

CJUS 5100.900 Information Warfare, Security, and Risk Analysis

Course Syllabus

Instructor: Brooke Nodeland

Term: Spring 2024

Class meeting: This is an online class. Course expectations and classroom policies are outlined in the syllabus below. While students are expected to complete written assignments, participate in online discussions, and online quizzes, there are no on formal on campus meetings for this course which would require a student to come to campus.

Instructor's Contact Information

Email brooke.nodeland@unt.edu

Office Location Chilton 263D

Office Hours Email to schedule virtual meeting

Scheduling meetings during office hours: If you need to schedule a virtual meeting, I am available by appointment. The primary method to contact me is through email (which is also the method used to schedule meetings).

****Note:** Emails sent after 5p *or* on the weekends (holidays) will be answered the following business day.

Email expectations: When sending an email, please put the COURSE NUMBER (CJUS 5100) in the subject line of the email. **Only emails sent from your UNT email account (username@my.unt.edu) will receive a response.** Please allow 48 hours of turnaround time (weekdays) for your email and telephone inquiries when contacting either the instructor or the TA. Also, to ensure that you receive timely course related correspondence, make sure your official email address at UNT is forwarded to your preferred email address.

Required readings

There are several required texts for the course listed below. Reading assignments and additional readings are outlined in the Course Calendar at the end of this document.

Bilton, N. (2018). *American kingpin: The epic hunt for the criminal mastermind behind the Silk Road*. Penguin. ISBN-13: 978-1591848141

Mitnick, K. (2011). *Ghost in the Wires: My Adventures as the World's Most Wanted Hacker*. Little, Brown and Company. ISBN-13: 978-0316037709.

Taylor, R. W., Fritsch, E. J., Liederbach, J., Saylor, M. R., & Tafoya, W. L. (2019). *Cyber Crime and Cyber Terrorism* (4th ed.). New York, NY: Pearson. ISBN-13: 9780134846514

Shapiro, S.J. (2024). *Fancy Bear Goes Phishing the Dark History of the Information Age, in Five Extraordinary Hacks*, Picador.

Course Description

The purpose this course is provide students with a general understanding of cyber crime, cyber deviance, and cyber victimization. Students will develop a thorough understanding of the issues confronting the criminal justice system resulting from the expansion of the internet and internet of things (IoTs). Theoretical explanations of cyber crime and deviance as well as cyber victimization will also be examined. (3 credit hours)

Learning Objectives

Upon successful completion of the course, the student will be able to:

- 1) Discuss the evolving nature of cyber crime and cyber victimization.
- 2) Differentiate between and discuss the issues associated with the types, nature, and extent of cyber crime and cyber victimization.
- 3) Describe legislation associated with cyber crime as well as issues associated with the investigation and prosecution of cyber crime.
- 4) Explain the unique role of each criminal justice agency in responding to cyber crime.
- 5) Discuss future trends associated with cyber crime, deviance, and victimization.

Technical Requirements/Assistance

The following information has been provided to assist you in preparation for the technological aspect of the course.

UNT Technical Support: <https://it.unt.edu/helpdesk>

Canvas Student Guides: <https://community.canvaslms.com/docs/DOC-10701>

Canvas Video Guides for Students:

https://community.canvaslms.com/community/answers/guides/video-guide#jive_content_id_Students

Basic Technical Requirements for Canvas: <https://community.canvaslms.com/docs/DOC-10721>

Canvas VPAT: <https://www.canvaslms.com/accessibility>

Minimum Technical Skills:

This is not a computer skills course and as such, students are expected to have a minimum skill set in order to access course materials and complete course assignments. Specifically, students should know how to access a Web site when given an address, use the features of their Web browser, download files, attach files to emails, use word processing software, copy and paste ...etc.

