-12:15pm  
Friday May 22: 9:30am-16:00pm

### **Catalog description**

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Most activities in contemporary information society leave digital footprints that together might reveal stories about people and their lives. Many governments and corporations collect, analyze, and disseminate these digital footprints to gain insights into the behavior and affairs of its citizens and costumers. Sometimes this creates a tension between the watched and watchers. It can create tensions between the desire to gather and use private data and the wish to remain private. Between the nature of public and private. This course explores conceptual, theoretical and practical consequences of the rise of the surveillance society and the changed state of privacy. The course introduces students to key concepts and frameworks that allow them to analyze and interpret surveillance and privacy situations and actions in a rigors manner and from an ethical perspective. Students will be given opportunities to pursue their own interest in the area, e.g. surveillance and privacy issues with CCTV cameras, Facebook, Google, third party cookies, the Danish logningsbekendgørelse, NSA, censorship, big data, terms of service agreements, etc. Students will after completing the course be prepared to engage in the formulation of information policies.

### **Objectives**

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This is not a course about Snowden, NSA, CCTV cameras, or Facebook. This course explores the foundational conceptual and theoretical frameworks that can be used to analyze and question the rise of surveillance societies and the disappearance of privacy as it has been known for the past century. The course will provide students with the conceptual and theoretical constructs to analyze situations, technologies, policies and mechanisms that bring issues of surveillance and privacy into play. The course seeks to provide conceptual frameworks that allow students to dig a step deeper into surveillance and privacy issues to explore the fundamental principles at stake. However, students are encouraged to explores a particular issue, technology, mechanism, or concept for their final paper - the paper could very well take up issues that are currently debated in mainstream media, such as Snowden, NSA, CCTV cameras, or Facebook.

## Outcomes

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Having completed the module, the student will:

### Knowledge

- have knowledge of privacy and surveillance theories and concepts, their relevance to theoretical research and practical application to particular cases.
- be familiar with key examples of literature that influenced the history and traditions of information ethics, privacy and surveillance studies.
- be aware of the range and scope of privacy and surveillance issues arising in information societies.

### Skills

- have skills in recognizing and articulating privacy and surveillance conflicts within an ethical framework.

### Competences

- be able to draw on multiple frameworks to guide policy and ethical responses to privacy and surveillance challenges.

## Schedule

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The class meets once a week - it is important that everyone come to class well prepared; having read the assigned readings and ready to engage in discussions about the readings. I have listed the readings for each week below in the order I suggest you read them – which might not necessarily be the order in which you may want to read them.

Date	Topic	Readings	Lead
SECTION I: INTRODUCTION			
Feb. 6	Introductions <i>Please watch <a href="#">Hypponen</a>, <a href="#">Golbeck</a>, <a href="#">Schneier</a>, and <a href="#">Acquisti</a>'s TED talks prior to the first class.</i>	Regan, 1992	
Feb. 13	The Orwellian society	Orwell, 1949	
Feb. 20	Technologies' politics	Winner, 1980 Joerges, 1999 Weller, 2012	Morten Anna-Stina Hana
SECTION II: SURVEILLANCE			
Feb. 27	<i>The Panopticon</i> Guest: Laura Skouvig, PhD, Associate Prof. RSLIS, Univ. of Copenhagen	Bentham, 1787 Foucault, 1977	
	Control and disciplines societies	Elmer, 2012	Julie
March 6	Surveillance societies	Lyon, 2001, Chap 1 Chap 2 Chap 3 Andrejevic, 2012 McGrath, 2012	Tao Mette Anna-Stina Lisa Tao

