

The University of Texas at El Paso
Intelligence & National Security Studies Courses
INSS 3348: Cyberspace and National Security

Spring 2021 – Online

Location: Online - Blackboard

Date/Time: Online in asynchronous format by week

Dates of Course: Spring 2021 (15 March 2021 – 30 April 2021)

Credit Hours – 3

Instructor: John Lash

Email: jelash@utep.edu

Phone: 814.659.4439

Office Hours: By appointment only

Communication Guidance:

Preferred method of communication with instructor is via UTEP email address (jelash@utep.edu); instructor will respond to student inquiries within 24-hours (usually within 12 hours). If a phone discussion is preferred / required, please email professor to schedule.

Synchronous Sessions:

There are three (3) optional synchronous sessions during this course. Subsequent to these sessions, within 24-hours, the instructor will post an announcement relative to any and all relevant topics / key items discussed during the session:

- (1) 03/16/21 at 7:30PM EST – Optional 30-minute course kickoff / introduction session
- (2) 03/30/21 at 7:30PM EST - Optional 30-minute session for course content update / questions
- (3) 04/13/21 at 7:30PM EST – Optional 30-minute session for course content update / questions

Textbooks and Resources:

Buchanan, Ben (2020). *The Hacker and the State: Cyber Attacks and the New Normal of Geopolitics*

- On Amazon this book is \$19.65 new and in hardcover (used from \$14.49)
- ISBN: 978-0674987555

Carlin, John (2018). *Dawn of the Code War: America's Battle Against Russia, China, and the Rising Global Cyber Threat*

- On Amazon this book is \$12.99 new (used from \$3.89)
- ISBN: 978-1541773837

Additional Articles and Readings may be provided by the instructor

Course Description and Objectives

This course examines critically the ubiquitous nature of the cyber domain in U.S. national security. Fundamental principles and case studies in cyber warfare are covered in order to explain the importance of cyber power in national military strategy and in joint/combined operations, including defensive and offensive operations in cyberspace. There is a particular emphasis on Russian and Chinese cyber warfare capabilities and operations in addition to newly emerging threats from non-state actors.

In addition, part of the course will be dedicated to discussions on various cyber-espionage strategies deployed by adversary actors. In this course, we will particularly cover the best practices in identifying, mitigating, and preventing the threats, vulnerabilities, and consequences to national security of cyber events. The current events, identified by the instructors, will be selected based on the topics covered throughout the course of the semester. Students will then be expected to work individually, and in teams, and use the tools learned to write up memos and deliver presentations to solve issues embedded in the current events.

By the end of this course, students will be able to:

1. Use their understanding of theories and conceptual frameworks that explain why and how the cyber domain is critical for national security;
2. Apply their understanding of what determines the success of nations (and corporations) with regard to the evolving cyber domain, in realms of competitive, corporate and organizational strategies in the global national security environment;
3. Develop well-reasoned arguments about current debates and dilemmas in international conflict, such as cyber-espionage and corporate espionage;
4. Critically evaluate and discuss scholarly work in cybersecurity;
5. Develop and optimize problem-solving skills by addressing relevant national security issues on the vectors of cybersecurity, diplomacy, and war
6. Develop and optimize technical and intercultural communications skills;
7. Critically evaluate China's current national security, economic, and political structure and explain how China achieved such a rapid transition from a central planned economy to a market based vibrant economy in the last three decades;
8. Critically evaluate the current relationship between the United States and China; and devise theories on the best path forward

Evaluation

The professor is responsible for assessing student performance and for issuing a final grade. If you meet normal expectations, you can expect to earn a course grade of B. If you exceed normal expectations, you will earn a higher grade; if you do not meet normal expectations, you will earn a lower grade.

Normal expectations include the following:

1. Being an active student who accepts responsibility for learning.
2. Being prepared for and attending all classes and serving as a leader to the learning process.
3. Completing all case analysis / presentations in an acceptable and timely manner.
4. Participating to a high degree in course learning activities in a meaningful and transformational manner.
5. Demonstrating an ability to integrate previous learning into the activities of this course and developing strategies to overcome identified areas of weakness where needed.
6. Conducting yourself in a manner commensurate with professional standards.

