

**University of Texas at El Paso  
Instructor's Course Requirements  
Summer 2023**

**I. Course Number and Instructor Information**

Course: CRIJ 5340 Cyber Crime, Cyberspace, and National Security  
CRN: 34708  
Meets: Online - Blackboard  
Semester: June 12, 2023 – August 7, 2023  
Instructor: Juan F. Campos  
Email: jfcampos3@utep.edu  
Office Hours: By appointment  
Prospect Hall, office number 207

**Communication**

- Should you have any questions or concerns throughout the course, please do not hesitate to email me.

Students will receive feedback in various ways, through the discussion forum, the grade book for exams and a grading rubric for the term paper and discussions. You may E-mail me using the Mail Box in Blackboard, or the virtual instructor's office in the Discussions forum. I will respond to all student communication to me within 24-48 hours.

**Purpose of the Course**

- This course introduces students to the interdisciplinary field of cybercrime by exploring the theoretical, practical, and legal framework it operates under, along with strategies to combat it. Course provides overview of cybercrime, cyberthreats, and the vulnerabilities individuals, businesses, and governments face everyday in a digital environment. Course will explore latest empirical research findings and challenges that cybercrime and cybersecurity pose for those working in the field of criminal justice

**Blackboard**

- All the course content will be delivered via the UTEP Blackboard course management system. You can view all materials related to this course on Blackboard (except the textbook).

## **Educational Philosophy**

- My philosophy of teaching is based on a belief that learning needs to be student centered and that students need to be equal partners in the learning process. The goal of my teaching is active and cooperative learning. I find that when I can convey my own enthusiasm for the criminal justice profession, it is often contagious enough that students become engaged in the learning process. Through academic research, I encourage students to tackle problems creatively, which helps them to learn to think outside conventional boundaries and to seek the deeper meaning of a concept or finding. These efforts foster personal and intellectual fulfillment. My emphasis is on helping the student to learn, rather than just dispensing knowledge to them. My role involves using my expertise to put the necessary information in the hands of students so they are well equipped to find and answer their own questions.

## **What you need to first do?**

- On week 1, you need to navigate through the system and get familiar with it. Technical problems need to be handled by the Blackboard Support office and tech support.
  - 1) Look for the learning modules – you will only see Module 1.
  - 2) Get your book, you will start using it right away.
  - 3) In the discussions forum, introduce yourself and begin meeting others in the class. This is your first graded assignment.

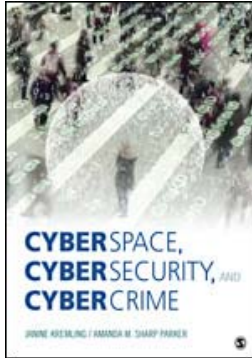
## **II. Course Objectives**

After completion of the course, students will be able to:

- Understand the origins of internet and cyberspace.
- Understand the origins and nature of cyber security.
- Understand cyber security threats.
- Understand cyber criminal organizations and nation-state crime.
- Understand national security cyberwarfare and cyber espionage.
- Understand cyber security policies and law.

## Text and Materials

- Required text:



Kremling, J. & Sharp Parker, A. *Cyber Space, Cyber Security, Cyber Crime*. Sage Publication, 2017. ISBN: 9781506347257. Available at UTEP bookstores.

### III. Academic Requirements (Course requirements conform with UTEP Policies):

#### Course Requirements

#### Point Value Summary:

Activity or Assignment	Point Value
Exam #1(Mid-Term)	100
Exam #2 (Final)	100
Discussion Questions	100
Case Analysis Paper	100
Article Review 1	50
Article Review 2	50
Article Review 3	50
Course Summary	10
<b>Total Points</b>	<b>560</b>

## IV. Evaluation Methods

- **Exams (200 points)**

- Students will be given a total of two (2) written examinations to measure their understanding of the course content. Examinations may consist of multiple-choice questions, fill in the blank questions and/or short answer questions. Written exams are valued at 100 points each. Exams must be taken on the date of the scheduled exam.

