

# Course Syllabus

---

**Course Prefix, Number, and Title:**

CLI 101-D01

**Credits:**

3

**University Name:**

Dakota State University

**Academic Term/Year:**

Fall 2019

**Last date to Drop and receive 100% refund:**

Thursday, September 5<sup>th</sup>

**Last date to Withdraw and earn a grade of 'W':**

Friday, November 8<sup>th</sup>

**Course Meeting Time and Location:**

TTH 11:00-12:15 SC 114

**Instructor Information:****Name:**

Dr. Benjamin Young

**Office:**

SC 148D

**Phone Number(s):**

N/A

**Email Address:**

Ben.R.Young@dsu.edu

**Office Hours:**

MWF 11:15am-1:15pm, Tu/Th 12:30-1:30pm OR by appointment

**Approved Course Description:****Catalog Description:**

This course examines the ways in which nation-states regulate and treat cyberspace. Using a combination of history, cultural studies, political science, and security studies sources, we will analyze the transformation of the cyber realm in relationship with the modern world. This course will especially focus on the problem areas of U.S foreign and domestic policy (China, North Korea, Russia, Iran, Middle East, Israel, Cuba, Africa as well as non-state actors such as white supremacists, and radical Islam) and the ways in which these actors use cyber operations for their own agendas. This course looks at the ways in which history, culture, and political

ideology influences the conduct of actors in the cyber realm. The goal of this course is to increase your understanding of the interaction between the borderless cyber realm and the international nation-state system.

### **Additional Course Information:**

N/A

### **Prerequisites:**

#### **Course Prerequisite(s):**

None

#### **Technology Skills:**

I believe handwritten notes help students learn the material better and remember important concepts from class. However, although not recommended, you may use a laptop or tablet for note taking only. Please do not go on the Internet during class. There can be absolutely no cell phone use during class unless authorized by the instructor.

### **Course Materials:**

#### **Required Textbook(s):**

Throughout the semester, we will be reading materials that will be posted on the course webpage or be available online. Students are expected to read the required materials **before** each scheduled class. Pop quizzes based on the readings will occur with no advanced notice.

#### **Required Supplementary Materials:**

None

#### **Optional Materials:**

None

### **Student Support:**

#### **DSU Knowledge Base:**

The DSU Knowledge Base contains links and resources to help students by providing information about the following topics: User Accounts & Passwords, Academic Tools & Resources, Software & Apps Support, WiFi & Network Access, Campus Emergency Alert System, Campus Printing, IT Security & Safe Computing, and the Support Desk (which is there to help both on and off-campus students). The Knowledge Base can be accessed through the link below:

- [DSU Knowledge Base](#)

#### **D2L Support for Students:**

The D2L Support for Students site is designed to provide DSU students a D2L support resource center that contains user guides, tutorials, and tips for using the D2L learning environment. The D2L Support for Students site can be accessed through the link below:

- [DSU D2L Support Resources for Students](#)

### **Course Delivery and Instructional Methods:**

Lecture

## **Classroom Policies:**

### **Attendance and Make-up Policy:**

Attendance at every class is required. If you miss a class due to an illness, accident, or death in the family, please let me know as soon as possible and provide a written excuse. If you miss more than 3 classes, you may fail the course.

### **Accessibility Statement:**

Dakota State University strives to ensure that physical resources, as well as information and communication technologies, are accessible to users in order to provide equal access to all. If you encounter any accessibility issues, you are encouraged to immediately contact the instructor of the course and Dakota State University's ADA Office, which will work to resolve the issue as quickly as possible.

DSU's ADA Office is located in the Learning Engagement Center and can be contacted by calling 605-256-5121 or emailing [dsu-ada@dsu.edu](mailto:dsu-ada@dsu.edu). Students seeking ADA accommodations (such as non-standard note taking or extended time and/or a quiet space taking exams and quizzes) can log into the DSU portal to access <https://portal.sdbor.edu/dsu-student/student-resources/disability-services/Pages/default.aspx/> for additional information and the link to the Disability Services Request Form. You will need to provide documentation of your disability and the ADA Coordinator must confirm the need before officially authorizing accommodations.