March 13	The spread of surveillance	Lyon, 2001, Chap 4 Chap 5 Chap 6 Jenkins, 2012 Abu-Laban, 2012	Morten Hana Mette Bjørn Anna-Stina
March 20	<i>Privacy as a Human Right</i> Guest: Rikke Frank Jørgensen, PhD Senior Researcher and Special Advisor Danish Institute for Human Rights	Hosein, 2006	
March 27	Surveillance scenarios	Lyon, 2001, Chap 7 Chap 8 Chap 9 Bruno, 2012 Wood, 2012 Bennett, 2012	Julie Lisa Bjørn Anna-Stina Morten Hana
April 3	No class - <i>Easter break</i>		

SECTION III: PRIVACY

April 10	Privacy: Concepts and history	Warren & Brandis, 1890 Moor, 1997 Tavani, 2008 Agre, 1994	Lisa Tao Morten Julie
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Apr. 12 Submit your paper proposal - and sign up [here](#) for feedback on Monday April 13 or Tuesday April 14.

April 17	Privacy pragmatism	Solove, 2008, Chap 1 Chap 2 Chap 3	Maria Bjørn Mette
April 24	Privacy in context	Nissenbaum, 2010, Chap 4 Chap 5 Chap 6 Chap 7	Morten Anna-Stina Hana Tao

Apr. 27 Submit your revised paper proposal and the *list of references* for your final paper for approval. Please refer to IVA's regulations re. readings for [exams](#).

May 1 No class - *International Workers' Day*

May 8      *Perceived Visibility:  
A Photo-expedition in Ørestaden*      Galloway, 2011  
Guest: Kristin Veel, PhD, Post.doc.      Liu, 2011  
Department of Arts and Cultural Studies  
University of Copenhagen

May 11	Make an appointment for individual feedback/guidance on your paper and presentation on either Monday May 11 or Tuesday May 12. Sign up <a href="#">here</a> .
May 12	

May 15      No class - work on your presentation

#### SECTION IV: PAPER PRESENTATIONS

May 22      Presentations:  
paper 1: 9:30  
paper 2: 10:00  
paper 3: 10:30  
paper 4: 10:45  
paper 5: 11:15  
paper 6: 11:45  
paper 7: 13:00  
paper 8: 13:30  
paper 9: 14:00  
paper 10: 14:45  
paper 11: 15:15  
paper 12: 15:45  
Wrap up / Evaluation  
Please note: this class meeting will start at 9:30am and run until mid-afternoon.

May 28	Submit your final paper in Absalon before 1:00pm.
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## Readings

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Abu-Laban, Yasmeen. 2012. The Politics of Surveillance: Civil Liberties, Human Rights and Ethics. In *Routledge Handbook of Surveillance Studies*, edited by Kirstie Ball, Kevin D. Haggerty, and David Lyon, 420-427. Oxford, UK: Routledge.

Agre, Philip E. 1994. Surveillance and Capture: Two Models of Privacy. *Information Society*, 10 (2): 101-127.

Andrejevic, Mark. 2012. Ubiquitous Surveillance. In *Routledge Handbook of Surveillance Studies*, edited by Kirstie Ball, Kevin D. Haggerty, and David Lyon, 91-98. Oxford, UK: Routledge.

Bennett, Colin. 2012. Privacy Advocates, Privacy Advocacy, and the Surveillance State. In *Routledge Handbook of Surveillance Studies*, edited by Kirstie Ball, Kevin D. Haggerty, and David Lyon, 412-419. Oxford, UK: Routledge.

Bentham, Jeremy. 1787. *Panopticon*.  
- Preface + letters I, II, III, IV, V and VI.

