

Surveillance: State, Capitalism, and Society

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OVERVIEW

When we talk about surveillance, are we thinking of Orwell's Big Brother, the scenarios portrayed in Black Mirror, or Edward Snowden's disclosures? Although technological advances have intensified interest in this subject, surveillance is not a recent development; it has been a fundamental element of modernity. In this course, we will start with the theoretical bases for understanding surveillance. The subsequent weeks are divided into three modules, each focusing on a different participant in surveillance: the state, corporations and the emergence of "surveillance capitalism," and citizens who may embrace, participate in, or resist surveillance. Adopting a global viewpoint, we will explore surveillance practices across various political regimes, throughout different historical periods, and technological advancements. There are no pre-requisites for this seminar.

Why should you take this course?

You should consider taking this course because surveillance is a fundamental aspect of human life, and its importance is only set to increase as more aspects of our lives become digitized. This course adopts a global perspective, enabling you to critically evaluate and compare surveillance practices in different countries and across different periods. It concerns how and why populations are tracked, profiled, sorted and governed, at different places, from public spaces, as well as private homes.

If you are interested in exploring the intersection between state power, corporate influence, and citizens' resistance and adaptation in the digital age, this course is for you. From a research perspective, this course sits at the crossroads of political science, sociology, eco-

nomics, and policy studies. On the policy front, it offers insights into technology policies, regulation, and the legal aspects of surveillance.

The course is structured around the three main participants in the surveillance dynamic: the state, corporations, and citizens. Each can act as both the observer and the observed, offering a comprehensive understanding of the complexities of surveillance in modern society. Each week, we will cover one or multiple types of surveillance, ranging from identification documents, biometrics, telecommunications technology, CCTV and social media.

Delivery Methods

This is a seminar class which heavily relies on discussions. The seminar meets in person. No online session will be provided.

Learning Goals

- Explore the historical and theoretical evolution of surveillance from the perspectives of the state, corporations, and citizens.
- Critically assess the costs and benefits of specific types of surveillance through writing response memos.
- Develop and write
 - a final research proposal that attempts to empirically study one type of surveillance, or
 - a policy memo that addresses specific issues and debates around surveillance

Required Texts

There are no required textbooks for the course. All readings will be available through the Brown Library. There is no cost for purchasing textbooks.

STRUCTURE

Assessment

Component	Proportion	Due
Participation	30%	
Response memos	20%	The Wednesday 11:59PM before class
Personal encounters of surveillance	10%	The Wednesday 11:59PM before class
Interim writing for final proposal	10%	Before 11/27 (Thanksgiving break)
Final paper	30%	Final day of exam period (12/21)

Participation This seminar relies heavily on discussion.

Each week, I will short introduction on foundational information and context for our discussions. However, the success of this class ultimately rests on your dedication and participation. I expect you to complete the required readings and submit your assignments on time. Each of your memo will raise at least one question that will be used for discussions in class. For in-class discussions, I expect you to come to class prepared to learn and actively engage with the topics of the week and the ideas of your classmates in a thoughtful and respectful manner. Meaningful ways to participate include:

- Answering a question posed by me or a classmate.
- Asking a question for the class to consider.
- Summarizing a reading or part of a reading.
- Providing evidence or an example to support a point made by someone else.
- Respectfully disagreeing with a previous comment made in class.
- Agreeing with a previous comment made in class while adding an example or making a further connection.
- Connecting two comments made by different discussion participants.
- Relating the day's reading to an earlier reading.

Importantly, if you are the author of a response memo for that week, you will also serve as a discussion leader. You will begin by briefly presenting your main question or observation, and then help guide the conversation as your classmates respond.

Response Memos You will need to write two response memos, each three pages long, double-spaced, for three different modules of the class. These memos should be based on the assigned readings for the week. While you can choose which modules to write about, you cannot write two memos for the same module. Merely summarizing the readings is not enough. Instead, your response papers should aim to:

- Critically evaluate the week's readings by examining the logic of their arguments and the quality of their evidence.
- Pose at least one thought-provoking question about the readings to help facilitate our class discussions.
- Your questions may focus on a specific reading. However, I encourage you to consider how the various readings interact with one another, both within this week's readings and across different weeks of the course.
- Your memos are due by 11:59 PM on the Wednesday before class. Once submitted, I will share them with the rest of the class to read and reflect on before our next class.