Final Course Grade

Students are expected to complete all assignments in the course and to meet required deadlines for papers in order to receive course credit. Late work will not be accepted.

Grading: Grades will be determined on the basis of total points earned. The point distribution will be approximately as follows:

Weekly Discussion Boards (7)	35 pts
Critical Analysis Papers (4)	40 pts
Final Paper (1)	<u>50 pts</u>
Total	125 pts

Your performance on the following will determine your final course grade:

Discussion Boards (33.3%): Total of 7 for the Course (See Course Calendar)

- Students will be required to respond to a discussion board prompt from the instructor.
- Initial student posts should be 250-500 words and are due each Wednesday by 11:59PM EST.
 - **Example: Week 1 discussion board post is due by [03/17/21] at 11:59PM**
- Students are then required to comment on at least one other student's post. The post should be substantive and contribute to the discussion – due each Sunday by 11:59PM EST.
 - **Example: Week 1 discussion board reply is due by [03/21/21] at 11:59PM**
- ***Evaluation Criteria:***
 - **Discussion boards are worth 5 total points each, for a total of 35 course points.**
 - **Original Post = 2.5 Points and Reply Post (to classmate) = 2.5 Points**
 - To receive 4 or 5 points: The discussion board post is insightful, thoughtful, relevant, original, and well-developed. Connections are made between readings, course activities, prior experience and future expectations. The response targets the proper objectives / questions. The main entries for the week are the appropriate length and utilize proper sentence structure and grammar/spelling/punctuation. The responses are submitted on time. The entries show original thought and suggest evidence that all previous threads were read before the post was made.
 - To receive 2 or 3 points: Parts of the discussion board post are insightful, thoughtful, and well developed. Some connections are made between readings, class activities, prior experience and future expectations, but additional expansion or development of ideas is needed. The entries show some relationship to objectives/questions but need considerable explanation and development. The entry shows original thought. There are spelling, grammar, or punctuation errors.
 - To receive 1 point: Little in the discussion board post is insightful, thoughtful, or well developed. Few connections are made between readings, class activities, prior experience and future expectations, and additional expansion or development of ideas is needed. The entry shows little relationship to objectives/questions and needs considerable explanation and development.
 - To receive 0 points: Don't post at all or post late

Critical Analysis Papers (33.3%): Total of 4 papers for the course (Weeks 2, 3, 4, 5)

- Prompts / topics for **Week 2 and 3** are within the Course Calendar. If you'd like to write about a different topic, email the instructor for approval.
 - Week 2: 1-2 page summary memo (double spaced, 12 point Times New Roman Font)
 - Week 3: 2-3 page summary memo (double spaced, 12 point Times New Roman Font)
- Prompts / topics for **Week 4 and 5** are at the student's discretion based upon the assigned book chapters for reading; instructor permits flexibility for students to write about what they find most interesting from the readings.
 - Week 4: 1-2 page summary memo (double spaced, 12 point Times New Roman Font)
 - Week 5: 2-3 page summary memo (double spaced, 12 point Times New Roman Font)
- Consider using BLUF (bottom line up front) writing format
- **Evaluation Criteria:**
 - **Critical Analysis Papers are worth 10 points each, for a total of 40 course points.**

The paper must be uploaded to Blackboard before the week ends – due each Sunday by 11:59PM EST - starting with Week 2 of the course (i.e. Week 2 paper is due by 03/28/21 at 11:59PM)

Final Paper (33.3%): Due Last Day of Class – [30 April 2021]

Your final paper for this course is a position paper. It should be 10-12 pages, 12-point Times New Roman Font, double-spaced, APA format, including a cover page, abstract, and at least 5 references (which can include the two books for this course).

The topic of the paper can be on one of two topics (if you have an alternative topic you would like the professor to consider, please send an email early in the semester for approval):

Option 1: The paper should explore, in detail, the nature of the cyber domain in U.S. national security, with a deep assessment of current cyber capabilities / cyber readiness for both the public and private sector within the United States. The paper should expand on the current state of readiness as well as recommendations or guidance for future state optimizations. The paper should also evaluate the threats, vulnerabilities, and consequences of cyberwarfare.

