

**Campbell University**  
**Department of History, Criminal Justice and Political Science**  
**HSEC 455: Cyberterrorism**

**Spring 2017**

*“All students are subject to the academic integrity and behavioral expectations of the University.”*

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**Instructor: Amanda M. Sharp Parker, Ph.D.**

**Class Location: DRich 225**

**Time: MWF 1:00-1:50pm**

**Office: D Rich 110**

**Phone: 239-893-1983**

**Email: [aparker@campbell.edu](mailto:aparker@campbell.edu)**

**Office Hours:**

**MWF: 12:00-1:00pm**

**TTh: 11:00-12:20pm**

**Or by appointment**

**Course Description**

This course will be an intensive look into the threat of cyberterrorism. The course will also cover the use of the internet and other technologies by terrorists for recruitment, fundraising and training. Actual and perceived threats will be examined. Theoretical application will be examined and response to this perceived threat will be explored.

**Disclaimer:** This class may, at times, involve material that may be graphic in nature. Sensitive topics may be discussed; however these discussions will be academic in nature and will not be presented in a biased manner. If you feel uncomfortable with such discussions, you may want to reconsider taking this class. If, during the course of the class, you feel uncomfortable or experience feelings of sadness/depression, please be aware that counseling services are available to all students through the CU Counseling Center. For counseling services, contact:

Christy Jordan, University Counselor

95 Pope Street

910-814-5707

**Mission of Campbell University**

The mission of Campbell University is to graduate students with exemplary academic and professional skills who are prepared for purposeful lives and meaningful service. The University is informed and inspired by its Baptist heritage and three basic theological and biblical

presuppositions: learning is appointed and conserved by God as essential to the fulfillment of human destiny; in Christ all things consist and find ultimate unity; and the Kingdom of God in this world is rooted and grounded in Christian community. The University embraces the conviction that there is no conflict between the life of faith and the life of inquiry.

**To fulfill its mission, the University:**

- I. presents a worldview informed by Christian principles and perspectives;
- II. affirms that truth is revelatory and transcendent as well as empirical and rational, and that all truth finds its unity in Jesus Christ;
- III. influences development of moral courage, social sensitivity, and ethical responsibility;
- IV. gathers a diverse community of learners;
- V. delivers academic instruction in the liberal arts and sciences and professional preparation at both undergraduate and graduate levels;
- VI. transfers to students the vast body of knowledge and values accumulated over the ages;
- VII. encourages students to think critically and creatively;
- VIII. fosters the development of intellectual vitality, physical wellness, and aesthetic sensibility;
- IX. forges a community of learning that is committed to the pursuit, discovery, and dissemination of knowledge;
- X. provides students with servant leadership opportunities;
- XI. cooperates with other educational institutions to expand learning opportunities for students;
- XII. offers service and other opportunities to the greater community through athletics, continuing education, cultural enrichment programming, and extended-campus education.

**Course Prerequisites**

HSEC 320 or Instructor permission

**Required Course Materials**

- Chen, Jarvis, and Macdonald (Eds) (2014). Cyberterrorism: Understanding, Assessment and Response. Springer Publishing
- Taylor, Frisch, and Liederbach (2015). Digital Crime and Digital Terrorism, 3<sup>rd</sup> edition. Prentice Hall Publishing
- Brown, Dan. Digital Fortress
- Supplement readings as assigned and distributed by the Professor
- Students must have access to Microsoft Office (Word and Powerpoint) and a PDF reader (example→Adobe). These are available for use at the CU library.

**Course Learning Outcomes**

1. Students will discuss the major theories of cybercrime and cyberterrorism and choose one they most support.
  - IV. Communication: Verbal and Non-Verbal*
    1. *Students will learn to communicate verbally in written form.*
      - 1.1 *Students will be able to write an essay with a focused purpose.*
      - 1.2 *Students will be able to support the essay's purpose with a logical and organized sequence of ideas and evidence.*
2. Students will present on a topic within the field of cyberterrorism.
  - IV. Communication: Verbal and Non-Verbal*
    - 1.3 *Students will be able to use the proper level of diction for the subject and audience of their essay*
3. Students will write an essay rating on a topic of their choice within the field of cyberterrorism
  - III. Critical Thinking: Inquiry, Analysis and Solution*
    1. *Students will be able to use a variety of discipline-specific methods to recognize the existence of a problem.*
      - 1.1 *Students will be able to use the proper methodologies to form questions about a problem at hand, and the implications of the question.*
      2. *Students will be able to solve a problem which has been discovered and defined.*
        - 2.1 *Students will learn to form relevant and concrete questions concerning evidence of a problem.*
        - 2.2 *Students will be able to analyze the evidence defining a problem.*
        - 2.3 *Students will be able to construct well-supported, clearly articulated, and sustained arguments based on evidence.*
4. Students will write an essay on their perception of the threat based on the fictional novel by Dan Brown.
  - IV. Communication: Verbal and Non-Verbal*
    1. *Students will learn to communicate verbally in written form.*
      - 1.1 *Students will be able to write an essay with a focused purpose.*
      - 1.2 *Students will be able to support the essay's purpose with a logical and organized sequence of ideas and evidence.*
5. Students will develop their vocabulary concerning cybercrime and cyberterrorism.
  - I. Reading: Textual and Non-Textual:*
    1. *Students will be able to read competently in English from a variety of source types (e.g., mathematic, scientific, literary).*
    3. *Students will be able to read with understanding, so as to be able to apply discipline methodologies and theories in the areas of Fine Arts, Humanities, Mathematics, and the Sciences.*
    - 4.2. *Students will be able to comprehend conclusions based on numerical and graphed data.*