Personal encounters of surveillance You should write this memo for the module you opted to **not** write a response memo. This memo is also three-page, double-spaced. In this memo, you are required to discuss a surveillance technology that is part of your daily life. The choice of technology is up to you, with examples including smartphones, fitness trackers, social media apps, video gaming systems, CCTV, credit cards, ID cards, transit passes, VR headsets, webcams, and more. The aim of this assignment is to highlight a technology that often remains potentially unnoticed and to critically examine how it influences your emotions, physicality, behavior, and social interactions. Reflect on your experiences with this technology and consider how it integrates into or stands out from your everyday experiences. When do you become aware of it, and when does it fade into the background? What feelings, emotions, or moods does this technology provoke or encourage? Discuss its functionality and what it is designed to detect. Consider what type of data is being collected and how and when you become aware of this collection. If you wish to avoid this surveillance, what strategies would you employ? Conversely, if you choose to embrace it, what are your reasons for doing so?

- Your memos are due by 11:59 PM on the Wednesday before class. Once submitted, I will share them with the rest of the class to read and reflect on before our next class.

Final paper It can either take the form of a policy memo or research proposal. Both should be approximately 10-15 pages double-spaced, not including references and any figures or tables which should be provided in the appendix.

- Students opting to write a policy memo should begin by selecting a particular surveillance technology and a specific policy debate surrounding it. You should contextualize this debate within a broader policy framework, highlighting the pros and cons of the surveillance technology and offering policy recommendations for its improved use or regulation. Aim to adopt a tone that seeks to inform and convince a public audience about a surveillance-related issue.
- Students choosing to write a research proposal should focus on a specific research question that addresses issues highlighted in existing literature. Provide a concise review of the current theories and research on this topic, and clearly articulate an argument or hypothesis that builds upon, modifies, or challenges this existing work. Outline a methodological approach to test your claim, and anticipate the potential results of this empirical investigation. Conclude by discussing the implications of these hypothetical findings.
- Initially, you are required to submit an interim final proposal, which should be 5-8 pages in length and double-spaced. This proposal will be discussed and peer-reviewed by your classmates during the final week of our class. Additionally, the instructor will provide written feedback on your interim proposal. You can use the feedback received from both your peers and the instructor to refine and complete your final paper.
- Subsequently, you should submit a comprehensive final paper, approximately 15 pages long and double-spaced, that incorporates the feedback from your peers and the instructor. You will also receive written feedback on the final version of your paper.

Time Allocation

You should expect to spend approximately:

- 30 hours in class sessions
- 8 hours per week (on average) reading and reviewing the material (104 hours total)
- 2 hours writing each of the three response papers (6 hours total)
- 10 hours researching and preparing your final paper proposal
- 30 hours researching, writing, and revising your final paper.

POLICIES

Attendance policy This course is heavily discussion based, so students are expected to attend each week. In order to be excused, you must provide documentation for absences.

Late policy All assignments must be submitted online via the course website on Canvas. Any portion of the final paper submitted after its due date will lose 5 points (e.g. 100 to 95) for each day late. You may take **one** extension of one week on any one of these assignments (but not all of them). Just email me **at least a day before the assignment is due** requesting an extension. All other extensions will require a note from the dean.

WRIT-Designated Course Because this is a WRIT-designated course, you will be required to complete a minimum of two written assignments. You will receive substantive feedback on your writing, which you will use to help you revise your work or to complete subsequent writing assignments.

In particular, you will receive written feedback for your interim proposal and your final proposal from me. You will also receive verbal feedback of your three memos during the class. These writing exercises (three memos, a final paper) will help you improve your writing skills over policy memos or research papers.

Accessibility and Accommodations Statement Brown University is committed to full inclusion of all students. Please inform me early in the term if you may require accommodations or modification of any of course procedures. You may speak with me after class, during office hours, or by appointment. If you need accommodations around online learning or in classroom accommodations, please be sure to reach out to Student Accessibility Services (SAS) for their assistance (sas@brown.edu, 401-863-9588). Undergraduates in need of short-term academic advice or support can contact an academic dean in the College by emailing college@brown.edu. Graduate students may contact one of the deans in the Graduate School by emailing graduate_school@brown.edu.