### **Academic Honesty Statement:**

Cheating and other forms of academic dishonesty run contrary to the purpose of higher education and will not be tolerated in this course. Please be advised that, when the instructor suspects plagiarism, the Internet and other standard means of plagiarism detection will be used to resolve the instructor's concerns. The South Dakota Board of Regents Student Academic Misconduct Policy can be found here: [SDBOR Policy 2.33](#).

All forms of academic dishonesty will result in << insert class specific Academic dishonesty standards here >>

## **Communication and Feedback:**

### **Preferred Email Contact Method:**

Ben.R.Young@dsu.edu

### **Email Response Time:**

Maximum of 48 hours on days when class is in session

### **Feedback on Assignments:**

### **Requirements for Course Interaction:**

## **Student Learning Outcomes:**

- Students will understand the analytical tools used by cyber professionals in their field of study and how such tools carry over to various disciplines and careers
- Students will develop critical thinking skills that will enable them to evaluate the international system
- Students will learn about foreign cultures, politics, and histories

## **Evaluation Procedures:**

### **Assessments:**

Students' performance is evaluated on the basis of the following:

Class Participation/Attendance: 20% (includes group work, in-class activities, and occasional homework)

\* For online students: you must complete a weekly reading response paper (2-3 pages double spaced, 12 font, Times New Roman) that is due by Friday at 5pm and this counts as your participation/attendance grade. You must summarize the week's readings, explain the significance, and how it connects to previous course readings. You should also talk briefly about anything in the world news that corresponds with the relevant readings. You must cite your sources using footnotes.

Take Home Midterm Exam: 20%

Take Home Final Exam: 20%

Pop Quizzes based on Readings: 20% (These will be given on occasion with no advanced notification to the students)

\*Online students will also be given pop quizzes. These will be emailed on the class day to the online students and must be emailed back to the professor by 9pm that same day. If they are returned late, the grade will be a zero. No exceptions. Since you will have the readings in front of you, I expect very high quality answers from the online students.

Weekly Online Discussion Forum:  $10 \times 2 = 20\%$  (For 10 specified weeks, you are required to respond on a weekly basis to 2 questions on an online Google Drive document. This is due every Friday by 5pm. The best answers will be ones that engage with other students' responses and not merely answer the question. Each response - two are required each week - should be three to five sentences and counts as one point on your final grade. There will be no makeups for this.)

### **Final Examination:**

### **Performance Standards and Grading Policy:**

### **Student Verification Statement and Proctoring Policy:**

Federal law requires that universities verify the identity of students when course materials and/or course assessment activities are conducted either partially or entirely online. A student's Desire2Learn (D2L) login and password are intended to provide the student with secure access to course materials and are also intended to help the university meet this federal mandate. Some DSU Faculty also require the use of a proctor for exams in distance-delivered (Internet) courses and this requirement provides a second level of student identity verification. Students are responsible for any proctoring fees, if applicable. Finally, an instructor who uses web

conferencing technology may require students to use a webcam during exams, as another means of student identity verification through voice and visual recognition.

## Tentative Course Outline and Schedule:

### Week 1

Tues, Aug. 27 – Introductions and a discussion of course themes.

Thurs, Aug. 29 – Sun Tzu and the Art of (Cyber) War. What Is The Role of Intelligence in War? What is War?

Readings due for this class:

Sun Tzu, *The Art of War*, Read Sections I and II: <http://classics.mit.edu/Tzu/artwar.html>

Tom Madsen, "Sun Tzu's 'The Art of War' for Cybersecurity," May 29, 2017, <https://www.infosecurity-magazine.com/opinions/sun-tzus-art-of-war-cybersecurity/>

P.W. Singer and Emerson T. Brooking, "What Clausewitz Can Teach Us About War on Social Media: Military Tactics in the Age of Facebook," October 4, 2018, *Foreign Affairs*, Posted on course website.

### Week 2

- **Weekly Online Discussion Forum Begin. Due every Friday by 5pm.**

Tues, Sep. 3 – From Mao to Now: Chinese Ideology and U.S-China Competition

Readings due for this class:

Elizabeth Perry, "Moving The Masses: Emotion Work In The Chinese Revolution," *Mobilization: An International Quarterly*, Vol. 7, No. 2 (June 2002), 111-128. Posted on the course website.

