Discussion: TR 2:55–4:10 p.m., MCG 366

Instructor Information: Holly Case
309 McGraw Hall
E-mail: hac27@cornell.edu

Office Hours: Tuesdays, 11:05 a.m.-12:05 p.m. and 1:45-2:45 p.m., or by appointment

Course Description:

How and why do states watch their citizens? This course explores historical practices of state surveillance from the perspective of both the “watchers” and the “watched.” Special emphasis will be given to twentieth-century Europe, but examples from other parts of the world and the US will also be featured in the readings. Some of the readings will be primary sources: memoirs, diaries, surveillance files. Other sources will include films and short fiction and some scholarly pieces on the workings of state security and secret police organizations.

Expectations:

- attend class regularly
- complete the assigned reading for each meeting
- complete writing assignments on time and submit them via Turnitin
- bring hard copies of readings to discussion section
- actively participate in class discussion and group assignments, and attend all required film screenings or view the films in the library

Required Texts (not available on course website):


On the course website: (To access, go to Blackboard (http://blackboard.cornell.edu/), click on “Content,” and open the folder for the week in question.) Readings available on the course website are indicated with a “plus” sign (+) on the syllabus. Example:


Films (on reserve at Uris): (screenings TBA)

*The Life of a Spy in the Kadar Era* (1 hr. 22 min.)
*The Lives of Others* (2 hr. 17 min.)
*All the President's Men* (2 hr. 19 min.)
*Citizenfour* (1 hr. 54 min.), TBA
Grading:

20% Reading quizzes. There will be 5 of these over the course of the semester at the beginning of class. They will cover the reading and are designed such that if you have done the reading carefully, you will do fine. If you have not done the reading, you will not pass them. Quizzes cannot be made up, but the lowest of the five grades will be dropped.

20% Reading journal. This should include reflections on all the readings for a given class and amount to no more than a page. You will have an opportunity to revise two of them for a better grade. These can include a variety of types of responses to the readings: critical/analytic, synthetic (relating material in one reading to other readings), creative (altering or combining content in the readings into new forms), interactional (in the form of a letter to someone, for example), etc. You can experiment with a variety of forms over the course of the semester if you like. Good, engaging writing and intense thinking about the material in the texts should be the goal. These will be due by 8 p.m. the night before the readings are to be discussed in class. If we watch a film one week, your response to the film should be included in the next journal entry. Two of your journal entries should form the basis for a paper of 3-4 pages.

20% Draft and revision of Wikipedia page on “History of Surveillance”
  10% first draft
  10% revisions

10% Paper #1 (3-4 pages): Topic and form to be worked out in consultation with the professor.

10% Paper #2 (3-4 pages): Topic and form to be worked out in consultation with the professor.

20% Final paper (5-7 pages): Topic and form to be worked out in consultation with the professor.
  10% first draft
  10% final draft

NOTE: It is a requirement of all FWS courses that all student writing for the course may be read and shared by all members of the class.

Assignments and Deadlines:

(Thurs., Aug. 27) [Plagiarism self-test due]
(Tues., Sept. 1) [Wikipedia page due]
(Tues., Sept. 15) [Wikipedia page revision due]
(Tues., Oct. 6) [Paper #1 due to editorial peers]
(Tues., Oct. 20) [Paper #1 due]
(Tues., Nov. 3) [Paper #2 due to editorial peers]
(Tues., Nov. 10) [Paper #2 due]
(Tues., Nov. 24) [First draft of final paper due to editorial peers and professor]
(Fri., Dec. 11) [Final paper due, 11:30 a.m.]

Statement Regarding Academic Integrity:

Each student in this course is expected to abide by the Cornell University Code of Academic Integrity. Any work submitted by a student in this course for academic credit must be the student’s own work. The complete Cornell Code of Academic Integrity can be found at:

http://cuinfo.cornell.edu/aic.cfm
The Knight Institute Writing Walk-In Service – www.arts.cornell.edu/writing

The Writing Walk-In Service (WWIS) provides support for individuals at any stage of the writing process. It is a free resource available to everyone on campus - faculty, staff, graduate and undergraduate students - for nearly any kind of writing project: applications, presentations, lab reports, essays, papers, and more. Tutors (trained undergraduate and graduate students) serve as responsive listeners and readers who can address questions about the writing process or about particular pieces of writing. They can also consider questions of confidence, critical reading, analytic thought, and imagination. Many writing tutors also have experience working with non-native speakers of English.

The WWIS operates out of several campus locations. During the academic year, the WWIS is open Sunday through Thursday from 3:30 – 5:30pm and from 7:00 – 10:00pm. Writers can schedule appointments or drop in at a convenient time. For more information or to schedule an appointment: http://www.arts.cornell.edu/writing.