Access and Navigation

Access and Log in Information

This course was developed and will be facilitated utilizing the University of North Texas' Learning Management System, Canvas. To get started with the course, please go to: <https://unt.instructure.com/login/ldap>

You will need your EUID and password to log in to the course. If you do not know your EUID or have forgotten your password, please go to: <http://ams.unt.edu>.

Student Resources

As a student, you will have access to:

- Student Orientation via Canvas. It is recommended that you become familiar with the tools and tutorials within the Orientation to better equip you in navigating the course.
- It is recommended that you become familiar with the tools and tutorials to better equip you to navigate the course.
- From within Canvas, you will have access to the “*UNT Helpdesk*” tab which provides student resources and Help Desk Information.

Course Organization

Students will spend most of their time on the Modules page in the course. The Introduction module will be available throughout the course and contains the course syllabus. Each week new materials will unlock in line with that noted in the syllabus. Each module will contain objectives, an introduction and to do list for the week, weekly notes, assignments that are due and next steps. You will be able to complete all activities for each week within the Module. Updates to the course and important information will be shared on the Announcements page. Finally, students can view their Grades in the course using the Grades tab in Canvas.

First steps

Upon entrance into the online classroom, students should spend some time navigating course materials and links to ensure they are able to locate all required materials. The student should review the syllabus and course materials early in the semester and keep a copy of the syllabus for easy reference throughout the course.

Student Support

The University of North Texas provides student technical support in the use of Canvas and supported resources. The student help desk may be reached at:

Email: helpdesk@unt.edu

Phone: 940.565-2324

In Person: Sage Hall, Room 130

Regular hours are maintained to provide support to students. Please refer to the website (<http://www.unt.edu/helpdesk/hours.htm>) for updated hours.

Method of Evaluation

As this is an online class, students must be prepared to take responsibility for their own learning. Students should be prepared to complete assignments and discussions with little direction beyond that provided in the syllabus and individual assignment instructions.

Quizzes: Students will complete a total of 10 quizzes throughout the semester worth a total of 100 points or 10 points each. Quizzes can be accessed through the Quiz tab in Canvas. Weekly quizzes will be available for 20 minutes and students will have two attempts to complete it. The highest score between the two attempts will be retained. Because two attempts are offered, there will be no resets or late submissions accepted for any reason. Quizzes are individual assignments and should be completed in private and not in the company of any other student. Quizzes may consist of multiple choice, true/false, matching, short answer questions, and/or essay. While course materials may be referenced during the quizzes, students should treat these quizzes as they would an in-class exam and prepare accordingly. Quiz grades will be available following completion of the quiz. Questions regarding your quiz score should only be sent to the instructor after the quiz availability period has ended and you have a chance to review the assigned readings to justify an argument for your grade dispute.

Discussion questions: Students will participate in a Canvas discussion 6 times during the semester, including the introduction discussion. Discussions are worth a total of 150 points or 25 points each. Each student will then respond appropriately to the question or instruction statement provided, creating his/her own “original thread”. After creating an original thread, students are required to respond to at least 2 of their fellow classmates’ original threads. To earn points, discussion and participation comments must be more than trivial and, in fact, should be both substantial and substantive (think of these as the discussion you would engage in if we had an on-campus class). The first discussion, the Introduction discussion, does not require participation posts or responses to your peers although this type of engagement would allow you to get know each other better. Discussion responses (that include the initial discussion post as well as a minimum of 2 participation posts) are worth 25 possible points each, for a total of 300 possible points. Specific requirements for each discussion will be available when the discussion board opens in the week outlined in the syllabus. You will be required to comment and support your views from the research that is provided to you as well as appropriate outside peer-reviewed empirical references that you find by doing independent research. Grammatical errors as well as weak and unsupported comments will result in points being deducted. In text citations and a list of references should be included with each post, discussion and participation, in APA format. Students must respond to the discussion question in order to unlock that week’s discussion and enable the ability to respond to others’ posts. Discussion posts will be typed and submitted directly in the text box in Canvas. Discussions submitted as attachments will not be accepted and will receive a score of 0. Discussions will be evaluated and returned within 1 week of the assignment due date.

