INTL 4666E Politics of Cyber Security

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***** Subject to Updates *****

Please use the Debug link to report broken links or other problems you encounter *****

Course Overview and Objectives
Cyber security has become an increasingly critical component of public life today. As a non-traditional security issue, it now affects every one of us as individuals as well as members of a community, a society, and a nation. Moreover, ongoing debates such as those surrounding the Facebook data crisis and foreign influences over the past U.S. presidential election manifest that cyber security is an issue that may jeopardize the liberal democratic institutions and values. This online course will introduce to students the basics about cyber security not from the technical or managerial perspective, but from the humanistic, social, and political angles. There are three primary objectives: (1) By examining cyber security issues from a socio-political perspective, the course hopes to generate awareness among students about the implications of technological development and the future of human society as a whole; (2) By surveying the potential socio-economic and political risks of our networked society from a broad perspective, the course intends to foster a humanistic, societal, and political understanding of cyber security, which in turn prepares students to engage the issue from less technological, but more political and policy points of view; and (3) By preparing students to engage cyber security issues from the political and policy perspectives, the course helps students to develop the ability to communicate across the divide between technological and policy communities.

Accessing Course
Course materials will be hosted primarily on eLC, though I will make use of other online tools for the purpose of communicate with you. And precisely because of the online nature of this course, I’d issue the following warning message:

If you are traveling, make sure that you have sufficient Internet access time and unfettered access to the course site hosted on eLC and relevant services.

You can access the readings by directly clicking the links on the syllabus. But if the URLs do not work, you should be able to find most readings in the Content/Reading folder. Get in touch with the instructor if you still have difficulty.

Virtual Class Meeting or Office Hour
I will be hosting virtual office hour sessions daily (other than weekends or holidays) between 10:30-11:30 (EST) using Zoom. Here is how to join the meeting:

Join Zoom Meeting
https://zoom.us/j/94941379539
Meeting ID: 949 4137 9539
One tap mobile
+13017158592,94941379539# US (Germantown)
+13126266799,94941379539# US (Chicago)
Dial by your location
+1 301 715 8592 US (Germantown)
+1 312 626 6799 US (Chicago)
+1 929 205 6099 US (New York)
+1 253 215 8782 US (Tacoma)
+1 346 248 7799 US (Houston)
+1 669 900 6813 US (San Jose)
Meeting ID: 949 4137 9539
Find your local number: https://zoom.us/u/aexrBYJBWO

Final Grade Ranges:

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Assignments & Deadlines (links to the Assignment Dropbox or the Discussions)

1. **Reading Responses (Due 3 Days from your selected date)** (15%): Write one response paper (3-4 pages, double spaced) based on the assigned readings for the day of your choice (movie days excluded). The response may take a variety of forms, but should include basic ideas and arguments of the readings, as well as (and more importantly) your own questions, comments, and critical reflections. Feel free to draw on materials outside assigned readings. Please sign up for this assignment by picking the date here. You can keep a record of yourself or check this link later if you do not remember which date you've signed up for.

2. **Video Recommendations (Due May 22)** (10%): Find a video such as a TED talk, movie, TV series relevant to what we discuss in this class. Write a brief introduction and explain how it is relevant to the theme to recommend this piece to the rest of the class. Post your recommendation on the discussion forum, and comment on each other's recommendation. The recommendation that receives the most comments will receive a prize!

3. **Movie Review (Due June 3)** (10%) We will have movie days. As we are not meeting on campus, you will need to figure out a way to watch the movies on your own. You are expected to select one movie and write a review. The movie review shall be about 600-1000 words, providing a review of the stories (plot) and a critical analysis of how it is relevant to any themes covered in the class. You may also pick another movie (or a TV series, an episode of a TV series) to review on your own. In this case, check with the instructor if the movie you pick is relevant. The following titles will fit: Minority Report, Person of Interest (TV series) or some episodes of Black Mirror.
Course Syllabus - INTL4666E The Politics of Cyber Security Summer 2020 63455

4. Final Think Piece (Due June 4) (25 %): This is your final. It should be about 5 pages (double spaced) or slightly longer. You have to focus on one of the following two topics when writing the think piece:  (1) Based on course materials and your own experiences, what do you think is the biggest cybersecurity concern we face today? Explain why you think so and what you think we can do about it; (2) Write a short piece documenting the (potential) scenarios in which you cut yourself off the Internet entirely for one day, one week, and one month respectively. How would that affect (or not affect) your life? Detail the ways in which your life (every aspect) can be influenced, for good or for bad, and why.

5. Pop quizzes (10%)-Details TBD.

6. Participation and Discussion (30%) You are expected to do the readings and go over the course modules. Your grade will be partially dependent on that. I will also post discussion questions on ELIC for each module. Out of all the discussion questions, you are expected to respond to at least 8 of them. You are also encouraged to initiate discussion and react to other students. Your grade will depend on the frequency, quality, and effectiveness of your participation. For example, it will be helpful if you bear in mind that whenever you comment, try to include relevant, new information; also remember to convey your main points in the subject lines. In addition, you are encouraged to participate in other forms that may enhance your course experiences. For instance, your performance in the Virtual Class Meeting or Office Hour will be taken into consideration regarding your participation performance.

