

**University of Florida
Center for European Studies
Law, Privacy and Society
Course Number: IDS 2935
Fall 2023**

COURSE INFORMATION:

Instructor: Prof. Alexander Panayotov, Ph.D.

Email: apanayotov@ufl.edu

Course Time: Tuesday 10:40-11:30 AM; Thursday 10:40-12:35 PM

Course Location: MMCA G 186, 10:40-11:30 AM (Tuesday) and ARCH 0213, 10:40-12:35 PM (Thursday)

Office Location: Turlington Hall 3343

Office Hours: Thursday 1:00-3:00 PM (in person), Tuesday 11:40-12:40 PM (Zoom), and by appointment

“Thoughts without content are empty, intuitions without concepts are blind.”
Immanuel Kant

COURSE DESCRIPTION:

Privacy is a concept that is both omnipresent and elusive. Lawyers, economists, political scientists, and philosophers – among others – try to capture its essence. Despite their efforts, the concept of privacy remains in flux: we have too much to study, we know too little about it, and even what we know is too unclear. For this reason, we will seek to clarify a pragmatic approach to privacy and embed it within a broader framework for understanding law, authority, and power. This means that we will establish the boundaries of the concept and look at its applications by using a multi-disciplinary approach grounded in both law and social science. Because of this, the course has the following objectives: 1) to explore the conceptual basis of privacy; 2) to outline how governments, corporations, and individuals view the concept of privacy and deploy it to attain their objectives; and, 3) to learn the difference between the American and European concepts of privacy and the regulatory implications of these differences. States, corporations, and individuals are involved in the negotiation, contestation, and regulation of privacy. We will study how these actors developed strategies for controlling, monetizing, and exploiting privacy. We will refrain from studying the technological aspects of privacy and their relations to global commerce and business. Overall, this Quest 2 course asks how law and social science conceptualize privacy and develop remedies for its protection in furtherance of personal autonomy and human dignity.

Students will master the concept of privacy by participating in structured class discussions. They will hone their skills by analyzing privacy problems and arguing the opposite sides of complex privacy problems. The purpose of these exercises is to bolster students’ intellectual confidence and self-assurance in presenting and communicating their expertise.

In this class, you will learn different styles of analysis and argumentation. Understanding these styles might prove challenging. Because of this, be prepared to discuss them in class. The class discussion is a deliberative exercise: you are expected to contribute to it because everyone will benefit from a vigorous exchange of ideas. To facilitate this exchange, I will call people in class. Please be advised that class attendance is mandatory. In addition, please respect your colleagues' views: we will study problems open to multiple interpretations. Don't forget that collegiality and tolerance are virtues not vices.

COURSE DELIVERY:

WHAT ARE THE OBJECTIVES OF QUEST 2 (Q2)?

Social and Behavioral Sciences (S)

Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

WHAT ARE THE OBJECTIVES OF GEN ED INTERNATIONAL (N) COURSES?

International courses promote the development of students' global and intercultural awareness. Students examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world, and thereby comprehend the trends, challenges, and opportunities that affect communities around the world. Students analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate their own and other people's understanding of an increasingly connected world.

THESE QUEST AND SUBJECT AREA OBJECTIVES WILL BE ACCOMPLISHED THROUGH:

- Introducing students to the nature of law, legal reasoning, and dispute resolution by building on their own understanding of these phenomena, and clarifying their basic principles.
- Explaining the social science methods for studying law, legal institutions, and legal reasoning.
- Elaborating on this basic knowledge, students will explore the differences between the two dominant legal traditions in the world today: the civil and common law ones. Legal and social scientific studies will be used to explain the divergent paths of institutional development in both systems.
- Empowering students to apply this comparative knowledge to explore one major area of conflict and cooperation between these two legal traditions: the regulation of privacy. Students will learn to describe the difference in the privacy regimes in the United States and Europe, develop the skills to identify compliance problems in various issue areas, and apply legal and social scientific frameworks to propose solutions to these problems.

1) CONTENT SOLS:

General Ed S:

Identify, describe, and explain key themes, principles, and terminology; the history, theory and/or methodologies used; and social institutions, structures and processes.

General Ed N:

Identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that characterize the contemporary world.

Quest 2:

Identify, describe, and explain the cross-disciplinary dimensions of a pressing societal issue or challenge as represented by the social sciences and/or biophysical sciences incorporated into the course.