*Discussions will be available on the dates outlined in the syllabus for the duration of each weekly module. They will become available on the Monday morning starting the module and will close at 11:59p on Sunday nights at the end of the module.

Reaction essays: Students will complete 3 reaction essays worth 50 points each for a total of 150 points. Reaction essays will comprise the students critical reaction and evaluation of the assigned readings. Specific instructions are available in Canvas on the Writing a reaction essay – writing guidance page in the Course resources Module. Students can work on these assignments early, however, the submission week will open 2 weeks before the assignment due date. Reaction essays can be submitted early, but must be submitted by the due date and time outlined in the syllabus.

Note: Length requirement is for full text pages not including, the title page, references, headings, or additional spaces between paragraphs. Submissions below the minimum length requirement can receive a maximum score of 69, assuming all else is correct.

Final paper: Students will complete a final paper worth 100 possible points due at the end of the semester. Specific instructions will be provided in Canvas starting March 11, but in general, this assignment provides students an opportunity to communicate their ideas in writing and to synthesize the diverse concepts and positions presented in the various course readings. The final paper should be approximately 10-12 typed pages in length, double spaced, 12pt font and saved as a Microsoft word document. Students should keep up with their readings and take copious notes as they progress through the assigned course readings. The final paper will be submitted through the appropriate link in Canvas—again, more detailed instructions will be provided when the final paper assignment is released.

Content	Sources/APA Citations	Editing (Spelling and Grammar)	Organization	Length
Excellent 51-60 pts All of the required components of the paper were adequately addressed with full explanations	Excellent 9-10 pts Incorporated 5+ academic references in an appropriate manner and cited references correctly	Excellent 9-10 pts If there were any spelling or grammar errors they were insignificant	Excellent 9-10 pts The paper was organized well with good paragraph structure and a good flow to the reading	Excellent 9-10 pts The paper was closer to the maximum length than the minimum length and had good content
Good 41-50 pts A minor required component was missing, or there was not good explanation for at least one of the required major components	Good 7-8 pts Incorporated 5 academic references, minor issues related to incorporation of material and/or citation format	Good 7-8 pts There were a few spelling or grammar errors that were noticeable but did not detract from the paper	Good 7-8 pts The paper was organized well and flowed well, but it may not have been broken down into enough paragraphs	Good 7-8 pts The paper was more than the minimum length requirement
Fair 31-40 pts Important required components of the paper were missing or there were a few components not fully explained.	Fair 4-6 pts Incorporated 2-4 academic references, some formatting issues, and/or incorporated inappropriate sources as primary sources.	Fair 4-6 pts There were a few spelling or grammar errors that were noticeable and detracted somewhat from the paper	Fair 4-6 pts The paper was not organized well or did not flow well because of poor transition or structure	Fair 4-6 pts The paper just barely met the minimum length requirement

Poor 21-30 pts Not all of the required components of the paper were addressed, nor were they fully explained	Poor 3-4 pts Failed to adequately incorporate academic sources, incorporated only inappropriate references, and/or major citation formatting issues	Poor 3-4 pts There were a number of spelling and grammar mistakes that detracted from the paper	Poor 3-4 pts There were either no paragraphs in this paper, or the organization was otherwise poor, making it difficult to read	Poor 3-4 pts The paper did not meet the minimum length requirements
Failing 0-20 pts The content of the paper was inadequate with limited coverage of required elements and very little if any explanation of required components	Failing 0-2 pts Sources were not incorporated, were inappropriate, and/or not cited.	Failing 0-2 pts There were a great number of spelling and grammar mistakes that detracted greatly from the reading of the paper, such that it was difficult to read	Failing 0-2 pts The organization of the paper was so poor as to render it almost impossible to read	Failing 0-2 pts The paper was considerably less than the minimum length requirement

*Assignments will **not** be accepted through any other format; hard copy, email etc.*
Assignments must be submitted by the deadline designated in the Course Calendar. *Late submissions will not be accepted.*

***Do not** plagiarize (from the internet or other source) – if you do you will automatically fail the exam. Do not just quote sections from other researchers as your answer. The midterm, final paper and discussion responses must be written in your own words. If you are going to cite someone, write the sentence in your words and cite them in APA format. There are no late submissions so plan accordingly.