General Paper Guidelines

When writing history papers, keep in mind that all papers must:

- Cite all sources conscientiously (see section below on plagiarism)
- Include a bibliography at the end (the difference between a bibliography and a “works cited” section is that a bibliography includes all works you consulted while researching the paper, whereas a “works cited” includes only the sources you actually cite in the paper)
- Have footnotes – no endnotes, no parenthetical [MLA] notation – use the Chicago Manual of Style format (see below, under “Citation guidelines”)
- Be free of spelling and typographical errors
- Be double-spaced
- Use the active voice
  - This is particularly important in history as the passive voice [“He was shot”] says nothing about the locus of agency, that is who shot him. The best way is thus: “Stjepan Radić shot him,” (NOT “He was shot by Stjepan Radić.”)
- Italicize foreign words (Mitteleuropa, graničar, honvéd, etc.)
- Use diacritic marks correctly whenever possible, and be consistent (Sándor Petőfi, NOT Sandor Petofi or Alexander Petofi)
- Do not refer to individuals by their first names. The first reference to a person should include their full name and title (if relevant to what you are discussing), and all subsequent references should have only their last name.

Citation guidelines

For complete guidelines, see:


Note that the citation format for footnotes and bibliographies is slightly different. Here’s an example for a book with a single author:

Footnote

Bibliography


---

**COURSE SCHEDULE**

**Week 1: Introduction**

(Tues., Aug. 25) Introductions, course information, first assignment


Readings:

[Handout for Wikipedia page assignment]

**Week 2: The All-Seeing Eye**

(Tues., Sept. 1) Individual Consultations [Wikipedia page due]

Readings: [N/A]

(Thurs., Sept. 3) The All-Seeing Eye

Readings:


**Week 3: The Panopticon and the Philosophy of Surveillance**

(Tues., Sept. 8) The Panopticon

Readings:


(Thus., Sept. 10) Immanuel Kant and the Philosophy of Surveillance

Readings:


[Selections from Raymond Queneau, *Exercises in Style*, distributed in class]
Week 4: Caleb Williams / Policing in France

(Tues., Sept. 15) Caleb Williams  [Wikipedia page revision due]

Readings:

+ William Godwin, “1832 Preface” and “Chapter I” of Caleb Williams, or, Things as They Are, 1794, pp. 1-10.

(Thurs., Sept. 17) France

Readings:


Week 5: Russia

(Tues., Sept. 22) Okhrana

Readings:


(Thurs., Sept. 24)

Readings:

+ “Rasputin as Known to the Secret Police (Okhrana), 1915-1916,” pp. 1-20. [Background on Rasputin—come ready with four anecdotes]

Week 6: The Secret Police

(Tues., Sept. 29) Germany

Readings:


(Thurs., Oct. 1) Secret Police
Readings:


**Week 7: Spies Like Us**

(Tues., Oct. 6) Training the Secret Police **[Paper #1 due to editorial peers]**

**Readings:**

**FILM:** *The Life of a Spy in the Kadar Era* (1 hr. 22 min.), TBA

(Thurs., Oct. 8) Discussion of *The Life of a Spy* and Peer Consultations

**Readings:**

[Peer papers]

**FALL BREAK:** Sat., Oct. 10, 1:10 p.m. to Wed., Oct. 14, 7:30 a.m.

**Week 8: The Lives of Others**

(Tues., Oct. 13) **NO CLASS – FALL BREAK**

(Thurs., Oct. 15) Being the Secret Police

**Readings:**

**FILM:** *The Lives of Others*, (2 hr. 17 min.), TBA

**Week 9: Being Watched**

(Tues., Oct. 20) Citizen **[Paper #1 due]**

**Readings:**


(Thurs., Oct. 22) Outsider

**Readings:**


**Week 10: Literature and Surveillance / Surveillance Literature**

(Tues., Oct. 27) Science Fiction

**Readings:**

(Thurs., Oct. 29) The Writer

**Readings:**


**Week 11: Watergate**

(Tues., Nov. 3) Expose Journalism [Paper #2 due to editorial peers]

**Readings:**

FILM: *All the President’s Men* (2 hr. 19 min.), TBA

(Thurs., Nov. 5) *Discussion of All the President’s Men* and Peer Consultations

**Readings:**

[Peer papers]

**Week 12: Securitate**

(Tues., Nov. 10) Secrets [Paper #2 due]

**Readings:**


(Thurs., Nov. 12) The Genre of the File

**Readings:**


**Week 13: Snowden**

(Tues., Nov. 17) Hero or Villain?

**Readings:**

+ Alan Rusbridger, “The Snowden Leaks and the Public,” in *The New York*

(Thurs., Nov. 19) Citizenfour

**Readings:**

FILM: *Citizenfour* (1 hr. 54 min.), TBA

**Week 14: Data Mining**

(Thurs., Nov. 26) **NO CLASS—THANKSGIVING BREAK**

THANKSGIVING BREAK FROM Wed., Nov. 25 to 7:30 a.m. Mon., Nov. 30

**Week 15: Consultations**

(Thurs., Dec. 3) Writing Workshop

**Readings: [Peer papers]**

(Tues., Dec. 1) Writing Workshop

**Readings: [Peer papers]**

[Final paper due Fri., Dec. 11, 11:30 a.m.]