Coronavirus Information for Students

Face Coverings:

Effective July 15, 2020, the University of Georgia—along with all University System of Georgia (USG) institutions—requires all faculty, staff, students and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use is in addition to and is not a substitute for social distancing. Anyone not using a face covering when required will be asked to wear one or must leave the area. Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons. Students seeking an accommodation related to face coverings should contact Disability Services at https://drc.uga.edu/.

DawgCheck:

Please perform a quick symptom check each weekday on DawgCheck—on the UGA app or website—whether you feel sick or not. It will help health providers monitor the health situation on campus: https://dawgcheck.uga.edu/

What do I do if I have symptoms?

Students showing symptoms should self-isolate and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5 p.m.). Please DO NOT walk-in. For emergencies and after-hours care, see https://www.uhs.uga.edu/info/emergencies.

What do I do if I am notified that I have been exposed?

Students who learn they have been directly exposed to COVID-19 but are not showing symptoms should self-quarantine for 14 days consistent with Department of Public Health (DPH) and Centers for Disease Control and Prevention (CDC) guidelines. Please correspond with your instructor via email, with a cc: to Student Care & Outreach at sco@uga.edu, to coordinate continuing your coursework while self-quarantined. If you develop symptoms, you should contact the University Health Center to make an appointment to be tested. You should continue to monitor your symptoms daily on DawgCheck.

How do I get a test?

Students who are demonstrating symptoms of COVID-19 should call the University Health Center. UHC is offering testing by appointment for students; appointments may be booked by calling 706-542-1162.

UGA will also be recruiting asymptomatic students to participate in surveillance tests. Students living in residence halls, Greek housing and off-campus apartment complexes are encouraged to participate.

What do I do if I test positive?

Any student with a positive COVID-19 test is required to report the test in DawgCheck and should self-isolate immediately. Students should not attend classes in-person until the isolation period is completed. Once you report the positive test through DawgCheck, UGA Student Care and Outreach will follow up with you.

Mental Health and Wellness Resources:

- If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit https://sco.uga.edu. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.
- UGA has several resources for a student seeking mental health services (https://www.uhs.uga.edu/bewelluga/bewelluga) or crisis support (https://www.uhs.uga.edu/info/emergencies).
- If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (https://www.uhs.uga.edu/bewelluga/bewelluga) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.
- Additional resources can be accessed through the UGA App.
INTL 4666E Politics of Cyber Security

Dr. Rongbin Han
<hanr@uga.edu>
University of Georgia

***** 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.

Office Hour
I will be hosting virtual office hour sessions weekly on Tuesday between 11:00-12:30am (EST) using Zoom. Contact the instructor should you need to meet outside the office hours. Here is how to join the meeting:

https://zoom.us/j/99850880754
Meeting ID: 998 5088 0754

One tap mobile
+13017158592,, 99850880754# US (Germantown)
+13126266799,, 99850880754# US (Chicago)
Dial by your location
+1 929 205 6099 US (New York)
+1 253 215 8782 US (Tacoma)
+1 346 248 7799 US (Houston)
+1 669 900 6833 US (San Jose)

Find your local number: https://zoom.us/u/aeDa7HIU7z

Final Grade Ranges:

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

1. **Reading Responses** (Due 1 week from your selected week) (15%): Write one response paper (about 6 pages, double spaced) based on the assigned readings for the week you choose (movie days excluded). The response may take a variety of forms, but should include basic ideas and arguments of ALL the readings, 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 week. Please keep a record for yourself so that you don't miss the deadline.

2. **Video Recommendations** (Due October 13) (10%): Find a video such 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.

3. Movie Review (Due November 30) (10%) We will have movie weeks. 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.

4. Final Think Piece (Due December 8) (25%): This is your final. It should be about 10 pages (double spaced). 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 that would 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. Final quiz (10%). Please make sure that you’ve gone through all course modules before taking the quiz. The quiz will take 15 minutes, with a 2-minute grace period. The quiz requires Respondus LockDown Browser, which may take a few minutes to install. For instructions, click here. If you are registered with DRC and needs extended time, please get in touch with the instructor as soon as you can.

6. Participation (30%) For participation, you are expect to (1) do the readings and all the course modules; (2) engage in discussion via ELC for each module (you can directly respond to the discussion questions and/or react to other students; you can also initiate new discussion threads; your grade will depend on the frequency, quality, and effectiveness of your participation; responding to at least 10 of all the discussion questions with adequate quality to receive a grade of B or higher for this item); (3) attending the virtual office hours to interact with the instructor and other students; (4) participate in other forms that may enhance your course experiences.

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

Week 1: Introduction
* The Syllabus

Suggested:

Week 2: Fundamentals about the Cyber Society
* Wikipedia, “Internet.”

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

**Week 3: Sources of Cyber Threats**

**Week 4: Privacy & Personal Data Security**

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

**Week 5: Living Networked**

**Social Media Pressure**
* Association for Psychological Science, “Social Media ‘Likes’ Impact Teens’ Brains and Behavior.”

[If interested, check out the original article: Lauren Sherman et al, “The Power of the Like in Adolescence: Effects of Peer Influence on Neural and Behavioral Responses to Social Media,” *Psychological Science* 27:7 (2016): 1027-1035.]
* Paul Miller, “I’m still here: back online after a year without the internet,” *The Verge* (May 1, 2013).

**Cyberbullying & Online Harassment**
* StopBullying, “Cyberbully.”
In the Name of Love
* Tasha Robinson, “Black Mirror’s Arkangel Misses 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

Week 6: Movie Day:
TERMS AND CONDITIONS MAY APPLY (2013)

Day 7: Cyber Security & Corporations
* Lara Seligman, “Why the Military Must Learn to Love Silicon Valley,” Foreign Policy, no. 230 (Fall 2018): 61-64.

Also: quickly re-read:

Suggested:
* Brad Smith, "34 Companies Stand Up for Cybersecurity with a Tech Accord,” Microsoft Blog (April 17, 2018).


Week 8: Regulation Challenges

Also: quickly re-read:


Week 9: National Security & Cyberwarfare


*Suggested* (including something assigned previously):

**Week 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).

**Week 11: Movie Day**

Enemy of the State (1998)

**Week 12: Digital Authoritarianism (China as an Example)**
* Zhou Jiaquan, "Drones, facial recognition and a social credit system: 10 ways China watches its citizens," South China Morning Post (August 4, 2018).

*Suggested:*

**Week 13: Digital Challenges toward Democracy**
* Laurie Chen, "Overreaction to China threat could turn into McCarthyite Red Scare, says former US official," South China Morning Post (March 31, 2019).
* Alex Hern, “Cambridge Analytica: How Did It Turn Clicks into Votes,” Guardian (May 6, 2018).
* Adam Rawnsley, "Right-Wing Media Outlets Duped by a Middle East Propaganda Campaign," The Daily Beast (June 7, 2020).

Suggested:
# Helmus et al, Russian Social Media Influence (Rand Corporation, 2018).

**Week 14: The Future of Humanity**

* Samantha Cole, “There is No Tech Solution to Deepfakes,” Motherboard (August 14, 2018).
* 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:

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

The Matrix (1999) or Ex Machina (2014)

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