- Bruno, Fernando. 2012. Surveillance and Participation on Web 2.0. In *Routledge Handbook of Surveillance Studies*, edited by Kirstie Ball, Kevin D. Haggerty, and David Lyon, 343-351. Oxford, UK: Routledge.
- Elmer, Greg. 2012. Panoptism—Discipline—Control. In *Routledge Handbook of Surveillance Studies*, edited by Kirstie Ball, Kevin D. Haggerty, and David Lyon, 21-29. Oxford, UK: Routledge.
- Foucault, Michel. 1977. *Discipline and Punish: The Birth of the Prison*. New York, NY: Vintage Books.  
- Part 3, chap. 3: “Panopticism”, pp. 195-228.
- Galloway, Alexander. 2011. Black Box, Black Bloc. In *Communization and its Discontents: Contestation, Critique, and Contemporary Struggles*, edited by Benjamin Nyes, 237-249. Brooklyn, NY: Autonomedia.
- Hosein, Gus. 2006. Privacy as Freedom. In *Human Rights in the Global Information Society*, edited by Rikke Frank Jørgensen, 121-147. Cambridge, MA: The MIT Press.
- Jenkins, Richard. 2012. Identity, Surveillance, and Modernity. In *Routledge Handbook of Surveillance Studies*, edited by Kirstie Ball, Kevin D. Haggerty, and David Lyon, 159-166. Oxford, UK: Routledge.
- Joerges, Bernward. 1999. Do Politics have Artefacts? *Social Studies of Science*, 29 (3): 411-431.
- Liu, Catherine. 2011. The Wall, the Window and the Alcove: Visualizing Privacy. *Surveillance & Society*, 9 (1/2): 203-214.
- Lyon, David. 2001. *Surveillance Society: Monitoring Everyday Life*. Buckingham, UK: Open University Press.  
- Part one: chap 1: “Disappearing bodies”, chap 2: “Invisible frameworks”, and chap 3: “Leaky containers”, pp. 13-47.  
- Part two: chap 4: “Surveillant sorting in the city”, chap 5: “Body parts and probes”, and chap 6: “Global data flows”, pp. 49-104.  
- Part three: chap 7: “New directions in theory”, chap 8: “The politics of surveillance”, and chap 9: “The future of surveillance”, pp. 105-154.
- McGrath, John. 2012. Performing Surveillance. In *Routledge Handbook of Surveillance Studies*, edited by Kirstie Ball, Kevin D. Haggerty, and David Lyon, 83-90. Oxford, UK: Routledge.
- Moor, James H. 1997. Towards a Theory of Privacy in the Information Age. *Computers and Society*, Sept.: 27-32.
- Nissenbaum, Helen. 2010. *Privacy in Context: Technology, Policy and the Integrity of Social Life*. Stanford, CA: Stanford Law Books.  
- Chap 4: “Locating the Value in Privacy”, pp. 67-88.  
- Chap 5: “Privacy in Private”, pp. 89-102.  
- Chap 6: “Puzzles, Paradoxes, and Privacy in Public”, pp. 103-126.  
- Chap 7 “Contexts, Informational Norms, Actors, Attributes, and Transmission Principles”, pp. 129-157.
- Regan, Tom. (1992) 2005. Introduction to Moral Reasoning. In *Information Ethics: Privacy, Property, and Power*, edited by Adam D. Moore, 30-46. Seattle, WA: Univ. of Washington Press.

- Solove, Daniel J. 2008. *Understanding Privacy*. Cambridge, MA: Harvard University Press.
- Chap 1: "Privacy: A Concept in Disarray", pp. 1-11.
  - Chap 2: "Theories of Privacy and Their Shortcomings", pp. 12-38.
  - Chap 3: "Reconstructing Privacy", pp. 39-77.
- Tavani, Herman T. 2008. Informational Privacy: Concepts, Theories, and Controversies. In *The Handbook of Information and Computer Ethics*, edited by Kenneth Einar Himma and Herman T. Tavani, 131-164. Hoboken, NJ: Wiley.
- Orwell, George. 1949. *Nineteen Eighty-Four*. London, England: Penguin Book.
- Chap I, II, III, and IV, pp. 3-50
- Warren, Samuel & Louis Brandis. (1890) 2005. The Right to Privacy. In *Information Ethics: Privacy, Property, and Power*, edited by Adam D. Moore, 209-225. Seattle, WA: Univ. of Washington Press.
- Weller, Toni. 2012. The Information State: An Historical Perspective on Surveillance. In *Routledge Handbook of Surveillance Studies*, edited by Kirstie Ball, Kevin D. Haggerty, and David Lyon, 57-63. Oxford, UK: Routledge.
- Winner, Langdon. Do Artifacts have Politics? *Daedalus*, 109 (1): 121-136.
- Wood, David Murakami. 2012. Globalization and Surveillance. In *Routledge Handbook of Surveillance Studies*, edited by Kirstie Ball, Kevin D. Haggerty, and David Lyon, 333-342. Oxford, UK: Routledge.