### Module Exams

Module 1 (Chapters 1-5)	<b>Exam 1 =</b>	<b>100 points</b>
Module 2 (Chapters 6-11)	<b>Exam 2 =</b>	<b><u>100 points</u></b>
	<b>Total =</b>	<b>200 points</b>

- **Weekly Blackboard Discussion Questions (100 points)**

- During this course, you will have an *Introduction Group Discussion* in the first week (graded assignment) and 9 *Unit discussion questions* (between weeks 2 - 7) to answer in the Blackboard Discussion Board. You will be required to respond *substantively* to the question(s), and respond *substantively* to one other per discussion question within the discussion forum as well. This will require a minimum of two substantive posts for each unit discussion (one original post and one response posts per discussion question). Among your two substantive posts, you must post within the forum on at least two days. Original response shall be posted first by Wednesday 11:59 p.m, with the exception of Introduction Discussion Question. You will not see other student posts until you have responded first to the discussion question. I encourage you to post your original response early, and more than just the bare minimum. The instructor will remain active in discussion board. ***Look out for follow-up questions to posts from instructor.***
- Each weekly discussion will be worth up to **10** points. Your collaborative group discussions are theoretical in nature and mostly related to the issues to be covered in the textbook and/or article reading assignments. Please note that both quantity and quality are important considerations when it comes to participation, and substantive posts need to move the discussion forward. For example, a message that restates the post to which you respond, or that essentially says, "I agree," does not constitute participation because it does not add anything new of substance to the discussion. Likewise, off-topic posts do not constitute participation because they do not relate to the original discussion. Discussion posts need to have a ‘meaty’ combination of

your insights on the topics and objectives, specific examples from your experience, and support from the course readings or other scholarly sources. Think of substantive like a formula: **Your Insight + Example from your Experience + Support = Substantive.**

- Students must provide in-text citations in your ORIGINAL POST to support their views/perspectives and provide a full reference at the end of the original post. In-text citations or reference are not required but encouraged in PEER RESPONSES.
- Discussion Board Rules: All of your discussion posts must be substantive. Substantive posts provide your educated opinion based on what you have read and when appropriate, personal experiences combined. Non-substantive posts are passing comments, or a repeat of what another student said. Substantive posts bring new information into the discussion allowing for others to respond to you as well. Discussions are to be collaborative where all of you are educating each other on the topic.
- All module discussions will be open for one week (SUN-SAT midnight). with the exception of the first week as the course begins on Monday June 12, 2023. Since discussions are used as a gauge of one's participation and attendance, there are no make ups for prior unit's missed discussions. Please do not notify me that you did not know or were mistaken. Print the syllabus and keep it next to your computer if you need to.
- **Case Analysis Paper (100 points)**
  - Students are required to complete a case analysis paper. Your assignment is to select a historical cyber incident/case from the list of cyber incidents (Appendix A) found in blackboard link titled Appendix A. Case Analysis Paper is worth **100** points.

**The protocol/guidelines for the paper:**

- **Identify a cyber incident/case** - Select a historical cyber incident/case from the list of cyber incidents (Appendix A) found in blackboard link titled Appendix A.
- **Executive Summary** - Explain what you will examine in the case study. Present a brief overview of what your case study analyses will be about and its findings (For example: vulnerabilities of corporation information systems or gaps in protecting critical infrastructure from cyber attacks).
- **Background** - Provide background information and the most relevant facts.
- **Case Evaluation** - Explain why something did not work or is not working.
- **Proposed Solutions/Implementation** – Based on your research, offer realistic ways to solve what did not work and how to improve its current condition or how to stop similar cyber incidents from occurring in the future. Explain why these solutions work and how to put these specific strategies into action. (Example: collaboration with government and private business, enactment of government policies/laws or revision of existing practices, and/or lack of oversight, etc.)
- **Conclusion** - Summarize the main points from the case evaluation and proposed solutions.
- **References** - Provide all the citations.