Academic Integrity and Collaboration Plagiarism violates the academic policies of Brown University and the norms of the scholarly community. Consequences for plagiarism are often severe, and can include suspension or expulsion. Brown's Academic Code provides specific details regarding how to properly cite material. A general rule of thumb is, if you are in doubt, ask for clarification. If you are still in doubt, include the citation. Students may find additional support for the writing requirements in this course at the Brown Writing Center. You are encouraged to discuss course material and assignments with classmates. This is critical to academic work. In the end, however, all assignments must be your own work. You should acknowledge assistance given by other students. For example, if a classmate provided comments on an earlier draft, simply include a footnote acknowledging the assistance (you will see this convention in nearly every assigned reading).

Technology Policy (Subject to Change) Students are not permitted to use technology of any kind (laptops, tablets, cell phones) during class. More broadly, this course is primarily discussion-based, meaning that we should be actively listening while others are speaking in order to better engage with their argument. In addition, there is a growing body of evidence that students perform better in technology-free learning environments. Students who take handwritten notes show improved ability to understand and remember concepts. Perhaps more important to the community, other studies show that students who multitask on laptops not only tend to score lower on tests but also end up distracting those around them. Last, students are not permitted to record the class by any means.

Generative AI policy Do not use ChatGPT or other generative AI tools to do your thinking for you. The only time when you may use ChatGPT to write your papers is to do some proofreading on grammatical issues. You will need to cite ChatGPT if you used them.

COURSE SCHEDULE

Week 1, September 4, 2025. Surveillance in Everyday Life

This week introduces surveillance as part of ordinary, daily experience. We will discuss how people not only get watched by institutions but also watch back (sousveillance), and how everyday technologies like wearables make this visible. We will also look at open data practices in Sweden (e.g., income records on Ratsit.se) as an example of how personal information can be made public and searchable.

- Mann, S. (2013). Veilance and reciprocal transparency: Surveillance versus sousveillance, AR glass, lifelogging, and wearable computing. In *2013 IEEE International Symposium on Technology and Society (ISTAS): Social Implications of Wearable Computing and Augmented Reality in Everyday Life* (pp. 1–12)
- “Why (some) personal data is open data in Sweden” <https://odeco-research.eu/?p=3856>
 - Also explore <https://www.ratsit.se/> ; and search for other Scandinavian countries such as Norway

- “China: ”the world’s biggest camera surveillance network“ - BBC News” https://www.youtube.com/watch?v=pNf4-d6fDoY&ab_channel=BBCNews
- “AI is unmasking ICE officers. Can Washington do anything about it?” <https://www.politico.com/news/2025/08/29/ai-unmasking-ice-officers-00519478>
 - NOTE: an interesting parallel is “How ICE Spies On American Citizens | Incognito Mode | WIRED” https://www.youtube.com/watch?v=4QUG8czGSuU&ab_channel=WIRED

NOTE: You are expected to finish the readings for the first week. If you are shopping for classes or have missed any, be sure to catch up on the readings once you’re officially registered.

Week 2, September 11, 2025. How Do Social Scientists Study Surveillance

If surveillance is everywhere, the challenge is not only how social scientists study it, but also how policymakers analyze and regulate it. They often draw on similar kinds of data but ask very different questions.

- Common data sources:
 - Ethnography e.g., Braynes Predict and Surveil (fieldwork inside LAPD)
 - Administrative/archival records e.g., FOIA requests on CCTV installations
 - Digital trace data e.g., scraping tweets for protest surveillance
 - Image-based methods e.g., CADESI project mapping cameras
 - Surveys/experiments e.g., public trust in surveillance
- Typical questions:
 - Researchers ask: How is surveillance used in practice? Where is it distributed? What effects does it have?
 - * Example: Do CCTV cameras actually reduce crime?
 - * Example: How do police officers adapt to surveillance systems?
 - Policymakers ask: Should surveillance be expanded, restricted, or regulated? How do we weigh costs and benefits?
 - * Example: Should cities ban facial recognition?
 - * Example: What are the unintended consequences of a CCTV program?
- Readings this week (Available on Canvas -> Files)
 - Human observation: Gerrard, G. & Thompson, R. (2011). *Two Million Cameras in the UK*. Technical Report 42
 - Big data: Sheng, H., Yao, K., & Goel, S. (2021). Surveilling Surveillance: Estimating the Prevalence of Surveillance Cameras with Street View Data. *arXiv:2105.01764 [cs]*