## **Assignments**

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There are two assignments in the course; a discussion lead and a final paper. You are expected to complete both. Only the paper is graded.

### Discussion lead

Each student will lead the discussion about at least one of the assigned readings. You will be assigned (more or less randomly) one or more texts from the reading list – your task is to present the text and engage the class in a discussion about the text. The goal is to get the class engaged in a critical analysis of the assigned text - *not to give a presentation about the text*. You can assume that everyone in the class has read the text so don't spend too much time on presentation/ summarization (a couple of minutes should be enough) - just highlight a few of the key points. Focus on the key elements and what makes the paper/chapter unique. The purpose of the discussion is to expand the class's understanding of the text. How you do that is up to you. You may want to prepare a brief hand-out (no more than a single page) - but remember that the goal is to get the class to critically discuss the reading (don't merely summarize the reading). *Your main task is to start and lead the discussion about the reading.*

### Final paper

For your final paper, you have the opportunity to formulate research questions and explore issues within privacy and surveillance (broadly construed) that interest you. You may choose to explore theoretical and conceptual ideas (e.g. "how has the notion of privacy changed given new digital media?") or you may choose to explore specific cases (e.g. "what ethical principles are at play in the usage of Facebook?").

In other words, you are free to choose a particular technology or mechanism that you wish to explore such as NSA surveillance, the Snowden case, PRISM, the Danish logningsbekendtgørelse, terms of agreement, CCTV cameras, Facebook, Google, cloud computing, operating systems, cookies, etc. or a particular concept such as privacy, big data, ethics of rights, surveillance, sousveillance, selfsurveillance, cyberwar, censorship, information control, etc.

In any case, it is important that your paper is not merely a description of the technology, mechanism, or concept but is a *critique and analysis* of the technology, mechanism, or concept - and that the paper is organized and written as an academic piece (and not a journalistic piece).

It is therefore important that you focus your paper on a particular topic or issue and that you develop an argument that you defend in the paper. Don't just describe what others have said - discuss, analyze, and critique what others have said to develop your own stance on the topic or issue.

**Scope:** 20 standard pages for individual papers. For two students the paper must be up to 30 standard pages, for three up to 40 standard pages, for four up to 50 standard pages and for five up to 60 standard pages. [One standard page = 2400 keystrokes, including spaces, or 375 words]. Each individual's contribution must constitute a rounded unit that it is possible to identify individually and assess. The joint element must not exceed 50% of the total extent of the assignment.

**Format:** Please format your paper according to the style required by a journal relevant for your paper - such as [EIT](#), [JICES](#), [IRIE](#), or [JIE](#) [ignoring length constraints].

The paper will be evaluated according to mainstream scholarly standards: is thesis clear?, is the writing clear and engaging?, is the paper well-organized?, is it adequately documented, drawing on appropriate sources?, is the literature synthesized, discussed and analyzed?, does the paper contribute new knowledge?, is the conclusion supported by the research presented?, etc.

I am especially interested in papers that are creative, original and insightful – in papers that aim to give substantial voice to views and problems, rather than papers that are mere rearrangement of already established ideas and positions. [Here](#) is a bit more about what I look for in a graduate level paper.

There are three things you will need to complete in the process towards the final paper.