Option 2: The paper should explore your position on how the United States should interact with China on the global stage (collaboration vs conflict); examining concepts such as the economy, political systems, trade policy, cyber warfare, espionage, intellectual property / technology transfer, the investment landscape, cultural similarities / differences, and/or any other pertinent issues you identify between the countries.

Grading Criteria (Critical Analysis Papers):

CATEGORY	2 - Above Standards	1.5 - Meets Standards	1 - Near Standards	0.5 - Below Standards
Focus	The paper is focused and the material is relevant to the issue(s) being addressed.	The paper is focused but deviates from the main points at times.	The paper is a bit too broad and the information substantially deviates from the main topic of the project.	The paper is overly broad and has a serious lack of focus or specificity with respect to the topic being addressed.
Support for Position	Includes complete evidence, facts or analysis that support the premise of the project.	Includes most evidence, facts or analysis that support the premise of the project.	Includes some evidence, facts or analysis that support the premise of the project.	Includes little evidence, facts or analysis that support the premise of the project.
Accuracy	All supportive facts and statistics are reported accurately.	Almost all supportive facts and statistics are reported accurately.	Most supportive facts and statistics are reported accurately.	Most supportive facts and statistics were inaccurately reported.
Sources	All sources used for quotes, statistics and facts are credible and cited correctly.	All sources used for quotes, statistics and facts are credible and most are cited correctly.	Most sources used for quotes, statistics and facts are credible and cited correctly.	Many sources are suspect (not credible) AND/OR are not cited correctly.
Grammar & Spelling	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distract the reader from the content.

Grading Criteria (Final Paper):

CATEGORY	8-10 Above Standards	5-7 Meets Standards	2-4 Near Standards	0-1 Below Standards
Focus	The paper is focused and the material is relevant to the issue(s) being addressed.	The paper is focused but deviates from the main points at times.	The paper is a bit too broad and the information substantially deviates from the main topic of the project.	The paper is overly broad and has a serious lack of focus or specificity with respect to the topic being addressed.
Support for Position	Includes complete evidence, facts or analysis that support the premise of the project.	Includes most evidence, facts or analysis that support the premise of the project.	Includes some evidence, facts or analysis that support the premise of the project.	Includes little evidence, facts or analysis that support the premise of the project.
Accuracy	All supportive facts and statistics are reported accurately.	Almost all supportive facts and statistics are reported accurately.	Most supportive facts and statistics are reported accurately.	Most supportive facts and statistics were inaccurately reported.
Sources	All sources used for quotes, statistics and facts are credible and cited correctly.	All sources used for quotes, statistics and facts are credible and most are cited correctly.	Most sources used for quotes, statistics and facts are credible and cited correctly.	Many sources are suspect (not credible) AND/OR are not cited correctly.
Grammar & Spelling	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distract the reader from the content.

APA:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Attendance Policy:

Because this is an online course, attendance is determined by class participation online. Students must be prepared, participate in online individual/group discussions, and complete the course modules in order to understand and incorporate the rhetorical strategies and processes used to complete the projects.

As this is an online asynchronous course; students are responsible for completing all work assigned. The instructor reserves the right to adjust a student’s final grade based on a pattern of class absences regardless of any other scores.

Professional Conduct: In business, your actions will determine how others judge your professionalism. In this class, students are expected to act in a professional manner. The instructor reserves the right to reduce the participation grade for unprofessional conduct.

Percentage Grading Scale:

93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
60-69	D
59 or below	F

Drop Policy

To drop this class, please contact the [Registrar’s Office](#) to initiate the drop process. If you cannot complete this course for whatever reason, please contact me. If you do not, you are at risk of receiving an “F” for the course.

Accommodations Policy

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#)

Scholastic Integrity

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more [HOOP: Student Conduct and Discipline](#).