- Ethnography: Brayne, S. (2017). Big Data Surveillance: The Case of Policing. *American Sociological Review*, 82(5), 977–1008. Chapter 5, “Police Pushback: When the Watcher Becomes the Watched”
- Survey: Pew Research Center, “Americans’ Attitudes About Privacy, Security and Surveillance”, <https://www.pewresearch.org/internet/2015/05/20/americans-attitudes-privacy-security-and-surveillance/>
- FOIA/second hand literature review: Garvie, Bedoya and Frankle, “The Perpetual Line-up: Unregulated Police Face Recognition in America”, <https://www.perpetuallineup.org/>. Read particularly the Section IX. Methodology.
- How we will explore this topic In this class, we will be discussing different approaches in the readings. We will then brainstorm your personal encounters with surveillance (or other cases of interest) and work together to frame them as research or policy questions.

While you are reading, try to keep in mind a specific case of surveillance technology that interests you. Think about how the methods we discuss could be applied to that case, or where they might fall short.

Module 1: States

Week 3, September 18, 2025. Foundations of State Surveillance

This week we begin with classic concepts of surveillance, drawing on Foucault's account of the panopticon. We then turn to the hallmark of contemporary digital surveillance: China.

This week's focus / expected outcomes:

- Understand Foucault's concept of the panopticon and how it shaped theories of surveillance; recognize the modern relevance and limits.
- Practice connecting theoretical concepts (panopticism, visibility, discipline) to empirical cases (China's surveillance state).
- Foucault, M. (1977). *Discipline and Punish: The Birth of the Prison*. Vintage Books Panopticism (pp. 195 - 228)
- Chin, J. & Lin, L. (2022). *Surveillance State: Inside China's Quest to Launch a New Era of Social Control*. New York: St. Martin's Press.
 - Chapter 1. Dystopia aspect of China's state surveillance
 - Chapter 6. Utopia aspect of China's state surveillance

Week 4, September 25, 2025. CCTV, Facial Recognition, and the Question of Effectiveness

This week we examine how surveillance evolved from simply watching (CCTV cameras) to automating identification (facial recognition). Cameras embody Foucault's vision of visibility and discipline, while facial recognition illustrates how algorithms extend surveillance into automated recognition and prediction. This week we ask a central question: do surveillance

technologies actually work? And if so, for whom and at what cost? We will move beyond narratives of technical progress to examine how different methods of evaluation—experiments, audits, journalistic investigations, and political economy—yield competing answers about effectiveness and legitimacy.

- Hill, K. (2020). The Secretive Company That Might End Privacy as We Know It. *The New York Times*
- Stutzer, A. & Zehnder, M. (2013). Is camera surveillance an effective measure of counterterrorism? *Defence and Peace Economics*, 24(1), 1–14
- Beraja, M., Kao, A., Yang, D. Y., & Yuchtman, N. (2023). AI-tocracy. *The Quarterly Journal of Economics*, 138(3), 1349–1402
 - Note: a simpler version can be found at Mazzocco, I. (2022). The AI-Surveillance Symbiosis in China. Accessed August 30 2024. <https://bigdatachina.csis.org/the-ai-surveillance-symbiosis-in-china/>
- Piza, E. L., Gilchrist, A. M., Caplan, J. M., Kennedy, L. W., & O’Hara, B. A. (2016). The financial implications of merging proactive CCTV monitoring and directed police patrol: A cost–benefit analysis. *Journal of Experimental Criminology*, 12(3), 403–429
- Buolamwini, J. & Gebru, T. (2018). Gender Shades: Intersectional Accuracy Disparities in Commercial Gender Classification. In *Proceedings of the 1st Conference on Fairness, Accountability and Transparency* (pp. 77–91).: PMLR

Week 5, October 2, 2025. Algorithm and Social sorting

This week we extend the discussion from facial recognition to the broader phenomenon of algorithmic sorting. Facial recognition is one example of how algorithms classify individuals, but sorting technologies go further: they categorize people by race, gender, behavior, or risk profile, shaping access to resources, rights, and opportunities. We will examine how these systems embed social inequalities into surveillance infrastructures.