## Mechanics of Paper

- Papers should be typed and double-spaced, use Times New Roman, twelve-inch font with one-inch margins, be between 10 to 15 pages in length, and use **APA (6<sup>th</sup> edition)** format. Minimum of six academic references required. I highly recommend that you review the APA style information the instructor will provide in class. Please read UTEP's plagiarism policy, and research papers must be original and not previously used for a previous course. Use quotes and paraphrasing appropriately.
- Review grading rubric located in Rubrics blackboard link.
- **Article Review (150 points)**
  - Students are required to conduct (3) article reviews. Article review are **worth 50 points** each for a total of **150 points**. Article review topics should be selected as follows: You are only required to review/use one scholarly article for each assignment. *Students shall only select an article (one article for each Article Review assignment) from any articles located in the syllabus Classroom Calendar's assigned readings.*
- **Article Review Guidelines**

Article review shall contain the following content:

- **Summary of the article** - Provide main point(s)/summary of article (scope of the topic, key ideas, statements, and information).
- **Discussion of the strong points** – Describe what the author does well and what good ideas he/she brings up.
- **Discussion of drawbacks, gaps, contradictions, and inconsistencies of the article** - Describe existing gaps/unanswered questions, and future research directions/recommendations.

## Mechanics of Article Review Paper

- Article review is due on the date indicated in the calendar section of this syllabus. Late submissions will not be accepted. Early submissions are accepted and highly encouraged.
- **APA (6<sup>th</sup> edition)** format - Article review shall be typed, double-spaced, "Time New Roman" font, 12-point size, 1-inch margins all

around, and page number in the upper right corner header. A title page is required; provide your name, your instructor's name, the course title, and the date in the center of the first page. Article review length shall be **at least 3 pages**, not including the title and reference pages. Reference citations and reference page is required.

- See rubric located in Rubric blackboard link.
- Late submissions will not be accepted.
- **Course Summary (10 points)**

Students are required to complete a one-page summary of what was learned (1.5 spacing) in the class. Title page is required. Submit course summary via blackboard.

- **Grading Scale**

The grading scale is shown below:

Points	Letter Grade
494-560	A
428-493	B
362-427	C
296-361	D
0-295	F

- **The University Writing Center:** The University Writing Center is located in Library, Room 227. The University Writing Center offers free synchronous online one-on-one writing assistance for UTEP Connect students. Graduate and undergraduate consultants work with writers on projects for a wide variety of classes and provide assistance during all parts of the writing process, including: prewriting, drafting, revising, and editing. Online assistance is available by appointment through the UWC's website ([uwc.utep.edu](http://uwc.utep.edu)). Most UWC consultants are bilingual Spanish and English speakers. Consultants will not edit your paper for you, and you are the one ultimately responsible for the work you submit and the grade you earn. Instead, Writing Center consultants will guide you through the writing process and teach you valuable writing skills. They are open M-Th 9:00-5:00 p.m., Fr 9:00-2:00 p.m., and Sundays 12:00 -5:00 p.m. Appointments are recommended well before the deadline, but they will take walk-ins. Visit the UWC's website to learn more about the services they provide, or make an appointment for an online consultation. Online



consultations take place during regular business hours (see website) and must be made at least one day in advance.

- **Technical Assistance:** The University of Texas at El Paso offers complete technical information and help desk support at <http://issweb.utep.edu/techsupport/>.

## V. Instructor's Policies

### a. Withdrawal Procedures

- It is the student's sole responsibility to withdraw from the course. I will award an "F" for those who do not attend, nor drop the course. See the school catalog for policies and procedures.

### b. Academic Honesty

- Students are expected to conduct themselves in blackboard in a manner that does not violate the UTEP Code of Conduct. Acts in violation of the Code of Conduct will not be tolerated.
- Academic dishonesty will not be tolerated. Students should beware of the UTEP Handbook of Operating Procedures. Academic dishonesty may include, but is not limited to cheating on a test, plagiarism, making false statements and collusion.
- "Plagiarism" is defined as the appropriating, buying, receiving as a gift, or obtaining by any means another work and the unacknowledged submission or incorporation of it in one's own written work. This course may utilize third party software that has the ability to automatically detect plagiarism on documents submitted for grading.
- "Collusion" is defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements.
- "Cheating on a test" shall include:
  - a. Copying from another student's test paper.
  - b. Using test materials not authorized by the teacher.
  - c. Collaborating with or seeking aid from another student during a test.
  - d. Knowingly using, buying, selling, stealing, or soliciting, in whole in part, the contents of an unadministered test.
  - e. Bringing another person to obtain an unadministered test.
- Turning in someone else's work as your own constitutes academic dishonesty. A grade of zero (0) will be assigned on any assignment/test found to be obtained under any of the items listed above in numbers 1-5.