*Length requirement is for full text pages not including, the title page, references, headings, or additional spaces between paragraphs. Submissions below the minimum length requirement can receive a maximum score of 69, assuming all else is correct.

If you fail to complete ALL of the discussions, assessments/assignments, or exams the professor reserves the right to drop your final grade a letter grade at the end of the semester.

Quizzes (10 @ 10 points each)	100 possible points
Discussion boards (6 @ 25 points each)	150 possible points
Reaction essays (3 @ 50 points each)	150 possible points
Final paper	100 possible points
Total	500 possible points

Course grades will not be rounded and will be calculated using the following scale:

- A 450-500 points
- B 400-449 points
- C 350-399 points
- F 349 points or below

**There are no extra credit opportunities for this course.*

***Grade related questions or concerns must be addressed within 1 week of the grade being posted to Canvas.*

Attendance Policy

As this is an online course, there are fixed deadlines on assignments that students must meet in order to receive up to full credit for completed assignments. Students are expected to log in to the course daily to review course assignments, due dates, and check announcements, etc. Students may complete their work early and, in doing so, have a large amount of flexibility in completing their assignments. However, while work can be completed early, all assignments must be submitted by the due date listed in the course calendar in the syllabus. Students that have fallen behind, are failing and/or choose to not complete the coursework for the semester are responsible for officially withdrawing themselves from the course; failure to do so will result in a performance grade of "F".

Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor and instructional team if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community.

If you are experiencing any [symptoms of COVID-19](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Team at COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure.

Classroom Policies

Students are expected to log in to Canvas daily to check Announcements or changes to the course. Missing deadlines as a result of not frequently checking Canvas will not be an excuse for late work submission.

No late submissions are accepted for any reason. Assignments are generally available for at least a week, as such, there are no extensions for last minute technical difficulties or unexpected events. As this is an online class, students are expected to have access to a computer and the internet, as well as to use their time wisely and complete assignments within the availability period. Time management is an important skill both in terms of academic performance as well as in a professional environment. If a student will be out of town on vacation, work related travel, etc., the student should plan accordingly to complete any assignments prior to being out of town. Requesting exceptions to this policy is unfair to other students who complete assignments within the required time period.

Any assignment submitted in a format that the instructor cannot open, for any reason, will receive a score of a 0 regardless of when the assignment was submitted. Follow individual assignment instructors for formatting and submission expectations. Students should be careful to submit assignments as attachments, unless specifically instructed, as this increases the likelihood an assignment will not be visible to the instructor.

Grade related questions or concerns must be addressed within 1 week of the grade being posted to Canvas. Quiz grades post immediately with correct responses available after the quiz close date. Students should email the instructor with quiz questions after they have reviewed the correct responses within one week of the grade being posted. Questions related to the quiz will not be answered while the quiz is still available. Do not wait until the end of the semester or half way through the semester to ask questions about previous assignments. Students are expected to stay on top their grades as well as their course standings and ask questions in a timely manner.

Final grades are determined based on the point total listed in the syllabus. There is no rounding. Students should do their best on each assignment and submit all completed assignments on time to maximize their performance and earned point total for the course.

Online Discussion Expectations: While this is an online class, we will engage in online discussions in which individuals may have strong opinions regarding course related topics. Our online classroom is a collaborative environment in which every student should feel comfortable expressing ideas, opinions and engaging in thoughtful discussions. Students will respect the views and opinions of others at all times; name-calling and personal attacks are not permitted. Students engaging in disruptive or disrespectful behavior in the classroom will be given one warning through an email from the instructor. A second violation will result in the student being locked out of future discussions eliminating their ability to either participate in future discussions or earn additional discussion points for the course.