Suisheng Zhao, "Xi Jinping's Maoist Revival," *Journal of Democracy* vol. 27, no. 3 (2016), 83-97. Posted on the course website.

Graham Allison, "The Thucydides Trap: Are the U.S. and China Headed for War?" *The Atlantic*, September 24, 2015 <https://www.theatlantic.com/international/archive/2015/09/united-states-china-war-thucydides-trap/406756/>

Thurs, Sep. 5- The Role of Cyber in U.S-China Competition

Readings due for this class:

Jon R. Lindsay, "The Impact of China on Cybersecurity: Fiction and Friction," *International Security* vol. 39, no. 3 (winter 2014/5), 7-47. Posted on the course website.

Watch Al Jazeera's "China's Cyber Warriors" <https://www.youtube.com/watch?v=eghmqZZKvb8>

Watch "The People's Republic of The Future"  
<https://www.youtube.com/watch?v=taZblMAuko>

### Week 3

- Weekly Online Discussion Forum Due Friday by 5pm

Tues, Sep. 10- North Korean Ideology and Political System

Readings due today:

B.C Koh, "North Korea and Its Quest for Autonomy," *Pacific Affairs* vol. 38, no. 3/4 (1965), 294-306.

Posted on course website

Rudiger Frank, "North Korea's Autonomy 1965-2015," *Pacific Affairs* vol. 87, no. 4 (2014), 791-799. Posted on course website

Thurs, Sep. 12- North Korean Hackers and its Cyber Army

Readings due today:

Hyeong-wook Boo, "An Assessment of North Korean Cyber Threats," *The Journal of East Asian Affairs*, vol. 31, no. 1, (Spring/Summer 2017), 97-117. Posted on course website

Daniel Pinkston, "Inter-Korean Rivalry in the Cyber Domain: The North Korean Cyber Threat in the Son'Gun Era," *Georgetown Journal of International Affairs* vol. 17, no. 3 (Fall, 2016), 60-76. Posted on course website

Watch Fox News "North Korean Cyber Attacks: From WannaCry and Beyond,"  
[https://www.youtube.com/watch?v=mGFf\\_uf135U](https://www.youtube.com/watch?v=mGFf_uf135U)

### Week 4

- Weekly Online Discussion Forum Due Friday by 5pm

Tues., Sept. 17- Ideologies, Dictators, and the Struggle for Freedom in the Middle East

Readings due for this class:

Watch Al Jazeera "The Seeds of Revolution,"  
<https://www.youtube.com/watch?v=BSZ7Ln5KzRU>

Shadi Hamid, "Political Party Development Before and After the Arab Spring," *Brookings*, December 1, 2014, Download chapter online: <https://www.brookings.edu/research/political-party-development-before-and-after-the-arab-spring/>

Thurs., Sept. 19- Cyber in the Arab Spring.

Readings due for this class:

Malcom Gladwell, "Small Change-Why the Revolution Will Not Be Tweeted," *The New Yorker*, October 4, 2010 <https://sites.tufts.edu/alquestaeng1fall2017/files/2017/08/Small-Change-Why-the-Revolution-Will-Not-Be-Tweeted-by-Malcolm-Gladwell.pdf>

Rasha Abdullah, "The Revolution Will Be Tweeted," *Cairo Review of Global Affairs*, November 2011.  
<https://www.thecairoreview.com/essays/the-revolution-will-be-tweeted-/>

Gadi Wolfsfeld, Elad Segev, and Tamir Sheafer, "Social Media and the Arab Spring: Politics Comes First," *The International Journal of Press/Politics* vol. 18, no. 2 (2013) 115–137, [Posted on course website.](#)

## **Week 5**

Weekly Online Discussion Forum Due Friday by 5pm

Tues., Sept. 24- Russian History, Ideology, and Putin-ism

Cheng Chen, "Muddling through the shadow of the past: post-Communist Russia's search for a new regime ideology," *Demokratizatsiya* vol. 19, no. 1 (2010), 37-57. [Posted on course website](#)

Thurs, Sept. 26- Russian Cyber Operations. In class, we will watch "Operation InfeKtion: How Russia Perfected the Art of War | NYT Opinion," [https://www.youtube.com/watch?v=tR\\_6dibpDfo](https://www.youtube.com/watch?v=tR_6dibpDfo)