Student Resources

UTEP provides a variety of student services and support:

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [Math Tutoring Center \(MaRCS\)](#): Ask a tutor for help and explore other available math resources.
- [History Tutoring Center \(HTC\)](#): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- [Military Student Success Center](#): UTEP welcomes military-affiliated students to its degree programs, and the Military Student Success Center and its dedicated staff (many of whom are veterans and students themselves) are here to help personnel in any branch of service to reach their educational goals.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Technology Backup Plan: Students should develop a personalized backup plan in the event of computer or internet failure at any point during the course. Students should be familiar with the campus computer lab / library resources with internet connections and necessary applications; including printers, scanners, and other tools to finish your work. Keep all contact information for your instructor in an easily accessible place and print out the syllabus so that you have a hard copy available. Students should consider the benefits of saving assignments and associated course documents in the cloud for accessibility.

INSS 3348 Course Calendar

Within Blackboard every week there is a Task Order where I have provided weekly readings, videos, and reference material for you to review; please ensure that you review all material every week.

Week	Topic	Assignments
Week 1: [3/15 - 3/21]	Week 1: Syllabus & Expectations *Optional Sync Session on 3/16: 7:30PM EST – 30 min.	<p>Turn In: Syllabus Agreement Watch: Cyberattacks by Nation States: The View from Inside: https://milkeninstitute.org/videos/cyber-attacks-nation-states-view-inside-americas-national-security-network Discussion Board: Describe at least 2 cyber warfare and cybersecurity risks to the U.S.; potential solutions / strategies</p>
Week 2: [3/22 - 3/28]	Week 2: Cyber & National Security Topic: The Hacker & the State	<p>Read: The Hacker & the State; Part I (start Part II) Critical Analysis: 1-2 page paper describing the present cybersecurity conflict between the United States and global adversaries, including China / Russia (context: national security) Discussion Board: Describe how the US can better develop an international strategy to address the evolving cybersecurity threat vectors in a national security context</p>
Week 3: [3/29 - 4/04]	Week 3: Cyber & National Security Topic: The Hacker & the State *Optional Sync Session on 3/30: 7:30PM EST – 30 min.	<p>Read: The Hacker & the State; Part II and Part III Critical Analysis: 2-3 page paper describing cyber warfare threats, vulnerabilities, consequences, and geopolitical strategies that US can utilize to compete with global adversaries Discussion Board: Identify and describe a cyberattack against the United States in the last 5 years</p>
Week 4: [4/05 - 4/11]	Week 4: Cyber & National Security Topic: Code War – Part 1	<p>Read: Dawn of the Code War; Chapters 1-3 Critical Analysis: 1-2 page reflective paper on chapter content Discussion Board: Describe the current state of the code war and rise of hackers as national security threat actors</p>
Week 5: [4/12 - 4/18]	Week 5: Cyber & National Security Topic: Code War – Part 2 *Optional Sync Session 4/13: 7:30PM EST – 30 min.	<p>Read: Dawn of the Code War; Chapters 4-9 Critical Analysis: 2-3 page reflective paper on chapter content Discussion Board: Describe the most pervasive cyber threat that you believe should be addressed by the U.S., and why</p>
Week 6: [4/19 - 4/25]	Week 6: Cyber & National Security Topic: Human Cyber Integration	<p>Find: At least 2 sources for the discussion (cite APA style) Discussion Board: Describe the “human” side of cybersecurity</p>
Week 7: [4/26 - 4/30]	Week 7: Cyber & National Security Topic: Cyber Strategies	<p>Find: At least 2 sources for the discussion (cite APA style) Discussion Board: Describe pros and cons of an offensive vs defensive cybersecurity strategy – consider diplomatic impact Final Paper: Due by 04/30/21 at 11:59PM EST</p>

Disclaimer: The instructor reserves the right to change or modify any provision of this course syllabus – including the time, order and content of the course schedule.

Student Contract

I, _____ (print name), acknowledge that I have read and understand the syllabus for *INSS 3348 Cyberspace and National Security* and I agree to abide by all course policies, procedures, and schedules therein. I agree to abide by the academic integrity policy of The University of Texas at El Paso. I will refrain from all forms of academic dishonesty. The work I submit is my own without unauthorized aid *of any kind*.

I understand that the instructor reserves the right to make any modifications to this syllabus as necessary to facilitate the instruction of this course. I agree to take responsibility for my learning and the evaluation outcome in this course.

Student signature: _____

Date: _____