A Grade of "Incomplete" ("I"): An Incomplete Grade ("I") is a non punitive grade given only during the last one-fourth of a term/semester and only if a student (1) is passing the course and (2) has a justifiable and documented reason, beyond the control of the student (such as serious illness or military service), for not completing the work on schedule; and (3) arranges with the professor before the end of the semester to finish the course at a later date by completing specific requirements that the professor must list on the grade sheet. All work in the course must be completed within the specified time (not to exceed one year after taking the course) If you do not meet the specifications for this grade, you will need to see the Registrar's office about resigning from the University.

Academic integrity

Standards of academic integrity are expected with regard to any course related work or submission. Students should consult the UNT website for questions, guidelines, appeals, and other information related to these policies:

http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf

Academic violation of UNT policy consists of the following:

A. Cheating. The use of unauthorized assistance in an academic exercise, including but not limited to:

1. use of any unauthorized assistance to take exams, tests, quizzes or other assessments;
2. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems or carrying out other assignments;
3. acquisition, without permission, of tests, notes or other academic materials belonging to a faculty or staff member of the University;
4. dual submission of a paper or project, or re-submission of a paper or project to a different class without express permission from the instructor;
5. any other act designed to give a student an unfair advantage on an academic assignment.

B. Plagiarism. Use of another's thoughts or words without proper attribution in any academic exercise, regardless of the student's intent, including but not limited to:

1. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement or citation.
2. the knowing or negligent unacknowledged use of materials prepared by another person or by an agency engaged in selling term papers or other academic materials.

C. Forgery. Altering a score, grade or official academic university record or forging the signature of an instructor or other student.

D. Fabrication. Falsifying or inventing any information, data or research as part of an academic exercise.

E. Facilitating Academic Dishonesty. Helping or assisting another in the commission of academic dishonesty.

F. Sabotage. Acting to prevent others from completing their work or willfully disrupting the academic work of others.

Any violation of academic integrity will be handled on a case-by-case basis. At a minimum, the student will receive a zero on the assignment in question, but more serious academic violations may be subject to the assignment of a failing grade for the course. Please do not hesitate to contact the instructor with questions related to citations or other academic integrity concerns.

Statement on ChatGPT

According to UNT policy 06.003 Student Academic Integrity, academic misconduct is “the intentional or unintentional action by a student to engage in behavior in the academic setting including, but not limited to: cheating, fabrication, facilitating academic misconduct, forgery, plagiarism, and sabotage.” Unless your instructor tells you otherwise, you must complete all course work entirely on your own, using only sources that have been permitted by your instructor, and you may not assist other students with papers, quizzes, exams, or other assessments. If your instructor allows you to use ideas, images, or word phrases created by another person (e.g., from Course Hero or Chegg) or by generative technology, such as ChatGPT, you must identify their source. You may not submit false or fabricated information,

use the same academic work for credit in multiple courses, or share instructional content. Students with questions about academic integrity should ask their instructor *before submitting work*.

Resources

Links to Academic Support Services, such as Office of Disability Accommodation, Counseling and Testing Services, UNT Libraries, Online Tutoring, UNT Writing Lab and Math Tutor Lab are available on the university website.

UNT Portal: <http://my.unt.edu>

UNT Library Information for Off-Campus Users:

<http://www.library.unt.edu/services/facilities-and-systems/campus-access>

UNT Computing and Information Technology Center:

<http://citc.unt.edu/services-solutions/students>

UNT Academic Resources for Students: <http://www.unt.edu/academics.htm>

Computer Labs: General access computer lab information (including locations and hours of operation) can be located at: <http://www.gacl.unt.edu/>

Student Evaluation of Instruction (SPOT)

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction (SPOT) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester to provide you with an opportunity to evaluate how this course is taught. Student feedback is very important to UNT, please complete your SPOT (Student Perceptions of Teaching) survey during the open evaluation time.

