Course outline:
How have techniques of surveillance been used to further projects of empire? Can surveillance technologies be said to contribute to – or constitute – imperialism today? This course takes up these questions by tracing the historical, conceptual, and practical links between surveillance and empire. In doing so, we will challenge common perceptions of both concepts in the interest of better understanding their effects. For example, we will trace surveillance as an historical phenomenon – not only an experience brought about by new technological tools. On the other hand, we will frame empire as an ongoing and flexible formulation – not as an extinct political object. Throughout, we will treat surveillance and empire as situated social practices, paying particular attention to the ways each is undergirded by particular notions of difference, including culture, race, gender, sexuality, and class. By considering a range of examples across theoretical texts, historical artifacts, media products, and policy documents, we will explore the intertwined workings of surveillance and empire, and also consider potentials for subversion, evasion, and resistance.

Learning outcomes:
To succeed in this course, students will demonstrate their ability to:

- Understand the concepts of imperialism, colonialism, and surveillance, and describe how a range of surveillance practices have contributed to imperial projects, historically and in the present day
- Situate surveillance technologies as socially constructed, embedded, and contested (not as “neutral” objects, or all-powerful determinants)
- Apply course texts and theories to concrete examples drawn from archival materials, fiction, film, and current events
- Engage with theoretically challenging texts and produce writing that summarizes, evaluates, and mobilizes others’ arguments, while also effectively making their own

Course materials:
Will be posted online to OnQ.

The following books will be excerpted heavily – you are not required to purchase these titles, but may find it more convenient to do so:

Evaluation

Assessment:
Your grade will be assessed based on the following components:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>20%</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Reading responses (2)</td>
<td>30%</td>
<td>Jan. 28 and Feb. 25</td>
</tr>
<tr>
<td>Current event</td>
<td>10%</td>
<td>Mar. 13</td>
</tr>
<tr>
<td>Draft + workshop of final project</td>
<td>10%</td>
<td>Apr. 3</td>
</tr>
<tr>
<td>Final project</td>
<td>30%</td>
<td>Apr. 10</td>
</tr>
</tbody>
</table>

*Participation* will be assessed on the basis of in-class engagement and assessments. Most class days, you will complete a quiz, short writing assignment, or other activity designed to demonstrate that you have done the reading and paid attention in lecture. If you miss more than three class sessions, it is likely to compromise your participation grade.

*Reading responses* are designed to guide and sharpen your engagement with course texts. Twice during the semester I will offer prompts for critical reflection. You will respond in a short essay (1000 words).

*Current event* assignments ask you to find a piece of recent media (news stories, radio/podcasts, documentary film, etc.) that resonates with the course theme. You will post your media object, along with a brief commentary (300 words) to the Discussion page of the OnQ class site.

*Final projects* will explore the nexus of surveillance and empire in one of two ways: either by analyzing multiple surveillance practices/technologies at one site, or by analyzing multiple sites through the lens of one surveillance practice/technology. You will have the option of completing a term paper (3500 words) or a creative project. Either way, your final project will use course materials and outside sources, and will advance an original argument. Part of your grade for this project will include an in-class workshop of a rough draft.

Submissions, late policy, and “grace days”:
Reading responses, current events, and final projects should be turned in via OnQ (unless you are submitting a creative project that cannot be delivered online). All assignments are due by *start of class on the due date*, except for final projects, which are due by 5:00 pm.

All assignments should be typed in 12-point Times New Roman font, double-spaced, with one-inch margins. They should include a cover page with a title, your name, student ID number, the course name, and the date. Assignments should be clearly formatted and proofread, with references cited correctly according to ASA guidelines (see “Resources” on OnQ for examples).

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 OnQ.
Grading method:
All components will receive numerical percentage marks. Your final grade will be derived by converting your numerical course average to a letter grade according to Queen’s Official Conversion Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Course Average (Range)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
</tr>
<tr>
<td>C+</td>
<td>67-69</td>
</tr>
<tr>
<td>C</td>
<td>63-66</td>
</tr>
<tr>
<td>C-</td>
<td>60-62</td>
</tr>
<tr>
<td>D+</td>
<td>57-59</td>
</tr>
<tr>
<td>D</td>
<td>53-56</td>
</tr>
<tr>
<td>D-</td>
<td>50-52</td>
</tr>
<tr>
<td>F</td>
<td>49 and below</td>
</tr>
</tbody>
</table>

Appeals:
If you feel you have been graded unfairly, you may first appeal your grade to me. Please submit the assignment along with a one-paragraph explanation of why you think your grade should be changed. You may then appeal to the Head of the Department, who will assign an independent assessor to evaluate your work. Subsequently, students may formally appeal their grades to the Faculty of Arts and Science: [https://www.queensu.ca/artsci/students-at-queens/academic-appeals](https://www.queensu.ca/artsci/students-at-queens/academic-appeals)

Accessibility and accommodations:
Queen's University is committed to achieving full accessibility for persons with disabilities, and I am committed to making this classroom accessible to you. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are encouraged to contact Student Wellness Services (SWS) and register as early as possible. For more information, including important deadlines, please visit the Student Wellness website at: [http://www.queensu.ca/studentwellness/accessibility-services/](http://www.queensu.ca/studentwellness/accessibility-services/)

Academic integrity:
Queen’s students, faculty, administrators and staff all have responsibilities for supporting and upholding the fundamental values of academic integrity. Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see [http://www.academicintegrity.org](http://www.academicintegrity.org)) and by the quality of courage. These values and qualities are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic
integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University.