For homework, Watch CBS Evening News, "Techniques used by Russian hackers revealed," [https://www.youtube.com/watch?v=0Biwb\\_Lle30](https://www.youtube.com/watch?v=0Biwb_Lle30)

And read George Michael, "Useful Idiots or Fellow Travelers? The Relationship between the American Far Right and Russia," *Terrorism and Political Violence* vol. 31, no. 1 (2019), 64-83. [Posted on course website.](#)

And read Michael Connell and Sarah Vogler, "Russia's Approach to Cyber Warfare," CNA (March 2017). [Posted on course website.](#)

## **Week 6**

### **Online Discussion Forum Due Friday by 5pm**

Tues, Oct. 1- Revolutionary Iran and the Ayatollah

Eric Selbin. "What Was Revolutionary about the Iranian Revolution?: The Power of Possibility," *Comparative Studies of South Asia, Africa and the Middle East* vol. 29, no. 1 (2009), 33-46. [Posted on course website.](#)

Thurs. Oct. 3- Stuxnet & Iranian Cyber Operations

Jon R. Lindsay, "Stuxnet and the Limits of Cyber Warfare," *Security Studies* vol. 22, no. 3 (2013) 365-404. [Posted on course website.](#)

Watch "The Virus That Saved The World From Nuclear Iran? STUXNET," <https://www.youtube.com/watch?v=J07N1KXOyfk>

## **Week 7**

### **No Online Discussion Forum for this Midterm week**

Tues, Oct. 8- Midterm Review

Thurs, Oct. 10- No class. Take home Midterm Exam (Students will be emailed an exam by 8am that day and have until 9pm the same day to email the exam back to the instructor).

## Week 8

### Online Discussion Forum Begins Again & Due Friday by 5pm

Tues, Oct. 15- Radical Islam – Al Qaeda & ISIS

Watch the VICE documentary on the Islamic State,

<https://www.youtube.com/watch?v=AUjHb4C7b94&bpctr=1557863673>

Aureo Gomes and Michelle Mikhael, "Terror or Terrorism? Al-Qaeda and the Islamic State in Comparative Perspective," *Brazilian Political Science Review* vol. 12, no. 1, (2018), 1-27. Posted on course website.

Harmony Project, "Cracks in the Foundation: Leadership Schisms in Al Qa'ida 1989- 2006," *West Point: Combating Terrorism Center*, September 2007, 1-23. Posted on course website

Thurs, Oct. 17- Cyber Jihad

Miron Lakomy, "Cracks in the Online "Caliphate": How the Islamic State Is Losing Ground in the Battle for Cyberspace," *Perspectives on Terrorism* vol. 11, no. 3 (2017), 40-53. Posted on course website.

Christina Schori Liang, "Cyber Jihad: Understanding and Countering Islamic State Propaganda," *Geneva Centre for Security Policy*, Policy Paper 2015/2 (February 2015), Download and read online:

<https://www.gcsp.ch/publications/cyber-jihad>

## Week 9

### Online Discussion Forum Due Friday by 5pm

Tues, Oct. 22- White Supremacists and White Nationalism

Stephen Vertigans, "Beyond the Fringe? Radicalisation within the American Far-Right," *Totalitarian Movements and Political Religions* vol. 8, nos. 3-4 (2007), 641–659. Posted on course website.

Watch *The Atlantic* "Rebranding White Nationalism: Inside Richard Spencer's Alt-Right":

[https://www.youtube.com/watch?v=kVeZ0\\_Lhazw](https://www.youtube.com/watch?v=kVeZ0_Lhazw)

Watch VICE documentary "Charlottesville: Race and Terror"

<https://www.youtube.com/watch?v=RIrcB1sAN8I>

Thurs, Oct. 24- The Alt-Right Online

Read Aaron Winter, "Online Hate: From the Far-Right to the 'Alt-Right' and from the Margins to the Mainstream," in *Online Othering: Exploring violence and discrimination on the web*, eds. Karen Lumsden and Emily Harmer (London: Palgrave, 2019) Posted on course website.