THIS COURSE:

- AT THE END OF THE COURSE: STUDENTS WILL BE ABLE TO: UNDERSTAND how rules are formed, expressed, and interpreted; ANALYZE both the similarities and the differences between the civil and common law traditions; and CONCEPTUALIZE the process of legal change generated by these legal traditions in the context of the privacy regulation regimes in the United States and the European Union
- ACHIEVEMENT OF THESE LEARNING OUTCOMES WILL BE ASSESSED THROUGH: structured class discussions, analytical memorandum, and a policy memorandum.

2) CRITICAL THINKING SLOS

General Ed S:

Apply formal and informal qualitative or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions. Assess and analyze ethical perspectives in individual and societal decisions.

General Ed N:

Analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate understandings of an increasingly connected contemporary world.

Quest 2:

Critically analyze quantitative or qualitative data appropriate for informing an approach, policy, or praxis that addresses some dimension of an important societal issue or challenge.

This Course:

- AT THE END OF THE COURSE: STUDENTS WILL BE ABLE TO: UNDERSTAND how to work with rules from diverse legal system; LEARN how to connect abstract rules and concrete factual disputes; and, DEPLOY social science theories to explain legal outcomes.
- ACHIEVEMENT OF THESE LEARNING OUTCOMES WILL BE ASSESSED THROUGH: group discussions, mini-case studies, and role playing.

3) COMMUNICATION SLOS

General Ed S:

Communicate knowledge, thoughts and reasoning clearly and effectively.

General Ed N: N/A

Quest 2:

Develop and present, in terms accessible to an educated public, clear and effective responses to proposed approaches, policies, or practices that address important societal issues or challenges.

This Course

- AT THE END OF THE COURSE: STUDENTS WILL BE ABLE TO: HIGHLIGHT the differences between the common law and civil law traditions; ILLUMINATE the potential for forging creative cooperative solutions between these legal systems in spite of their differences; and, PRESENT various scenarios for responsible legal regulation of technology.
- ACHIEVEMENT OF THESE LEARNING OUTCOMES WILL BE ASSESSED THROUGH: structured class discussions, analytical memorandum, and policy memorandum.

4) CONNECTION SLOS

General Ed S: N/A

General Ed N: N/A

Quest 2: Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond.

This Course:

- AT THE END OF THE COURSE: STUDENTS WILL BE ABLE TO: REFLECT on their knowledge about law and dispute resolution in a comparative perspective. They will be familiar with the divergent approaches to privacy regulation in both the United States and the European Union. The exploration of both legal and social science theories will enable them to master an increasingly important field: privacy regulation. As a result, students can hone their skills and pursue professional realization in institutions engaged in transatlantic commerce: corporations, regulatory agencies, and consulting companies.
- ACHIEVEMENT OF THESE LEARNING OUTCOMES WILL BE ASSESSED THROUGH: class discussions and role playing.

TEXTS:

- Daniel J. Solove, *Understanding Privacy* (Harvard University Press, 2008) [hereinafter UP].
- Lawrence Cappello, *None of Your Damn Business: Privacy in the United States from the Gilded Age to the Digital Age*, (University of Chicago Press, 2019) [hereinafter NYDB]
- European Agency for Fundamental Rights, “*Handbook of European Data Protection Law*” [hereinafter EDPL]. Please do not buy the book, it will be available on Canvas.
- Materials on the Canvas web site.

EXAMINATIONS AND ACADEMIC HONESTY:

- I will not be able to reschedule assignments except in the following cases: a medical emergency, which must be properly documented, and a death in the immediate family.
- Absences from class must be properly documented.
- Depending on our progress, there might be changes in the schedule. You will be notified of all changes in advance.
- A minimum grade of C is required for general education credit.
- Please note that 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. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” 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. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class. Please note that this is a research-intensive course. Because of this, plagiarism and other forms of academic dishonesty will not be tolerated. Students are required to read, understand, and abide by the University of Florida Academic Honesty policy. The policy can be found here: <https://sccr.dso.ufl.edu/process/student-conduct-code/> . All violations of the said policy will be reported in accordance with the process outlined in it.
- The requirements in the syllabus are consistent with the UF grading policy. The policy can be found here: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

ATTENDANCE:

- Please be advised that class attendance is mandatory.
- Arrive on time.
- Do not leave early.
- Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

COURSE EVALUATIONS:

“Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations 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/>.”

