Surveillance, Suspicion, Secrecy (ANT 4930/6930, # 24816) | Fall 2019

M 12:50-1:40 (6) and W 12:50-2:45 (6-7)
Location: MCCA 1142

Instructor: Alix Johnson (*she/her/hers*)   **Office**: Turlington B129/B129A
Email: alix.johnson@ufl.edu   **Office hours**: T & Th 2-3:30pm

Course description:

This course examines covert and illicit forms of knowledge (and knowledge-making) as anthropological problems. It centers the modes of surveillance, suspicion, and secrecy as both fruitful lenses for thinking about sociality, and pressing social issues in and of themselves. We will draw together, discuss, and evaluate a range of conceptual tools for tackling these topics, including texts in anthropology, sociology, political theory, history, and popular culture. In doing so, we will situate the covert as a matter of both ethics (how should we act?)and epistemology (how do we know?). Throughout, we will pay particular attention to the sometimes uncomfortable relationships between surveillance, secrecy, and social science research.

As a class, in line with our needs and interests, we will develop questions to guide our inquiry. These may include: What is the social force and function of the secret? What kinds of conditions sustain, and disrupt secrecy? What kind of methods, ethics, and technologies are needed to study surveillance today? How do emerging techniques of surveillance relate to historical (particularly imperial and carceral) formations of the same? How do we deal with secrecy in our research and writing? And what kinds of knowledge production are possible outside a framework of secrecy / revelation?

Learning outcomes:
In this course, students will be expected to:

- Establish a working understanding of anthropological (and a few other) approaches to covert and illicit knowledge
- Grapple with the practical and ethical dilemmas posed by secrecy, suspicion, and surveillance in relation to ethnographic (and more broadly, interpersonal) research
- Critically analyze contemporary examples of surveillance in relation to relevant theories and texts
- Actively contribute to the intellectual community of the class

Course materials:

Readings (journal articles and selections from books) will be made available as PDFs on the course eLearning site. I strongly recommend, however, that graduate students purchase and read the following three ethnographies in their entirety:

- Julie Archambault (2016). *Mobile Secrets: Youth, Intimacy, and the Politics of Pretense in Mozambique*. University of Chicago Press.

- Katherine Verdery (2014). *Secrets and Truths: Ethnography in the Archive of Romania's Secret Police*. Central European University Press.
- Lilith Mahmud (2014). *The Brotherhood of Freemason Sisters: Gender, Secrecy, and Fraternity in Italian Masonic Lodges*. University of Chicago Press.

Evaluation:

Assessment

Your grade will be calculated based on the following components:

Participation (15%) – Ongoing
Reading Responses, or "QCQs" (35%) – Due every Monday (that we have class)
Surveillance Presentations (15%) – To be scheduled
Final Paper (35%) – Due Dec. 10

Participation will be assessed on the basis of your in-class contributions, including discussions, group work, and activities.

"QCQs," or *"Quotation, Comment, Questions,"* are short reading responses designed to guide and sharpen your engagement with course texts. First, you will locate a quotation in one of the week's assigned readings that might be interesting, troubling, or confusing to you. Next, discuss (in approximately 300 words) the significance of this quotation in relation to the reading and the course themes. Finally, building on your quotation and commentary, pose a question that might prompt further discussion from the class.

In Unit II, each student will make a short *Surveillance Presentation*: find one specific instance of surveillance that interests you, and bring it to the class for us to think and talk about. Your examples can be contemporary or historical, real or fictional, local to UF or far away. You do not need to become an expert on your subject or prepare a formal talk – instead, think of this as an adult show and tell: explain your object's basic contours and why it interests you in the context of this class.

Final papers will be introduced and explained in class.

Grading scale

A	100-93	B-	82-80	D+	69-67
A-	92-90	C+	79-77	D	66-63
B+	89-87	C	76-73	D-	62-60
B	86-83	C-	72-70	F	Below 60

Assignments, late policy, and "grace day"

Written assignments (QCQs and Final Papers) should be submitted online through the course eLearning site. All assignments are due by the *start of class on the due date*.

I will grant extensions only in the case of exceptional circumstances, and only if you make arrangements with me in advance. In all other cases, your mark will be reduced by *5% for every day that your assignment is late*.

That said, we all come up against the unexpected and unavoidable. For this reason, each student is granted one "grace day" that you may use to turn in *one* assignment *one* day (24 hours) after it is due. When invoking your grace day, simply write "Grace" in the comment box of your submission on eLearning.

Accessibility and accommodations

UF is committed to achieving full accessibility for people with disabilities, and I am committed to making this classroom accessible to you. If you are a student with a disability and think you may need accommodations, you are encouraged to register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/, or 001 Reid Hall) as soon as possible (but also know that it is never too late). Present your accommodation letter promptly, so I can make the necessary accommodations. Whether or not you are registered with the Disability Resource Center, I always welcome feedback about how to make this class more accessible – to you in particular, or overall.