- Brayne, S. (2017). Big Data Surveillance: The Case of Policing. *American Sociological Review*, 82(5), 977–1008
- Chin, J. & Lin, L. (2022). *Surveillance State: Inside China’s Quest to Launch a New Era of Social Control*. New York: St. Martin’s Press. Chapter 11.
- Hou, R. & Fu, D. (2024). Sorting citizens: Governing via China’s social credit system. *Governance*, 37(n/a), 59–78.
- Eubanks, V. (2018). *Automating Inequality: How High-Tech Tools Profile, Police, and Punish the Poor*. New York, NY: St. Martin’s Press. Chapter 4.

Module 2: Capitalism

Week 6, October 9, 2025. Surveillance capitalism

This week we shift from state surveillance to surveillance by corporations and digital platforms. We explore how companies collect, analyze, and monetize personal data, often invisibly, as part of their business models.

- Zuboff, S. (2019). Surveillance Capitalism and the Challenge of Collective Action. *New Labor Forum*, 28(1), 10–29
 - Note: in case you are interested, Zuboff has a much lengthy book “The Age of Surveillance Capitalism”, which is a NYTimes bestseller.
- Jansen, S. C. & Pooley, J. (2021). Blurring genres and violating guild norms: A review of reviews of The Age of Surveillance Capitalism. *New Media & Society*, 23(9), 2839–2851 . This is an review discussing some reactions to Zuboff
- Fourcade, M. & Healy, K. (2017). Seeing Like a Market. *Socio-Economic Review*, 15(1), 9–29
- Lauer, J. & Lipartito, K., Eds. (2021). *Surveillance Capitalism in America*. Hagley Perspectives on Business and Culture. Philadelphia: University of Pennsylvania Press, first edition edition
 - Introduction
 - Chapter 9, “Cookies, Notice and Choice, and Web Privacy”
- other unique questions by me
 - empirical questions (how would you study this empirically)? what approach are you going to take?
 - effective? policy questions?
 - other questions?
- going back to what we have studied and discussed; what do you think?

Week 7, October 16, 2025. Social media surveillance

Social media platforms have become central sites of surveillance. Companies design them to collect data for advertising, but users also monitor one another through likes, comments, and visibility. States, too, exploit these platforms for monitoring political activity. This week we look at how surveillance on social media blurs the lines between corporate, state, and peer-to-peer monitoring, and what this means for privacy, publicity, and power.

- Trottier, D. & Lyon, D. (2011). Key Features of Social Media Surveillance. In *Internet and Surveillance*. Routledge
- Boyd, D. (2014). 2. privacy why do youth share so publicly? In *It's Complicated* (pp. 54–76). New Haven ; London: Yale University Press . Chapter 2

- Levy, K. (2019). Intimate Surveillance. *Idaho Law Review*, 51(3), 679–693
- Marwick, A. (2012). The Public Domain: Surveillance in Everyday Life. *Surveillance & Society*, 9(4), 378–393
- Dereymaeker, J., Schokkenbroek, J. M., Martens, M., & De Wolf, R. (2024). Smarter homes, smarter surveillance? Exploring intimate surveillance practices in modern day households. *New Media & Society*, (pp. 14614448241263757)

Week 8, October 23, 2025. Surveillance in Workplace and School

This week we examine how surveillance operates in organizations where people spend much of their daily lives: the workplace and the classroom. Employers and schools increasingly use monitoring technologies from cameras and body-worn devices to learning platforms and productivity trackers to shape behavior and enforce discipline. These cases highlight how surveillance becomes embedded in everyday institutional settings, raising questions about consent, control, and inequality.

- Conover, E., Kraynak, D., & Singh, P. (2023). The effect of traffic cameras on police effort: Evidence from India. *Journal of Development Economics*, 160, 102953
- Levy, K. (2022). *Data Driven: Truckers, Technology, and the New Workplace Surveillance*. Princeton University Press. Chapter 4.
- Citron, D. K. (2024). The Surveilled Student. *Stanford Law Review*, 76, 1439
- Two policy reports from Data & Society:
 - Workplace Monitoring & Surveillance
 - Algorithmic Management in the Workplace

Week 9, October 30, 2025. GenAI and surveillance

Generative AI tools such as ChatGPT and image models introduce new possibilities and risks for surveillance. This week we explore emerging debates about how GenAI reshapes surveillance power and challenges existing frameworks of law and ethics.

