

POLS 342: Politics of the Future Security, Surveillance, Embodiment

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What does it mean to be surveilled? What does it mean to engage in sousveillance? How does surveillance rework identity and political experiences? And, with the increasing intimacy with which surveilling technologies have access to our lives and our bodies, what could the future of surveillance look like?

As a phenomenon, surveillance is both integral to the history of statecraft, as well as remarkably adaptable to the technologies of the times. From Hobbes' Leviathan to the NSA's PRISM software, the state has always been concerned with watching, and listening, and reacting. New technologies of surveillance, however, are increasingly intimate, collecting data not just on what is said and done, but the basic physiological functions of the human body. This suggests that surveillance is not just about data collection, but subjectification.

In this course, we look deeply into surveillance — what it is, what it *was*, and what it may become — paying special attention to how surveillance affects and targets different populations, and what this says about the act of surveillance itself. We will also engage critically with the problem of how to respond to surveillance, discussing the potentials of sousveillance, as well as the pitfalls of framing discussions of surveillance within the hegemonic binary of privacy v. transparency. With this, it becomes possible to at least begin to speculate on what current trends in surveillance means for the future of subjectification and state control and governance.

Assignments

Class Participation (10%)

Class participation encapsulates your participation in class activities, and discussions. This course relies heavily on class discussion of the assigned texts, so participation is a mandatory part of understanding how things, objects, and stuff affect geopolitics. Come to class prepared with at least five questions and/or comments on the reading. You will be expected to discuss and engage with your peers.

Leading the Discussion (20%)

Twice this semester, you'll be responsible for starting off class with a brief ten minute presentation on the assigned reading for that day. You will be, in essence, leading the discussion along with me, so your assignment isn't finished once this ten minute presentation is over — you'll also be in charge of guiding your peers in discussing the text via thoughtful comments and questions that show a grasp of critical thinking in the context of political analysis, and an understanding of the text's meaning.

Reading Responses (x 3) (30%)

Three times this semester (tentatively, every four weeks) you will be responsible for turning in an approx. 800 word political analysis on topics/themes that have been discussed in class and/or in

assigned readings. These papers are an opportunity for you to engage with class texts in such a way as to foster your own interests and research — don't be afraid to use these to ask and/or answer questions that were not covered in class, or that you're curious about.

Some requirements:

- 800 words.
- 3 outside resources (that is, resources other than those listed on the syllabus or the weekly reading schedule).
- Formatted consistently in MLA, APA, or Chicago. I accept multiple formatting styles, however please be consistent in the format you use.
- BOTH a works cited/bibliography and in-text citations. We'll be going over why and when to use in-text parentheticals or footnotes the first few weeks of class.
- 20% summary; 80% analysis. I want your take on readings and or discussions, not a summary or re-hash of what has already been talked about.

Individual Final Paper (40%)

At the end of the semester, you should have a firm grasp of surveillance culture, embodiment, and what these entail in the context of modern security. In a final paper, extend your thoughts on a reading, text, or concept that you thought was particularly interesting, using outside resources and your grasp of political analysis to consider what the future of surveillance and identity looks like. More details forthcoming.

Policies & Procedures

Grading

Class Participation	10%
Discussion Lead (x 2)	20%
Reading Responses (x 3)	30%
Individual Final Paper	40%

FORMATTING

Proper formatting and source citation is required for all assignments. While the most recent iteration of MLA doesn't require URLs, I DO. Please include them when applicable. Failure to cite appropriately results in an automatic point deduction. Take advantage of a bibliography formatting service or library management software to make citation as simple as possible. Some recommendations:

- ZOTERO: Citing/Library management application with accompanying browser extension (to easily cite web pages and articles).
- CITATIONMACHINE.NET: Bibliography formatting website.
- BIBME.ORG: Bibliography formatting website.

STUDENT SERVICES

KOKUA PROGRAM

KOKUA provides disability access services to individuals on a case by case basis, and students are not charged for these services. A student's disability status is considered confidential information and is only disclosed to faculty with the student's permission. If you have a disability that requires accommodation, please let me know via email and contact the KOKUA Program at (808)956 – 7511 or via the Kokua Program website [HERE](#).

ACADEMIC GRIEVANCE PROCESS

It is the policy of the University of Hawai'i at Mānoa (UH-M), that faculty and students of UH-M be provided consistent and equitable treatment in resolving disputes arising from the academic relationship between faculty and student(s). The applicability of this policy is limited to those issues directly associated and concomitant with the faculty member's responsibilities as a teacher and the students' responsibilities as a learner. See academic grievance procedures [HERE](#).

MĀNOA ASUH

The Associated Students of the University of Hawai'i at Manoa (ASUH) is the undergraduate student government representing all full-time, classified, undergraduate students at the Manoa Campus. Get involved with the senate, secure funding, or find out more [HERE](#).

LAULIMA

This course will be conducted through Laulima. Resources will be available via the class portal unless noted. If you are having trouble accessing or using Laulima, please email me so we can work out any issues. Tutorials are also available on laulima.hawaii.edu.

PLAGIARISM

If any assignment is found to be wholly or partly plagiarized, you will be reported to the UH Office of Judicial Affairs and will receive a failing grade for this class as per UH Mānoa policies concerning [academic integrity](#).

Plagiarism includes, but is not limited to:

- The submission of any copied document from another individual without proper citation.
- The submission of the same document in more than one course without instructor permission.
- Neglecting to cite direct quotes using quotation marks.
- Paraphrasing without proper citation.

COMMUNICATION

I'll attempt to answer all emails within 24 hours except for weekends (give me 48 hours for those). Please use proper email etiquette when writing and responding to any email correspondence — while emojis are useful, and often vastly more entertaining, they aren't acceptable forms of academic writing. Emails should begin with a proper subject line that includes your class and a word or two describing your reason for writing (i.e.: POLS 342 Review Question or POLS 342 Help).

Required Texts* (Subject to change)

Bousquet, A., 2018. **The Eye of War: Military Perception from the Telescope to the Drone**, 1 edition. ed. Univ Of Minnesota Press, Minneapolis.

Bratton, B.H., 2016. **The Stack: On Software and Sovereignty**. MIT Press.

Browne, S., 2015. **Dark Matters: On the Surveillance of Blackness**. Duke University Press Books, Durham.

Dubrofsky, R.E., Magnet, S.A. (Eds.), 2015. **Feminist Surveillance Studies**. Duke University Press Books, Durham.

Eubanks, V., 2018. **Automating Inequality: How High-Tech Tools Profile, Police, and Punish the Poor**. St. Martin's Press, New York, NY.

Marx, G.T., 2016. **Windows into the Soul: Surveillance and Society in an Age of High Technology**. University of Chicago Press.

Zuboff, S. 2019. **The Age of Surveillance Capitalism: The Fight for a Human Future at the New Frontier of Power**. Public Affairs.

Timm, T., Doctorow, C., 2018. **Writers under Surveillance: The FBI Files**. The MIT Press, Cambridge, MA.

Articles (Subject to change)

Baird, T., 2017. **Knowledge of Practice: A multi-sited event ethnography of border security fairs in Europe and North America**. Security Dialogue 48, 187–2015.

Deleuze, G., 1992. **Postscript on the Societies of Control**. October 59, 3–7.

Gregory, T., 2019. **Dangerous feelings: Checkpoints and the perception of hostile intent**. Security Dialogue 50, 131–147.

Lally, N., 2017. **Crowdsourced surveillance and networked data**. Security Dialogue 48, 63–77.

*All texts provided by Instructor.