ADA Statement and Disabled Student Policy

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at 940.565.4323.

Important Notice for F-1 Students taking Distance Education Courses

Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website at

<http://ecfr.gpoaccess.gov>. The specific portion concerning distance education courses is located at "Title 8 CFR 214.2 Paragraph (f)(6)(i)(G)" and can be found buried within this document:

<http://frwebgate.access.gpo.gov/cgi-bin/get-cfr.cgi?TITLE=8&PART=214&SECTION=2&TYPE=TEXT>

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

- (1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
- (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

Copyright Notice

Some or all of the materials on this course Web site may be protected by copyright. Federal copyright law prohibits the reproduction, distribution, public performance, or public display of copyrighted materials without the express and written permission of the copyright owner, unless fair use or another exemption under copyright law applies.

Additional copyright information may be located at: <http://copyright.unt.edu/content/unt-copyright-policies>.

Course Calendar and Topics

Students are responsible for keeping up with the schedule, any schedule changes as well as the assigned readings as we progress through the course. This is a tentative schedule and the instructor reserves the right to modify any part of the schedule at any time throughout the

semester. All assignments must be submitted by 11:59p Central time on the date listed below.
Late submissions are not accepted.

Date	Readings and assignment due dates
Week 1 1/16-1/21	<p>Topic: Introduction and overview</p> <p>Assignments: Introduction discussion due Library course guide activity due Sunday 11:59p</p>
Week 2 1/22-1/28	<p>Topic: Overview of cyber crime and cyber terrorism</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Chapter 1 and 2 Taylor 2. Holt, T. J. (2023). Understanding the state of criminological scholarship on cybercrimes. <i>Computers in Human Behavior</i>, 139, 107493. 3. Broeders, D., Cristiano, F., & Weggemans, D. (2023). Too close for comfort: cyber terrorism and information security across national policies and international diplomacy. <i>Studies in Conflict & Terrorism</i>, 46(12), 2426-2453. 4. Farahbod, K., Shayo, C., & Varzandeh, J. (2020). Cybersecurity indices and cybercrime annual loss and economic impacts. <i>Journal of Business and Behavioral Sciences</i>, 32(1), 63-71. <p>Assignments: Chapter 1 and Chapter 2 quiz and Discussion Measuring Cybercrime due Sunday 11:59p</p>
Week 3 1/29-2/4	<p>Topic: Cyber criminology – offending</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Chapter 3 Taylor 2. Weulen Kranenbarg, M., Holt, T. J., & Van Gelder, J. L. (2019). Offending and victimization in the digital age: Comparing correlates of cybercrime and traditional offending-only, victimization-only and the victimization-offending overlap. <i>Deviant Behavior</i>, 40(1), 40-55. 3. Bada, M., & Nurse, J. R. (2021, June). Profiling the cybercriminal: a systematic review of research. In <i>2021 international conference on cyber situational awareness, data analytics and assessment (CyberSA)</i> (pp. 1-8). IEEE. <p>Assignments: Discussion Cyber criminology due Sunday 11:59p</p>
Week 4 2/5-2/11	<p>Topic: Hackers</p> <p>Reading:</p> <ol style="list-style-type: none"> 1. Chapter 4 Taylor