ACCOMMODATIONS:

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester. Specifically, all students who need accommodation should inform the professor in writing within the first two weeks of class. Please provide proper documentation. If a student needs accommodation for a particular assignment, she must inform the professor in writing at least 72 hours prior to the beginning of the assignment. Students are also advised to explore the opportunities offered by the UF Disability Resource Center. The Center is located at 001 Reid Hall, web page: <https://disability.ufl.edu/#> .

RESPONSIBILITIES:

- Ensure that you have a reliable access to Canvas because it will be used extensively throughout the semester. Note that you will be responsible for printing or viewing the assigned material.
- Read the materials in advance and in the order indicated in the syllabus.
- Turn off your cell phones **before** coming to class.
- Restrict the use of electronic devices to class-related activities, e.g., note-taking or article reading.
- Please note that I will call people in class. This means that it’s your responsibility to be prepared at all times.

COUNSELING AND WELLNESS CENTER:

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

RECORDINGS:

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

GRADE SCALE:

A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	64-66
D-	60-63
E	0-59

GRADING:

Your final grade will be determined by the following:

DUE DATE	ASSIGNMENT	DESCRIPTION	WEIGHT
	Attendance	Please note that attendance is mandatory. Please note that regular attendance and arrival on time are expected. All requirements for class attendance and work are consistent with the UF policy. It can be found here: https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/ . Please read and understand this policy.	10%
	Participation	Participation is an essential ingredient for your success in the course. I expect regular and informed class participation. Informed class presentation means that your claims will be based on the required readings.	20%
5-Oct-2023	Analytical Memo	<p>The analytical memo is an impartial analysis of a particular privacy problem. You are not required to take sides or offer policy recommendations. You will have to 1) frame the problem and 2) explain its importance. I will post a list of topics on Canvas and you will have to select one of them.</p> <p>The memo should not exceed four double-spaced pages. You may use external sources. You are encouraged to do so. The additional requirements for the analytical memo are: 1” margin all around, Times New Roman font, size 12. All sources must be properly cited in a bibliography, which will not be counted toward the page requirement. I will deduct 10 points for assignments submitted after the deadline and before 11:59 PM on October 7th. I will not accept submissions after that and no points will be awarded for this assignment.</p>	30%
8-Dec-2023	Policy Memorandum	Assume that you are a legal advisor to the 1) the President of the United States OR 2) the President of the European Commission. You will write a short memorandum that will assess both the legal and diplomatic aspects of your side’s with respect to the privacy agreement between the United States and the European Union. In this memo, you will have to 1) frame the problem; 2) assess your country’s goals and 3) lay out the strategy for achieving them. Feel free to use your knowledge of privacy theories to devise arguments supporting your position. The length of the memo should not exceed five double-spaced pages. The additional requirements for the policy memo are: 1” margin all around, Times New Roman font, size 12. You may use external sources. You are	40%

		encouraged to do so. All sources must be properly cited in a bibliography, which will not be counted toward the page requirement. I will deduct 15 points for assignments submitted after the deadline and before 11:59 PM on December 10 th . I will not accept submissions after that and no points will be awarded for this assignment.	
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SUBMISSIONS:

All assignments should be submitted via the Canvas course page. Please note that each student is responsible for the timely submission of her assignments. I will not send reminders for overdue assignments.

IMPORTANT DATES:

- **October 5th: Analytical Memo Due**
- **December 8th: Policy Memo Due**

TOPICS AND READINGS:

WHAT IS (AMERICAN) PRIVACY?

History is a guide to navigation in perilous times. History is who we are and why we are the way we are.”