#### A: Paper proposal

Please give me a proposal (300-500 words) for your paper - include a title, and a provisional list of references. Please send the proposal to me no later than *Sunday Apr. 12*. Enclose the proposal as an attached file (.pages, .docx, or .pdf) to an email to me. I will give you feedback on your proposal.

#### B: Readings for exam/final paper [petitum]

Please submit — no later than *Monday Apr. 27* — a revised proposal and include the list of references for literature that you will use in your final paper. Note that according to IVA's regulations, the list of references has to include *at least* 1,000 pages - of which 500 pages should come from the required readings for this course and another 500 pages that relates to the your specific paper topic.

#### C: Presentation of paper

You will present a *working draft* of your paper to the class. You will be allocated a total of 25 min. for your presentation. I suggest that you use 15-20 min. to present your work, and that you use

the remaining time on Q&A and discussion. The purpose of the presentation/discussion is to help you finalize your paper (the purpose is *not* to impress the class) - so you may want to raise a number of discussion issues related to your work, ask the class to read and comment on particular articles, give the class an in-class exercise, get the class to discuss and think through an issue, etc. Think of this as an opportunity to get feedback from your peers - and you'll take a major step towards finalizing your paper.

## Resources

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In this course we will encounter a number of concepts, ideas, and notions that might be new – and which might be confusing, or difficult to grasp. Below are a number of resources that might help in getting a better handle on the terminology and ideas.

Internet Encyclopedia of Philosophy [<http://www.iep.utm.edu/>]

“Most of the articles in The Internet Encyclopedia of Philosophy are original contributions by specialized philosophers around the Internet.”

Routledge Encyclopedia of Philosophy [<http://bit.ly/1efRJPZ>]

“Comprehensive resource. Articles from all continents, all periods and cultures.”

Stanford Encyclopedia of Philosophy [<http://plato.stanford.edu/>]

“From its inception, the SEP was designed so that each entry is maintained and kept up to date by an expert or group of experts in the field. All entries and substantive updates are refereed by the members of a distinguished Editorial Board before they are made public.”

## Practical stuff

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### How to study for the course

The outcome of this course depends to a large degree on your active participation. It is important that you have read and wrestled with the assigned texts before each class. You need to read the texts in such a manner that you can answer questions about them, but also, and perhaps even more importantly that you can engaged in critical discussions about the texts and that you can ask questions that will expand our understanding of the texts. In other words, you control the outcome of the course. It is your responsibility to do what is necessary to understand the texts, e.g. read the texts multiple times, write an abstract or outline of the texts, participate in study groups to discuss the texts, etc.

I urge you to use a critical approach when reading the texts. This means that for each text you should think about what the main point of the text is. What is the author's message? What is it that he/she wants to convey? Do you agree with the author? Why/why not? Place the text in a context. Consider for example how the text/author--consciously or unconsciously--relates itself to other texts in this course and other courses. How does it relate to other discussion we have had in class? Etc., etc.

Always remember to ask and answer the most important question when facing scientific and scholarly literature: SO WHAT? This is a simple way to ask whether the text makes a difference for you, whether it brings the field a step further.

### Academic integrity

The essence of academic life revolves around respect not only for the ideas of others, but also their rights to those ideas and their promulgation. It is therefore essential that all of us engaged in the life of the mind take the utmost care that the ideas and expressions of ideas of other people always be appropriately handled, and, where necessary, cited. For writing assignments, when



ideas or materials of others are used, they must be cited. The format is not that important – as long as the source material can be located and the citation verified, it's OK. What is important is that the material be cited. In any situation, if you have a question, please feel free to ask. Such attention to ideas and acknowledgment of their sources is central not only to academic life, but life in general.

Students with a disability or diverse learning styles

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability or health consideration that may require accommodations, please approach me and/or the Student Service Office (Studievejledningen) as soon as possible. The sooner you let them and me know about your needs, the more quickly I can assist you in achieving your learning goals in this course.

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