	<p>2. Fazzini, K. (2019, August 19). Alarm in Texas as 23 towns hit by 'coordinated' ransomware attack. In <i>CNBC</i>. Retrieved from https://www.cnbc.com/2019/08/19/alarm-in-texas-as-23-towns-hit-by-coordinated-ransomware-attack.html https://www.bbc.com/news/technology-49393479</p> <p>3. Lee, J. R., & Holt, T. J. (2020). Assessing the Factors Associated With the Detection of Juvenile Hacking Behaviors. <i>Frontiers in Psychology, 11</i>, 840. https://www.frontiersin.org/articles/10.3389/fpsyg.2020.00840/full</p> <p>4. Perlroth, N. (2017). Hackers are targeting nuclear facilities, Homeland Security Dept. and FBI say. <i>New York Times, 6</i>. https://cyber-peace.org/wp-content/uploads/2017/07/Hackers-Are-Targeting-Nuclear-Facilities-Homeland-Security-Dept.-and-F.B.I.pdf</p> <p>Assignments: Chapter 4 quiz due Sunday 11:59p</p>
<p>Week 5 2/12-2/18</p>	<p>Topic: Sophisticated Cyber Criminal Organizations</p> <p>Reading:</p> <ol style="list-style-type: none"> Chapter 5 Taylor Mitnick, K. (2011). <i>Ghost in the Wires: My Adventures as the World's Most Wanted Hacker</i>. Little, Brown and Company. ISBN-13: 978-0316037709. <p>Assignments: Chapter 5 quiz and <i>Ghost in the Wires</i> reaction essay due Sunday 11:59p</p>
<p>Week 6 2/19-2/25</p>	<p>Topic: White-Collar Crimes</p> <p>Reading:</p> <ol style="list-style-type: none"> Chapter 6 Taylor Payne, B. K. (2018). White-collar cybercrime: white-collar crime, cybercrime, or both?. <i>Criminology, Crim. Just. L & Soc'y</i>, 19, 16. Hamerton, C. (2020). White-collar cybercrime: Evaluating the redefinition of a criminological artifact. <i>Journal of Law and Criminal Justice</i>, 8(2), 67-79. <p>Assignments: Chapter 6 quiz due Sunday 11:59p</p>
<p>Week 7 2/26-3/3</p>	<p>Topic: Viruses and Malicious Code</p> <p>Reading:</p> <ol style="list-style-type: none"> Chapter 7 Taylor Blauth, T. F., Gstrein, O. J., & Zwitter, A. (2022). Artificial intelligence crime: An overview of malicious use and abuse of AI. <i>IEEE Access</i>, 10, 77110-77122.

	<p>3. Puchkov, D. (2022). Main Trends in the Development of International Crime in the Implementation of Cybertechnologies. In <i>Cybercrimes and Financial Crimes in the Global Era</i> (pp. 27-33). Singapore: Springer Nature Singapore.</p> <p>Assignments: Chapter 7 quiz due Sunday 11:59p</p>
<p>Week 8 3/4-3/10</p>	<p>Topic: Cyber criminology – victimization</p> <p>Readings:</p> <ol style="list-style-type: none"> Chapter 8 Taylor Agustina, J. R. (2015). Understanding cyber victimization: Digital architectures and the disinhibition effect. <i>International Journal of Cyber Criminology</i>, 9(1), 35. Button, M., Blackbourn, D., Sugiura, L., Shepherd, D., Kapend, R., & Wang, V. (2021). From feeling like rape to a minor inconvenience: Victims’ accounts of the impact of computer misuse crime in the United Kingdom. <i>Telematics and Informatics</i>, 64, 101675. Reyns, B. W., Henson, B., & Fisher, B. S. (2016). Guardians of the cyber galaxy: An empirical and theoretical analysis of the guardianship concept from routine activity theory as it applies to online forms of victimization. <i>Journal of Contemporary Criminal Justice</i>, 32(2), 148-168. <p>Assignments: Chapter 8 quiz and due Sunday 11:59p</p>
<p>Week 9 3/11-3/17</p>	<p>Spring Break</p>
<p>Week 10 3/18-3/24</p>	<p>Topic: Cyber victimization - cyber bullying, cyber stalking, etc.</p> <p>Readings:</p> <ol style="list-style-type: none"> Felmler, D., & Faris, R. (2016). Toxic ties: Networks of friendship, dating, and cyber victimization. <i>Social psychology quarterly</i>, 79(3), 243-262 Lozano-Blasco, R., Quilez-Robres, A., & Latorre-Coscolluela, C. (2023). Sex, age and cyber-victimization: A meta-analysis. <i>Computers in Human Behavior</i>, 139, 107491. Fissel, E. R., & Reyns, B. W. (2019). The Aftermath of Cyberstalking: School, Work, Social, and Health Costs of Victimization. <i>American Journal of Criminal Justice</i>, 1-18. <p>Assignments: Discussion I’ve had a cyberstalker since I was 12 due Sunday 11:59p</p>
<p>Week 11 3/25-3/31</p>	<p>Topic: Dark Web and Darknet marketplaces</p>