David McCullough

Date	Subject	Readings
24-Aug-2023	Introduction I	1. Amy Dockser Marcus, “ <i>When Your Ancestry Test Entangles Others</i> ” [Canvas] 2. Josh Chin and Liza Lin, “ <i>The Two Faces of China’s Surveillance State</i> ” [Canvas] 3. Rob Copeland, Dana Mattioli and Melanie Evans, “ <i>Paging Dr. Google: How the Tech Giant Is Laying Claim to Health Data</i> ” [Canvas] 4. UP 1-11
29-Aug-2023	Introduction II	1. NYDB 1-15
31-Aug-2023	The Concept of Privacy: The Beginning	1. NYDB 17-28 2. Samuel D. Warren, Louis D. Brandeis, “ <i>The Right to Privacy</i> ” [Canvas]
5-Sep-2023	Right to Privacy and Journalism (1890-1928)	1. NYDB 29-70
7-Sep-2023	Privacy and National Security (1917-1961)	1. NYDB 71-123
12-Sep-2023	Privacy and Surveillance (1928-1998)	1. NYDB 125-176
14-Sep-2023	Privacy and Data Collection (1933-1988)	1. NYDB 177-213
19-Sep-2023	Is History a Guide to the Future?	1. NYDB 259-274

CONCEPTUALIZING PRIVACY: THE TANGLED WEB

“We feel as if we had to repair a torn spider’s web with our fingers”

Ludwig Wittgenstein, “Philosophical Investigations”, §106

Date	Subject	Readings
21-Sep-2023	The Concept of Privacy I	1. UP 12-54
26-Sep-2023	The Concept of Privacy II	1. UP 54-77
28-Sep-2023	The Concept of Privacy III	1. UP 78-117 2. Rachael Levy, “How the 1% Scrubs Its Image Online” [Canvas]
03-Oct-2023	The Concept of Privacy IV	1. UP 117-170 2. Mara Hvinstendahl, “Inside China’s Vast New Experiment in Social Ranking” [Canvas] 3. Simon Head, “Big Brother Goes Digital” [Canvas] 4. Katherine Bindley, “Your Health Data Isn’t as Safe as You Think” [Canvas]
05-Oct-2023	What is Privacy? (Summary)	1. UP 170-197
10-Oct-2023	REVIEW SESSION	1. There are no readings for this class.

DOES MIGHT MAKE RIGHT? PRIVACY, WEALTH, AND POWER

“This world is a comedy to those that think, a tragedy to those that feel...”

Horace Walpole

Date	Subject	Readings
12-Oct-2023	Sovereignty and Privacy: Privacy Across Borders or Bordered Privacy? Privacy and Cyberwarfare: What Explains Cyberattacks?	1. Tim Wu, “Is Internet Exceptionalism Dead?” 2. Rebecca Slayton, “What is the Cyber – Offense Defense Balance? Conceptions, Causes, and Assessment?” [Canvas]
17-Oct-2023	The Wheels of Commerce: Monetizing Privacy in the Digital Age I	1. Tim Wu, “Blind Spot: The Attention Economy and the Law” [Canvas]

19-Oct-2023	The Wheels of Commerce: Monetizing Privacy in the Digital Age II	<ol style="list-style-type: none"> 1. Hal Varian, “<i>Computer Meditated Transactions</i>” [Canvas] 2. Hal R. Varian, “<i>Beyond Big Data</i>” [Canvas] 3. Shoshana Zuboff, “<i>Big Other: Surveillance Capitalism and the Prospects of an Information Civilization</i>” [Canvas]
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WHAT IS (EUROPEAN) PRIVACY?

“*Revolt and terror pay a price. Order and law have a cost.*”

Carl Sandburg

Date	Subject	Readings
24-Oct-2023	European and American Privacy I	1. James Q. Whitman, “ <i>The Two Western Cultures of Privacy: Dignity vs. Liberty</i> ”, pp. 1153-1180 [Canvas]
26-Oct-2023	European and American Privacy II	1. James Q. Whitman, “ <i>The Two Western Cultures of Privacy: Dignity vs. Liberty</i> ”, pp. 1180-1202 [Canvas]
31-Oct-2023	European and American Privacy III	1. James Q. Whitman, “ <i>The Two Western Cultures of Privacy: Dignity vs. Liberty</i> ”, pp. 11202-1221 [Canvas]
02-Nov-2023	Foundations of European Privacy I	1. <i>EDPL</i> 83-114
07-Nov-2023	Foundations of European Privacy II	1. <i>EDPL</i> 115-138
09-Nov-2023	Foundations of European Privacy III	<ol style="list-style-type: none"> 1. <i>EDPL</i> 205-227 2. <i>Google v. Spain</i> [Canvas]
14-Nov-2023	Foundations of European Privacy IV	1. <i>EDPL</i> 227-249
16-Nov-2023	Foundations of European Privacy V	1. <i>EDPL</i> 249-271