Academic integrity

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code." The Honor Code (http://www.dso.ufl.edu/sccr/process/student-conduct-honor- code/) specifies a number of behaviors that are in violation of this code and the possible sanctions.

In this course, cheating and plagiarized work will result in a grade of zero, and will be reported to the Dean of Students.

Course policies

Expectations

Your full participation in this course is vital for building our intellectual community. I will offer short lectures to introduce context, case studies, and counter-examples, but the majority of our class time will be spent in conversation. Participation, then, requires having read, reflected on, and otherwise prepared yourself to discuss the day's assignments. This doesn't mean you need to understand everything! Or have a fully-formed opinion, or a uniquely brilliant hot take. But I do expect you to make time for careful, close reading, and come to class with any questions you have. Readings listed under a course date should be read *by the start of class that day*.

Communication

Email should be used for brief or urgent matters only – please bring questions about course content and assignments to class or office hours. I will reply to all emails sent during the week within 48 hours, but will not respond to course email over the weekend. Please plan accordingly if you need a quick reply.

Technology

Laptops are permitted in class for the purpose of consulting readings, taking notes, and completing activities. Using them in other ways is disrespectful (and obvious!), and you will be asked to leave the classroom if you do so. Cell phones should be turned off or kept on silent. Please come to class each day with a notebook and writing utensil, even if you plan to take notes on your computer.

Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evalutations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at: https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

University Resources

Library / Research Support: http://cms.uflib.ufl.edu/ask

E-Learning / Technical Support: learningsupport@ufl.edu / 352-392-4357 (select option 2)

Counseling and Wellness Center: https://counseling.ufl.edu / 352-392-1575

U Matter, We Care (Resources for students in distress): umatter@ufl.edu / 352-294-2273

Sexual Assault Recovery Services (SARS): Student Health Care Center / 352-392-1161

Course Schedule:

WEEK 1 | **Introductions**

W 8/21
> [No reading due]

UNIT 1: HIDING

WEEK 2 | **The Secret and Society**

M 8/26
> Simmel, Georg (1906). "The Sociology of Secrecy and of Secret Societies." *American Journal of Sociology* 11(4): 441-98.

W 8/28
> Jodi Dean (2001). "Publicity's Secret," *Political Theory* 29(5): 624-650.

WEEK 3 | **NO CLASS**

WEEK 4 | **Cultures of Secrecy**

M 9/9
> Graham Jones (2014). "Secrecy," *Annual Review of Anthropology* 43: 5.1-5.17.
>
> Beryl Larry Bellman (1984). *The Language of Secrecy: Symbols and Metaphors in Poro Ritual*. Rutgers University Press [selections].

W 9/11
> Charles Piot (1993). "Secrecy, Ambiguity, and the Everyday in Kabre Culture," American Anthropologist 95(2): 353-370.

WEEK 5 | **Transparency, Opacity**

M 9/16
> Julie Archambault (2016). *Mobile Secrets: Youth, Intimacy, and the Politics of Pretense in Mozambique*, "Prologue" (pp. xiii-xx) and "Love and Deceit" (95-116). University of Chicago Press.

W 9/18
> Julie Archambault (2016). *Mobile Secrets: Youth, Intimacy, and the Politics of Pretense in Mozambique*, "Truth and Willful Blindness" (137-152). University of Chicago Press.

WEEK 6 | **States, Institutions, Information**

M 9/23
> Andrew Mathews (2005). "Power/Knowledge, Power/Ignorance: Forest Fires and the State in Mexico," *Human Ecology* 33(6): 795-820.

W 9/25

Joe Masco (2010). "Sensitive but Unclassified: Secrecy and the Counterterrorist State," *Public Culture* 22(3): 433-463.

UNIT II: WATCHING

WEEK 7 | Surveillance: Foundations

M 9/30

Michel Foucault (1975). *Discipline and Punish: The Birth of the Prison*, "Docile Bodies" (pp. 135-169) and "Panopticism" (pp. 200-204 only). Vintage Books.

W 10/2

Simone Browne (2015). *Dark Matters: On the Surveillance of Blackness*, "Notes on Surveillance Studies" (pp. 31-62). Duke University Press.

WEEK 8 | Surveillance: Emerging Formations

M 10/7

Cohen, Julie (2011). "The Surveillance-Innovation Complex: The Irony of the Participatory Turn," in *The Participatory Condition in the Digital Age*, Darin Barney, Gabriella Coleman, Christine Ross, Jonathan Sterne, and Tamar Tembeck, eds. University of Minnestoa Press.