### c. Student Accommodations Statements

- In Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, if a student needs an accommodation then the Center for Accommodations and Support Services (CASS) located at UTEP need to be contacted. If you have a condition, which may affect your ability to perform successfully in this course, you are encouraged to discuss this in confidence with the instructor and/or the director of the Center for Accommodations and Support Services (CASS) <http://sa.utep.edu/cass/>. You may call 915-747-5148 for general information about the American with Disabilities Act (ADA) and the rights that you may have as a UTEP student with a disability.
- Individuals with disabilities have the right to equal access and opportunity. It is the student's responsibility to contact the instructor and the Center for Accommodations and Support Services at The University of Texas at El Paso.

### d. UTEP Drop Policy

- If unforeseen circumstances happen where a drop is necessary, *students* are responsible for initiating any course drop. It is the student's responsibility to determine how dropping courses may affect financial aid. Students are limited to dropping no more than 6 courses over their entire academic career of all courses taken at any public college or University in Texas.
  1. Students who drop a course ***before the "official census date,"*** the course will not appear on the transcript, and doesn't count toward the 6-course drop limit.
  2. Dropping a course ***after the official census date, but before the "course drop date"*** will generate a "W" in the course—although the drop shows on your transcript, a "W" does not lower your GPA. However, this type of drop counts against your 6 drop limit.
  3. If the course is dropped ***after the "course drop date"*** or if the student just stops coming/taking tests, etc., UTEP requires the instructor to issue an "F" in the course that permanently remains on the transcript. This type of drop counts against the 6 drop limit.
  4. UTEP also allows instructors to administratively drop any student because of excessive absences, lack of effort, or disciplinary reasons. In this case, the student will be notified of the course drop through their UTEP email account. A "W" will be issued if the drop occurs before the course drop date, and an "F" will be issued if a student is administratively dropped for disciplinary reasons or after the course drop date. This type of drop counts against the 6 drop limit.

5. If circumstances occur where a student must miss an excessive number of classes and/or is unable to submit multiple assignments (e.g., student medical reasons, medical conditions of a family member, death of a family member, active military service), they should first discuss the possibility of withdrawal from all classes with their academic advisor. Complete withdrawals from all classes in the same semester do not count against the 6 drop limit.

## VI. Classroom Calendar

**NOTE: Each week starts on Sunday and ends on Saturday.** Discussions and exams are open on Sundays (11:59 pm) and close on Saturdays (11:59 pm), with the exception of Exam 2, which is due Monday (11:59 p.m)

### Weekly Classroom Activities and Exams

Module/Week	Reading Assignment	Activities
1/Week 1 JUN 12 – JUN 17 (MON-SAT)	Chapter 1 • Cyberspace, the Internet, and the World Wide Web	Intro Group Discussion
1/Week 2 JUN 18 – JUN 24 (SUN – SAT)	Chapter 2 • What Is Cybersecurity? Chapter 3 • Threat Factors—Computers as Targets  <b>Article:</b> Schatz, D., Bashroush, R., & Wall, J. (2017). Towards a more representative definition of cyber security. <i>Journal of Digital Forensics, Security and Law</i> , 12(2), 8.  <b>Article:</b> Gupta, R., & Agarwal, S. P. (2017). A comparative study of cyber threats in emerging economies. <i>Globus: An International Journal of Management &amp; IT</i> , 8(2), 24-28.	Group Discussion 1
1/Week 3 JUN 25 – JUL 1 SUN – SAT	Chapter 4 • Threats to Cybersecurity by Criminals and Organized Crime Chapter 5 • Threats to Cybersecurity by Hacktivists and Nation-States  <b>Article:</b> Ramdinmawii, E., Ghisingh, S., & Sharma, U. M. (2014). A study on the cyber-crime and cyber criminals: A global problem. <i>International Journal of Web Technology</i> , 3, 172-179.  <b>Article:</b> Geers, K., Kindlund, D., Moran, N., & Rachwald, R. (2014). World War C: Understanding nation-state motives behind today's advanced cyber attacks. <i>FireEye, Milpitas, CA, USA, Tech. Rep., Sep.</i>	Group Discussion 2 Group Discussion 3  <b>Article Review 1 (Due SAT)</b>