Manner of Online Interaction (netiquette):
1. Constructive criticism only. You know the difference. Help your classmates develop their thoughts, don't shut them out.
2. Be polite. We can't see your face or hear the tone of your voice, and you can't write an addendum to an offensive message you accidentally sent and have that addendum arrive first. Be careful and polite.
3. Don't take it personally but do take it professionally. Read what others are saying about what you posted not about who you are. Post back about what they posted not about who they are.
4. Build on your classmates' posts. Posting "I agree!" or "me, too" is usually uninformative for others. Posting the insights or new thoughts you had while reading someone else's post is much better.

Grade Dispute:
If you have any questions about your exam grade, you shall report to the instructor within one week from the time you receive the grade. You need to present a written appeal explaining why you think your grade should be changed. Please also bear in mind that disputing grade may end up with higher, lower or no change in your grade.

Academic Honesty:
As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, “A Culture of Honesty,” and the Student Honor Code. All academic work must meet the standards described in “A Culture of Honesty” found at: www.uga.edu/honesty. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

Topics and Modules

Day 1: Introduction
* The Syllabus

Suggested:

Day 2: Fundamentals about the Cyber Society
* Wikipedia, “Internet.”
* Catherine Rampell, “Our politicians have no idea how the Internet works,” The Washington Post (August 21, 2018).

Suggested:
* Khan Academy, “Internet 101.” [Strongly recommended]
* Carol Hand, How the Internet Changed History (Minneapolis, MN: Abdo Publishing, 2016), eBook available via UGA library

Day 3: Sources of Cyber Threats

https://uga.view.usg.edu/d2l/le/content/2018301/viewContent/29729309/View

2/5
Day 4: Privacy & Personal Data Security


Suggested:
* John Oliver, “Government Surveillance: Last Week Tonight with John Oliver,” HBO.

Day 5: Living Networked

Social Media Pressure

* Association for Psychological Science, “Social Media ‘Likes’ Impact Teens’ Brains and Behavior.”
* Paul Miller, “I’m still here: back online after a year without the internet,” The Verge (May 1, 2013).

Cyberbullying & Online Harassment

* StopBullying, “Cyberbullying.”

In the Name of Love

* Tasha Robinson, “Black Mirror’s ArkangelMisses Out on So Many Story Opportunities,” The Verge (Jan. 8, 2018).

Suggested:
* Black Mirror (Season 3 Episode 1): NoseDive
* Black Mirror (Season 4 Episode 2): Arkangel

Day 6: Movie Day:

**TERMS AND CONDITIONS MAY APPLY (2013)**

Day 7: Cyber Security & Corporations

* Neri Zilber, “Hackers for Hire,” Foreign Policy, no. 230 (Fall 2018): 61-64.
* Also: quickly re-read:

Suggested:
* More technical details regarding the Target hack, see Xiaokui Shu et al, “Breaking the Target: An Analysis of Target Data Breach and Lessons Learned.”

Day 8: Regulation Challenges


https://uga.view.usg.edu/d2l/le/content/2018301/viewContent/29729309/View
* Joseph S. Nye, Jr.，“The Regime Complex for Managing Global Cyber Activities,” Global Commission on Internet Governance (May 2014).
* Gideon Lichfield, “Facebook’s ex security boss: Asking Big Tech to police hate speech is a dangerous path” MIT Technology Review (October 23, 2018).

Day 9: National Security & Cyberwarfare

* Benjamin Jenson and Brandon Valeriano, “U.S. Military Steps up Cyberwarfare Effort,” The Conversation (March 12, 2019).

Suggested (including something assigned previously):

Day 10: Cyber Terrorism

* Paul Tassi, “How ISIS Terrorist May Have Used PlayStation 4 To Discuss And Plan Attacks [Updated],” Forbes (November 14, 2015).

Suggested:
* John Cassidy, “It’s Time to Confront the Threat of Right-Wing Terrorism,” The New Yorker (March 16, 2019).

Day 11: Movie Day

Enemy of the State (1998)

Day 12: Digital Authoritarianism (China as an Example)


Suggested:
* Rongbin Han, Contesting Cyberpace in China: Online Expression and Authoritarian Resilience (Columbia University Press, 2018).

Day 13: Digital Challenges toward Democracy

- Alex Hern, "Cambridge Analytica: How Did It Turn Clicks into Votes?" *Guardian* (May 6, 2018).

**Suggested:**


**Day 14: The Future of Humanity**

- Peter Holley, “Soon, the most beautiful people in the world may no longer be human,” *The Washington Post* (August 8, 2018).
- Mike Brown, “Elon Musk Reveals the One Question He Would Ask a Human-Level A.I.,” *Inverse* (April 15, 2019).

**Suggested:**


**Day 15: Movie Day/Reflection Day**

The Matrix (1999) or Ex Machina (2014)

* Also recommended:
  - The Matrix Reloaded
  - The Matrix Revolutions
  - Person of Interest