Alice Marwick (2012). "The Public Domain: Social Surveillance in Everyday Life," *Surveillance and Society* 9(4): 378-393.

W 10/9

David Lyon. (*Forthcoming*). "Surveillance Capitalism, Surveillance Culture and Data Politics" (p. 1-14) in *Data Politics: Worlds, Subjects, Rights*, D. Bigo, E. Isin and E Ruppert (eds). Routledge.

WEEK 9 | Surveillant Intimacies, Surveillant Affects

M 10/14

Katherine Verdery (2014). *Secrets and Truths: Ethnography in the Archive of Romania's Secret Police*, "Introduction: What Was the Securitate?" (pp. 1-30) and "Chapter Three: Knowledge Practices and the Social Relations of Surveillance" (pp. 155-213). Central European University Press.

W 10/16

Carole McGranahan (2018). "Love and Empire: Tibet, the CIA, and Covert Humanitarianism" (p. 333-349) in *Ethnographies of U.S. Empire*, Carole McGranahan and John Collins (eds). Durham: Duke University Press.

WEEK 10 | **Perception, Preemption, Prevention**

M 10/21

Antoine Bousquet (2018). *The Eye of War: Military Perception from the Telescope to the Drone*, "Introduction: Visibility Equals Death" (p. 1-20). Minneapolis: University of Minnesota Press.

Priya Satia (2012). "The Defense of Inhumanity: Air Control in Iraq and the British Idea of Arabia," *American Historical Review* 111(1): 16-51.

W 10/23

Yasmin Jiwani. "Violating In/Visibilities: Honor Killings and Interlocking Surveillance(s)" (pp. 79-91), in *Feminist Surveillance Studies*, Rachel Dubrofsky and Shoshana Amielle Magnet, eds. Duke University Press.

WEEK 11 | **Evasion**

M 10/28

Lina Dencik, Arne Hintz and Jonathan Cable (2016). "Towards Data Justice? The Ambiguity of Anti-Surveillance Resistance in Political Activism." *Big Data & Society* (July-December): 1-12.

Torin Monahan (2015). "The Right to Hide? Anti-Surveillance Camouflage and the Aestheticization of Resistance." *Communication and Critical/Cultural Studies* 12(2): 159-178.

W 10/30

John Gilliom (2005). "Resisting Surveillance," *Social Text* 23(2): 71-83.

UNIT III: KNOWING

WEEK 12 | **Anthropology and Espionage**

M 11/4

David Price (200). "Anthropologists as Spies," *The Nation*, November 2.
https://www.thenation.com/article/anthropologists-spies/

Maja Zehfuss (2012). "Culturally Sensitive War? The Human Terrain System and the Seduction of Ethics," *Security Dialogue* 43(2): 175-190.

W 11/6

Insa Nolte, Keith Shear and Kevin Yelvington (2018). "From Ethnographic Knowledge to Anthropological Intelligence: An Anthropologist in the Office of the Strategic Services in Second World War Africa," *History and Anthropology* 29(1): 52-82.

WEEK 13 | **Secrecy and Ethnography**

M 11/11 - **NO CLASS**

W 11/13
> Graham Jones (2011). *Trade of the Tricks: Inside the Magician's Craft*, "Chapter One: An Apprenticeship in Cunning." University of California Press.

WEEK 14 | **Secrecy and Ethnography (cont.)**

M 11/18 |
> Lilith Mahmud (2013). "The Profane Ethnographer: Fieldwork With a Secretive Organisation," in *Organisational Anthropology*, Christina Garsten and Anette Nyqvist, eds. Pluto Press.

W 11/20 - **NO CLASS**

WEEK 15 | **Suspicion, Paranoia, Conspiracy**

M 11/25
> Eve Sedgwick (2002). *Touching Feeling: Affect, Pedagogy, Performativity*, "Chapter Four: Paranoid Reading and Reparative Reading, Or, You're So Paranoid You Probably Think This Chapter is About You"(pp. 123-152). Duke University Press.

> Susan Lepselter (2005). "Why Rachel Isn't Buried At Her Grave: Ghosts, UFOs, and A Place in the West" in *Histories of the Future*, Daniel Rosenberg and Susan Harding, eds. Duke University Press.

W 11/27 - **NO CLASS**

WEEK 16 | **Writing Around Knowledge**

M 12/2
> Édouard Glissant (1997). *Poetics of Relation*, "For Opacity" (pp. 189-194).

> Audra Simpson (2007). "On Ethnographic Refusal," *Junctures* 9: 67-80.

W 12/4
> Elizabeth Povinelli (2011). "The Woman on the Other Side of the Wall: Archiving the Otherwise in Postcolonial Digital Archives," *d i f f e r e n c e s: A Journal of Feminist Cultural Studies* 22(1): 146-171.