- Blease, C. (2024). Open AI meets open notes: Surveillance capitalism, patient privacy and online record access. *Journal of Medical Ethics*, 50(2), 84–89
- Feldman, P., Foulds, J. R., & Pan, S. (2025). Can Generative AI be Egalitarian?
- Tömekçe, B., Vero, M., Staab, R., & Vechev, M. (2024). Private Attribute Inference from Images with Vision-Language Models
- Chu, M. D., Gerard, P., Pawar, K., Bickham, C., & Lerman, K. (2025). Illusions of Intimacy: Emotional Attachment and Emerging Psychological Risks in Human-AI Relationships
- Allen, D. & Weyl, E. G. (2024). The Real Dangers of Generative AI. *Journal of Democracy*, 35(1), 147–162

Module 3: Global Security, Resistance and Regulation

Week 10, November 6, 2025. Global competition for surveillance power

Surveillance is not only a domestic practice but also a global export and arena of competition. States such as China, the United States, and members of the EU promote their own surveillance technologies and standards abroad, often linking them to foreign policy and security goals. This week we examine how surveillance travels across bordersthrough trade, diplomacy, and development projectsand what this means for global power and democracy.

- Feldstein, S. (2019). *The Global Expansion of AI Surveillance*. Technical report, Carnegie Endowment for International Peace
- Gordon, N. (2010). Israel's emergence as a homeland security capital. In E. Zureik, D. Lyon, & Y. Abu-Laban (Eds.), *Surveillance and Control in Israel/Palestine* (pp. 153–170). Routledge
- Polyakova, A. & Meserole, C. (2019). Exporting digital authoritarianism: The Russian and Chinese models. *Policy Brief, Democracy and Disorder Series (Washington, DC: Brookings, 2019)*, (pp. 1–22)
- Editorial. “Cooperation or Resistance?: The Role of Tech Companies in Government Surveillance”(2018).” *Harvard Law Review* 131: 1722-1723.
- Huang, J. & Tsai, K. S. (2022). Securing Authoritarian Capitalism in the Digital Age: The Political Economy of Surveillance in China. *The China Journal*, 88, 2–28. Chinese surveillance industry.

Week 11, November 13, 2025. Privacy concern and resistance

Surveillance often creates pushback. Surveys show that many people worry about how their data are collected and feel they lack control. At the same time, individuals and groups try different ways to resist: some use everyday tactics like hiding or confusing the data, while others join protests or push for legal change. This week we look at how privacy concerns lead to both personal strategies and collective forms of resistance.

- Pew Research Center, November 2019, Americans and Privacy: Concerned, Confused and Feeling Lack of Control Over Their Personal Information
- Ullrich, P. & Knopp, P. (2018). Protesters' Reactions to Video Surveillance of Demonstrations: Counter-Moves, Security Cultures, and the Spiral of Surveillance and Counter-Surveillance. *Surveillance & Society*, 16(2), 183–202
- Brunton, F. & Nissenbaum, H. (2015). *Obfuscation: A User's Guide for Privacy and Protest*. MIT Press Introduction, Chapter 1 and 3.
- Smith, A. (2015). Not-Seeing: State Surveillance, Settler Colonialism, and Gender Violence. In R. E. Dubrofsky & S. A. Magnet (Eds.), *Feminist Surveillance Studies* (pp. 21–38). Duke University Press
- Smith, G. J. D. (2012). Surveillance work(ers). In *Routledge Handbook of Surveillance Studies*. Routledge

Week 12, November 20, 2025. Regulations

Surveillance is also shaped by law and policy. Governments and international bodies have tried to set limits on how data can be collected and used, often with mixed success. This week we look at major examples of regulation from Europe's digital rules to court cases and export controls and ask how effective they are in protecting rights while balancing security and innovation.

- Bradford, A. (2023). *Digital Empires: The Global Battle to Regulate Technology*. Oxford University Press New York, 1 edition. Introduction and conclusions
- Hoffman, D. A. (2021). Schrems II and TikTok: Two Sides of the Same Coin. *North Carolina Journal of Law & Technology*, 22(4), 573
- “Making the most of the EU catch-all control on cyber-surveillance exports, SIPRI”

Week 14, November 27, 2025. Thanksgiving Break**Week 15, December 4, 2025. Talk about your final papers****Week 15, December 11, 2025. Reading Period**