

Course Readings

The following book is available for purchase at the college bookstore and are on course reserve at Burling Library:

Gary Bruce, *The Firm: The Inside Story of the Stasi*

Other readings (marked “[Pioneerweb]” below) will be available on the course’s Blackboard site.

Learning Goals

This course has three broad objectives: to help students understand the modern history of surveillance (in its many different forms), to enable them to critically read both primary documents and secondary sources, and to help them improve their analytical writing skills. But it also has several more specific goals:

Historical Analysis Goals

By the end of the semester, students who have completed this course will be able to:

- x explain how and why the concept of surveillance has changed over time. To what extent is political surveillance in 18th century France the same as political surveillance in 21st century China?
- x explain the role of technology, state formation, imperialism, war, and economic change in the development of surveillance around the world.

Critical Reading Goals

By the end of the course, students will have refined their ability to:

- x interpret a primary source (historical document) by analyzing its structure, audience, goals, and biases;
- x identify and critique the argument of a secondary text (a book or article by a present historian), while situating that text within a larger historical debate or literature.

Analytical Writing Goals

By the end of the semester, students will have improved their ability to:

- x craft a clear, specific, and nuanced thesis statement in response to a historical question;
- x construct a well-organized, evidence-rich, and cohesive paper in defense of a central argument

Office Hours

I strongly encourage students to come talk to s[pad [(r)n7 (a)-k tliritin ,Jxm !"ÀÚ £ä!àÒ! " * . "ä1.Aä

- x An 8-to-10-page analysis of documents from the Mass Observation movement in the United Kingdom (20% of your final grade)
- x Preliminary assignments for the Mass Observation paper (10% of your grade)
- x A take-home exam (with essay questions) (20% of your final grade)
- x Class participation (25% of your grade)

Here are some general observations about class participation:

- x Class participation is the largest part of your grade for several reasons, but the most important one is this: I believe that being able to delve into an intelligent, nuanced, civil, and respectful discussion with your peers is one of the most important skills a liberal arts education can give you. Moreover, having everyone participate one way or another—makes the experience better for everyone.
- x Remember that there are many ways to participate in class discussions. The strongest participants in discussion will often make comments that analyze the readings (rather than merely recapping them), but I expect that active participants in discussion will play different roles at different times. For example, here are some different rhetorical moves you might make in class:
 - Answer a question posed by me or a classmate
 - Ask a question for the class to consider
 - Summarize a reading or part of a reading
 - Provide evidence or an example for a point someone else has made
 - Disagree (respectfully!) with a previous comment from class
 - Agree with a previous comment from class while adding an example
 - Connect two comments made by different discussion participants
 - Connect the day's reading to an earlier reading
- x In general, any form of participation that shows engagement with the material and helps the class to understand the course's subject matter is fair game. Remember, too, that class participation depends not only on speaking, but on listening both to me and to your classmates. Be respectful, listen carefully, and be ready to respond to your classmates and not just to me.
- x All else being equal, it will help you to provide evidence for your arguments when you speak in class. Ground your participation in the text: be ready to quote the readings or to point out specific passages that you find useful, significant, or relevant.
- x You should therefore come to class with copies of the day's readings with your notes on what you've read. (You are welcome to bring the readings either in hard copies or on a computer, but you should remember that it is often easier to mark significant passages in a paper copy of the readings.) In particular, I recommend that you make note of quotations and details in the readings that you find especially compelling.
- x Although I hope that all students will take part in the discussion (ideally speaking at least once per class session on average), remember that the thoughtfulness of your comments is generally more important than the quantity of your remarks.
 - I also realize that some students will always be more talkative or more reserved than others. I'm happy to talk to you at any time about ways you might become more involved, and I think it's part of my job to make sure the classroom atmosphere is conducive to a broad, inclusive discussion.

(Please come to this meeting with a tentative plan for your revisions and a ~~marker~~ revision of your original paper.) I also strongly encourage all my students to bring drafts of their papers to the Writing Center (both at the drafting and at the revision stage, though a Center Lab visit can be especially useful when you're working on a revised paper). Revised papers will be due on Friday, December 1 (the last days of regular class sessions before reading day and finals week.)

Important notes

My goal is to create as inclusive a classroom as possible and to meet the needs of all of my students. I therefore encourage students with documented disabilities, including invisible or non-apparent disabilities such as chronic illness, learning disabilities, and psychiatric disabilities, to discuss reasonable accommodations with me. You will also need to have a conversation about and provide documentation of your disability to the Coordinator for Student Disability Resources, John Hirschman.

I will also, of course, excuse absences related to religious observance and will be flexible with deadlines that conflict with any religious holidays. Please let me know early in the semester if you expect to miss class because of a religious observance.

SCHEDULE OF READINGS

Unit One: The Theory of Surveillance—and Surveillance before the 20th Century

Friday, August 27: Introduction to the Course

Monday, August 30: Theories of Surveillance

Reading: Josh Lauer, [Creditworthy](#), 3-25

Reading: Lauer, [Creditworthy](#) pp. 26-

Self-Policing in the Third Reich and the German Democratic Republic”
[Pioneerweb]

Wednesday, September:29The Gestapo and Nazi Surveillance

Reading: Claire Hall, “An Army of Spies? The Gestapo Spy Network 1933-1945” [P-web]

Unit Three: Mass-Observation

Friday, October 1: MassObservation: An Introduction

Reading: MassObservation by Charles Madge and Tom Harris
“Mass-Observation: A NationWide Intelligence Service”

Monday, October4: Mass Observation in Broader Perspective

Readings: J. Michael Hogan, “The Road Not Taken in Opit Hog oon.aon.aoo -25.61 1ue ogrm Td

Wednesday, October 27: The KGB and Surveillance

Reading: Oleg Kharkhordin, The Collective and the Individual in Russia, excerpts [Pioneerweb]
Edward Cohn, Coercion, Reeducation, and the Prophylactic Chat: Profilaktika and the KGB's Struggle with Political Dissent in Lithuania [Pioneerweb]
Mark Harrison and Inga Zaksauskien, "Counter-Intelligence in a Planned Economy" [Pioneerweb]

Friday, October 29: Introducing the Stasi

Reading: Gary Bruce, The Firm: The Inside Story of the Stasi and ch. 1
Stephen Kinzer, "East Germans Face their Accusers" [Pioneerweb]
Annalisa Quinn, "Piecing Together the Story of Stasi Spying" [Pioneerweb]

Sunday,

Reading: Laura Pinto and Selena Nemorin, "Who's the Boss? 'The Elf on the Shelf' and the Normalization of Surveillance" [Pioneerweb]
"Surveillance and the 'New Normal' of COVID-19: Public Health, Data, and Justice" [Pioneerweb]
Sheena Greitens, "Surveillance, Security, and Liberal Democracy in the Post COVID World" [Pioneerweb]
"The Chinese Surveillance State" and related materials from The New York Times [Pioneerweb]

Thursday, December 16: take-home exam is due by 5:00 PM by email