	<p>Podcast: <i>Case File</i> Episode 76 (Parts 1, 2, and 3) Silk Road</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Paquet-Clouston, M., Haslhofer, B., & Dupont, B. (2019). Ransomware payments in the bitcoin ecosystem. <i>Journal of Cybersecurity</i>, 5(1), tyz003. 2. Lacson, W., & Jones, B. (2016). The 21st Century DarkNet Market: Lessons from the Fall of Silk Road. <i>International Journal of Cyber Criminology</i>, 10(1). 3. Bilton, N. (2018). <i>American kingpin: The epic hunt for the criminal mastermind behind the Silk Road</i>. Penguin. ISBN-13: 978-1591848141. <p>Assignments: <i>American Kingpin</i> reaction essay due Sunday 11:59p</p>
Week 12 4/1-4/7	<p>Topic: Anarchy and Hate on the World Wide Web</p> <p>Reading:</p> <ol style="list-style-type: none"> 1. Chapter 9 Taylor 2. Castaño-Pulgarín, S. A., Suárez-Betancur, N., Vega, L. M. T., & López, H. M. H. (2021). Internet, social media and online hate speech. Systematic review. <i>Aggression and Violent Behavior</i>, 58, 101608. 3. Brown, A. (2018). What is so special about online (as compared to offline) hate speech?. <i>Ethnicities</i>, 18(3), 297-326. <p>Assignments: Chapter 9 quiz due Sunday 11:59p</p>
Week 13 4/8-4/14	<p>Topic: Digital Laws and Legislation</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Chapter 10 Taylor 2. Kosseff, J. (2020). Hacking cybersecurity law. <i>U. Ill. L. Rev.</i>, 811. 3. Ogu, E. C., Ogu, C., & Oluoha, O. U. (2020). 'Global cybersecurity legislation?'-factors, perspective and implications. <i>International Journal of Business Continuity and Risk Management</i>, 10(1), 80-93. <p>Assignments: Chapter 10 quiz and <i>Fancy Bear Goes Phishing</i> reaction essay due Sunday 11:59p</p>
Week 14 4/15-4/21	<p>Topic: Law enforcement and cyber-crime; The Investigation of Computer Related Crime</p> <p>Reading: Chapter 11 & Chapter 12</p> <p>Assignments: Chapter 11 & 12 quiz due Sunday 11:59p</p>
Week 15	<p>Topic: Information Security and Infrastructure Protection</p>

<p>4/22-4/28</p>	<p>Readings:</p> <ol style="list-style-type: none"> 1. Chapter 14 2. Dawson, M., Bacius, R., Gouveia, L. B., & Vassilakos, A. (2021). Understanding the challenge of cybersecurity in critical infrastructure sectors. <i>Land Forces Academy Review</i>, 26(1), 69-75. 3. Weiss, M., & Biermann, F. (2023). Cyberspace and the protection of critical national infrastructure. <i>Journal of Economic Policy Reform</i>, 26(3), 250-267. <p>Assignments: Discussion Cybersecurity of U.S. critical infrastructure due Sunday 11:59p</p>
<p>Week 16 4/29-5/3</p>	<p>Assignments: Final paper due Friday 11:59p</p>