THE TRANSATLANTIC CLASH: AMERICAN VS. EUROPEAN PRIVACY IN THE SHADOW OF THE LAW

“Ius est ars boni et aequi”
(Law is the art of the good and the equitable)

Celsus, “Digests”, 2nd ct. AD

Date	Subject	Readings
21-Nov-2023	The Safe Harbor Agreement , Privacy Shield and Beyond	<ol style="list-style-type: none"> 1. Henry Farrell, “<i>Constructing the International Foundations of E-Commerce: The EU-US. Safe Harbor Arrangement</i>”, pp. 277-280, 285-299 [Canvas] 2. Congressional Research Service Martin Weiss & Kristin Archick,” <i>U.S.-EU Data Privacy: From Safe Harbor to Privacy Shield</i>” [Canvas] 3. Suzanne Dobbie, “<i>The Death of Privacy Shield</i>” [Canvas]
28-Nov-2023	The Data War	<ol style="list-style-type: none"> 1. David Lyon, “<i>Surveillance, Snowden, and Big Data: Capacities, Consequences, Critique</i>”, pp. 1-13 [Canvas] 2. Abraham Newman & Henry Farrell, “<i>The Transatlantic Data War: Europe Fights Back Against the NSA</i>”, pp. 124-133 [Canvas]
30-Nov-2023	The GDPR: The European Approach to Global Privacy	<ol style="list-style-type: none"> 1. The Congressional Research Service, “<i>Data Protection Law: An Overview</i>”, pp. 40-50 [Canvas] 2. Paul M.Schwartz, “<i>Global Data Privacy: The EU Way</i>”, pp. 771-786, 793-818 [Canvas]
05-Dec-2023	REVIEW SESSION	There are no readings for this class. Please prepare your questions for the review session.

USEFUL LINKS:

1. The Electronic Frontier Foundation: <https://www.eff.org/> (United States)
2. European Digital Rights: <https://edri.org/> (Europe)
3. The Sedona Conference: <https://thesedonaconference.org/> (The premier source on policy research and recommendations on privacy in the United States)
4. The European Digital Market: <https://ec.europa.eu/digital-single-market/> (Short and lucid explanation on how the European Union has built its digital infrastructure and incorporated privacy rights into it).
5. Privacy Rights Clearinghouse: <https://privacyrights.org/data-breaches> (This link is particularly useful if you are interested in the systematic study of data breaches).
6. The Legal Information Institute (Cornell Law School): <https://www.law.cornell.edu/> (It covers the US law as a whole).

FOREIGN LEGAL PHRASES:

- A contrario*: “from a contrary position”
A fortiori: “for a still stronger reason”
Ad hoc: “for this; for the specific purpose”
Contra legem: “against the law” (often used in the context of legal interpretation)
De jure: “according to law”
De facto: “in reality; in fact”
Erga omnes: “toward all” (often used in relation to obligations)
De lege ferenda: “law as it should be”
De lege lata: “law as it is”
Opinio juris: “opinion of the law”

BOOK LIST (OPTIONAL):

WRITING	Bryan A. Garner, “ <i>Legal Writing in Plain English</i> ” 2 nd edn. (The University of Chicago Press, 2013)
LEGAL REASONING (ADVANCED)	Antonin Scalia and Bryan A. Garner, “ <i>Reading Law: The Interpretation of Legal Texts</i> ” (West Publishing, 2012) Edward H. Levi, “ <i>An Introduction to Legal Reasoning</i> ”, (The University of Chicago Press, 2013)
SOCIOLOGY OF LAW	Roger Cotterrell, “ <i>The Sociology of Law: An Introduction</i> ” 2 nd edn.(Oxford University Press, 2005)
LEGAL REGULATION OF ARTIFICIAL INTELLIGENCE	Simon Chesterman, “ <i>We, the Robots: Regulating Artificial Intelligence and the Limits of the Law</i> ” (Cambridge University Press, 2023).
SOCIAL HISTORY OF PRIVACY	Sarah E.Igo, “ <i>The Known Citizen: A History of Privacy in Modern America</i> ” (Harvard University Press, 2020)
PRIVACY AND NATIONAL SECURITY	Amy B. Zegart, “ <i>Spies, Lies, and Algorithms: The History and Future of American Intelligence</i> ” (Princeton University Press, 2022)