AND read *New York Times*, "The Making of a Youtube Radical,"

<https://www.nytimes.com/interactive/2019/06/08/technology/youtube-radical.html>

## Week 10

### Online Discussion Forum Due Friday by 5pm

Tues, Oct. 29- Israel and Palestine



Moran Yarchi, "Two Stories for Two Nations: Public Diplomacy in the Israeli–Palestinian Conflict," *Studies in Conflict & Terrorism* vol. 41, no. 9 (2019), 677-695. Posted on course website

Thurs, Oct. 31- Cyber Security in Israel

Watch VICE documentary on Israeli Cyber Security: <https://www.youtube.com/watch?v=ca-C3voZwpM>

Sophie Cohen, "Cyber preparedness safeguards Israel," *Jane's Intelligence Review*, 07/2017, Volume 29, Issue 7, Posted on course website.

## **Week 11**

### **Online Discussion Forum Due Friday by 5pm**

Tues, Nov. 5: The Cuban Revolution

Homework: Tanya Harmer, "Two, Three, Many Revolutions? Cuba and the Prospects for Revolutionary Change in Latin America, 1967-1975," *Journal of Latin American Studies* vol. 45, no. 1 (02, 2013), 61-89. Posted on course website

Thurs., Nov. 7- The Internet in Cuba

Homework: Watch "This is Cuba's Netflix, Hulu, and Spotify – all without the internet"

<https://www.youtube.com/watch?v=fTTno8D-b2E>

Watch "Castro hates the internet, so Cubans created their own"

<https://www.youtube.com/watch?v=FFPjJM6yYS8>

## **Week 12**

### **Last week of Online Discussion Forum! Due Friday by 5pm**

Tues., Nov. 12- The Post-Soviet States

Read Rico Isaacs & Abel Polese, "Between 'imagined' and 'real' nationbuilding: identities and nationhood in post-Soviet Central Asia," *Nationalities Papers* no. 43, no. 3, (2015), 371-382. Posted on course website

Watch "Turkmenistan's Reign of Terror,"

<https://www.youtube.com/watch?v=KNJS2-Zv-Tc>

Thurs. Nov. 14- The Unique Case of E-stonia

Explore the website: <https://e-estonia.com/>

Watch "E-stonia - A startup country,"

<https://www.youtube.com/watch?v=9bYpk75JnZU>

## **Week 13**

Tues., Nov. 19- Democracy in South Korea and Taiwan

Read Jai Kwan Jung, "Popular Mobilization and Democratization: A Comparative Study of South Korea and Taiwan," *Korea Observer* vol. 42, no. 3, (Autumn 2011), 377-411. Posted on course website.

Thurs., Nov. 21- Internet Addiction in South Korea

Watch "South Korea: Caught in the Web," <https://www.youtube.com/watch?v=Yfm-2rEoDg4>

**Week 14**

Tues, Nov. 26- No class

Thurs. Nov. 28- Happy Thanksgiving

**Week 15**

Tues, Dec. 3- Postcolonial Africa

Read Brooks Marmon, "Can Pan–Africanism in Zimbabwe Survive Mugabe?,"

<https://blogs.lse.ac.uk/africaatlse/2018/07/25/can-pan-africanism-in-zimbabwe-survive-mugabe/>

Read Tobias Guzura, Ndimande, Jefferson, "Russian Roulette: Rethinking Zimbabwe-Russian Relations," *Journal of African Foreign Affairs*, vol. 3, nos. 1/2, (Jun-Dec 2016), 33-43, [Posted on course website](#)

Thurs., Dec. 5- Smartphones and Internet Censorship in Africa

Watch TED Talk "The Power of Mobile in Africa," <https://www.youtube.com/watch?v=XWPFsSab10A>

Watch "Zimbabwe update | Government admits to shutting down internet"

<https://www.youtube.com/watch?v=g1OqZ5pJyVI>

Watch "#ZimbabweShutDown is not just about fuel: Tino Mambewu,"

[https://www.youtube.com/watch?v=i\\_0mz3ldBx4](https://www.youtube.com/watch?v=i_0mz3ldBx4)

**Week 16**

Tues. Dec. 10- Final Exam Review

Thurs., Dec. 12 Take home Final Exam

**Freedom in Learning Statement:**

Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. It has always been the policy of Dakota State University to allow students to appeal the decisions of faculty, administrative, and staff members and the decisions of institutional committees. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should contact the dean of the college which offers the class to initiate a review of the evaluation.