Students are responsible for familiarizing themselves with and adhering to the regulations concerning academic integrity. General information on academic integrity is available at https://www.queensu.ca/academicintegrity/home, along with Faculty or School specific information. Departures from academic integrity include, but are not limited to, plagiarism, use of unauthorized materials, facilitation, forgery and falsification. Actions which contravene the regulation on academic integrity carry sanctions that can range from a warning, to loss of grades on an assignment, to failure of a course, to requirement to withdraw from the university.

**Course policies**

**Expectations:**
This course is not a topical survey – each unit builds upon the last. This means it is crucial you keep up with the readings and attend lecture regularly. Plan to read 50-80 pages a week. Readings listed under a course date should be read *by the start of class that day*. Some of the readings in this course will be challenging - I do not expect you to understand everything, but I do expect you to make time for careful reading, and to come to class with any questions you have. Likewise, you are not required to agree with the opinions presented here, but you are expected to engage with them respectfully and in good faith.

Lectures will not simply review or explain the reading, but will introduce context, case studies, and counter-examples (on which you will also be assessed). I will post lecture slides before the start of each class. Please note: there is no need to email me if you miss a class session. Your lowest three participation scores will be dropped to accommodate the occasional absence. Consequently, it is not possible to “make up” participation points.

**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 respond 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 taking notes and consulting readings. Using them in other ways is disrespectful, and you will be asked to leave the classroom if you do. Cell phones should be kept on silent. Please come to class each day with a notebook and writing utensil, even if you take notes on your computer.

**Territorial acknowledgment:**
*Queen's University is situated on traditional Haudenosaunee and Anishinaabe territory.*

*Kanien'keha: Ne Queen’s University e'oho noitwe nikanónhsote tsi noitwe ne Haudenasaunee tânon Anishinaabek tehatihsnónhsahere ne òhontsa.*

*Anishinaabemowin: Gimaakwe Gchi-gkinoomaagegamig atemagad Naadowe miinwaa Anishinaabe aking*
Course schedule

PART I: IMPERIALISM IN THEORY AND PRACTICE

This unit introduces the concept of imperialism, defining the term (and distinguishing it from its close relatives), and exploring its changing usage over time. We will ask: what constitutes an empire? What drives imperialism? What political theories, policies, and social practices undergird the exercise of empire? How do sociologists think about empire? To what extent is imperialism ongoing today?

Week 1: What is (and Isn’t) Empire?

M 1/7: Course introduction

W 1/9: Definitions and Distinctions

Week 2: Imperial Ambitions

M 1/14: Motivations: Culture or Capital?

W 1/16: From Political Theory to Social Practice

Week 3: Ongoing Entanglements

M 1/21: Decolonization and Imperial Debris

W 1/23: “The New Imperialism”

PART II: TOOLS, TECHNIQUES, TECHNOLOGIES

This unit considers some of the tools, techniques, and technologies employed to make and maintain empire. We will ask how specific modes of watching have enabled certain kinds of social control: how have technologies of seeing made spaces available to outside intervention? How have surveillance regimes worked through, and cemented racial differences? How have the edges of empire been delineated through the management of moving bodies?
Week 4: Mapping

M 1/28: Exploration and Imperial Science

First reading response due by start of class

W 1/30: From “Terra Incognita” to Territorial Claims

Week 5: Marking Identities

M 2/4: Sorting Citizens

W 2/6: Surveillance and the Settler State

Week 6: Managing Populations

M 2/11: Policing

W 2/13: Prison and Punishment

Week 7: NO CLASS (Reading Week)

**PART III: EMERGING SITES AND STRATEGIES**

*In this unit we will apply the insights we’ve gathered on the relationship between surveillance and empire to consider a range of contemporary case studies. After a brief introduction to the analytic of the “surveillance society,” we will ask if we might describe certain conditions as “surveillance empire.” We will close by considering, and evaluating, potentials for resistance and subversion.*
Week 8: From Surveillance Societies to Surveillance Empires

M 2/25: Surveillance Society

Second reading response due by start of class

W 2/27: Surveillance Empire?
- “NSA Files: Decoded,” *The Guardian*. (link to website on OnQ)
  (Read through the explainer and watch a few of the interviews)

Week 9: Borders

M 3/4: Spaces of Conflict
- Watch *Sicario* (2015) in class

W 3/6: Sites of Control

Week 10: Platforms

M 3/11: Pleasures of Participation

Approval required for creative project

W 3/13: Accumulation and Extraction

Current event due by start of class

Week 11: Battlefields
M 3/18: Visibility, Perception, Perspective

W 3/20: Drones

Week 12: Space

M 3/25: Imperial Imaginaries, Analogies

W 3/27: Satellite Surveillance and Shared Space

Week 13: Unsettling Surveillance and Empire

M 4/1: Enduring Questions, Resistant Possibilities

W 4/3: Closing Conversation and What Comes Next
- Final project peer workshop in class

Draft of final project due in class

Final projects due by 5:00 pm on Apr. 10 (uploaded to OnQ or turned in to Sociology Office, Mac Corry D-wing, 4th Floor)