<p>2/Week 4 JUL 2 – JUL 8 SUN – SAT</p>	<p>Chapter 6 • National Security: Cyberwarfare and Cyberespionage</p> <p><b>Article:</b> O'Hara, G. (2010). Cyber-Espionage: A growing threat to the American economy. <i>CommLaw Conspectus</i>, 19, 241. Cyber Espionage 2010</p> <p><b>Article:</b> Srikanth, D. (2014). Non-traditional security threats in the 21st century: A review. <i>International Journal of Development and Conflict</i>, 4(1), 60-68.</p>	<p><b>Exam 1 (Module 1)</b></p> <p>Group Discussion 4</p>
<p>2/Week 5 JUL 9 – JUL 15 SUN – SAT</p>	<p>Chapter 7 • Cyberterrorism Chapter 8 • An Evolving Threat: The Deep Web</p> <p><b>Article:</b> Conway, M. (2007). Cyberterrorism: Hype and reality.</p> <p><b>Article:</b> Basheer, R., &amp; Alkhatib, B. (2021). Threats from the dark: a review over dark web investigation research for cyber threat intelligence. <i>Journal of Computer Networks and Communications</i>, 2021, 1-21.</p> <p><b>Article:</b> Global Commission on Internet Governance. Cyber Security in a Volatile World. <i>Centre for International Governance Innovation and The Royal Institute of International Affairs</i>, Vol. 5.</p>	<p>Group Discussion 5 Group Discussion 6</p> <p><b>Article Review 2 (Due SAT)</b></p>
<p>2/Week 6 JUL 16 – JUL 22 SUN – SAT</p>	<p>Chapter 9 • Cybersecurity Operations Chapter 10 • Cybersecurity Policies and Legal Issues</p> <p><b>Article:</b> Reddy, G. N., &amp; Reddy, G. J. (2014). A study of cyber security challenges and its emerging trends on latest technologies. <i>arXiv preprint arXiv:1402.1842</i>.</p> <p><b>Article:</b> Quader, F., &amp; Janeja, V. P. (2021). Insights into organizational security readiness: Lessons learned from cyber-attack case studies. <i>Journal of Cybersecurity and Privacy</i>, 1(4), 638-659.</p> <p><b>Article:</b> Roesener, A. G., Bottolfson, C., &amp; Fernandez, G. (2014). <i>Policy for US cybersecurity</i>. AIR UNIV MAXWELL AFB AL AIR FORCE RESEARCH INST.</p>	<p>Group Discussion 7 Group Discussion 8</p> <p><b>Article Review 3 (Due SAT)</b></p>
<p>2/Week 7 JUL 23 – JUL 29 SUN – SAT</p>	<p>Chapter 11 • What the Future Holds</p> <p><b>Article:</b> Limba, T., Plèta, T., Agafonov, K., &amp; Damkus, M. (2019). Cyber security management model for critical infrastructure.</p>	<p>Group Discussion 9</p>

	<b>Article:</b> Srinivas, J., Das, A. K., & Kumar, N. (2019). Government regulations in cyber security: Framework, standards and recommendations. <i>Future generation computer systems</i> , 92, 178-188.	
2/Week 8 JUL 30 – AUG 5 SUN – SAT		Case Analysis Paper (Due SAT-11:59 p.m)  Course Summary (Due SAT-11:59 p.m)
2/Week 9 AUG 6 – AUG 7 SUN – MON		Exam 2 (Module 2)