### **Grading Policy**

The grade breakdown is as follows:

Test One	10%
Test Two	10%
Comprehensive Final	20%
Writing Assignment One	10%
Digital Fortress Essay	10%
Research Paper	30%
Class Participation	10%
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Total	100%

### **Grade Distribution**

A = 90-100

B = 80-89.9

C = 70-79.9

D = 60-69.9

F < 60

### **Course Attendance Policy**

Attendance at Campbell is required. Absence from class will be considered unexcused, unless it is a documented emergency and the professor is contacted prior to class. This means that mild illnesses, forgetfulness, falling behind, personal problems, power outages, and problems with housing/work/scheduling/relationships/friends, will not be considered a valid excuse to warrant and unexcused absence. No make-up work will be allowed for unexcused absences. In line with Campbell's policy, anyone who acquires seven unexcused absences will automatically fail the course.

### **Students With Disabilities and Other Needs**

Students with documented disabilities who desire modifications or accommodations must contact the office of Student Success located in the University's Student Services Building (located between Carter Gym and the Wallace Student Center). No accommodations will be made without approval through the University's process.

For academic and disability services, contact:

Laura Rich, Director of Student Success  
Student Services Building, room 113  
910-814-4364, or richl@campbell.edu

Other services available to all undergraduate students include the Student Counseling Center and Career Services.

For counseling services, contact:

Christy Jordan, University Counselor  
95 Pope Street (gray house behind Quiznos)

910-814-5709

For career services, contact:

Jessica Randall, Assistant Director of Student Success

Student Services Building, room 116

910-814-5707, or randallj@campbell.edu

### **Integrity and Class Conduct**

Students are expected to conduct themselves in accordance with the rules and regulations of Campbell University. Academic dishonesty, and/or inappropriate conduct may result in failing the course along with additional penalties as defined by the College of Arts and Sciences, Campbell University. Campbell has an honor code that prohibits cheating. As an institution founded on Christian principles, students are required to adhere to the highest standards of integrity. Furthermore, the fields of criminal justice and homeland security are based upon the integrity of those people working in it. It is assumed that students taking this class will live up to the highest levels of academic honesty. If the instructor has reason to believe a student is cheating (or plagiarizing) or being academically dishonest in any way, proceedings may be instituted to have the student dismissed from the program and/or the University. For furthermore information, please see the Student Handbook and University Undergraduate Bulletin.

Students will be respectful to the instructor and other classmates. Students should not wear hats, sunglasses, chew gum, use tobacco products while in class. No food/beverages should be consumed in the classroom. Profanity is not tolerated. Students will not use electronic devices, including cell phones, laptops, tablets, MP-3 players, etc during class. Failure to follow this protocol will result in a deduction in participation points.

### **Online Conduct**

At times, communication for this course will be accomplished via email and blackboard. All students are responsible for regularly checking their CU email accounts. E-mail will not be sent to other accounts. Students may have their email forwarded to another email account if they wish, however the establishment of such is solely the responsibility of the student.

Please note: CU faculty and instructors have a spam filter on their account, thus when electing to send an email from a non-CU account incurs the risk of non-receipt of email because of the spam filter. If you do not receive an email response from me within 24 hrs it means that I never received your email - please resend with a read receipt attachment. **Please properly address and sign all emails while indicating which course you are referring to. Please do not use texting shorthand.**

**A guiding point...you should email your professors the same way you would email a potential employer**

\*\*As I teach multiple classes, you should identify which class you are taking and your full name in all emails.

### **Inclement Weather Policy**

Campbell University maintains an inclement weather policy to address adverse weather conditions. This policy is stated in the Student Handbook. Radio, television (WTVD- Durham Channel 11, WRAL-Raleigh Channel 5, WNCN-Raleigh Channel 17, WRDC-Raleigh/Durham Channel 28), the Campbell webpage and a telephone hotline (on campus dial 5700; local but not on campus, dial 910-814-5700; long distance 1-800-760-8980) are used to relay information regarding cancellation of classes due to inclement weather.

### **ASSIGNMENTS**

#### **Writing Assignments**

Students will complete TWO writing assignments, applying the concepts in the text and supplement materials to cyberterrorism. Please note that the text contains GENERAL information on digital (cyber) crimes; concepts which can and are utilized by terrorists.

#### **Writing Assignment One**

2-3 pages, double spaced, 12 pt font, times new roman

Choose ONE criminal theory, as discussed in Chapter 3, and argue how it is the best explanation for terrorists engaging in cyber crime and cyberterrorism. Your argument should be factual and all sources used to make your argument should be cited.

#### **Writing Assignment Two**

4-6 pages, double spaced, 12 pt font, times new roman

Read Dan Brown's Digital Fortress. Briefly outline the book (brief...this is NOT a book report), and then spend the majority of your paper discussing how the fictional book could apply to issues in cyberterrorism. What happened in the book that homeland security professional should be concerned with? How can we prevent such acts from occurring? Use your critical thinking skills to think outside the box for this assignment.

#### **Research Paper**

Students are to pick from the following topics and write a 8-10 page research paper on the topic. This DOES NOT include title page or source list. Papers should be double spaced in 12pt Times New Roman font. You may also choose a different topic, with approval from the instructor.

Topics are:

- The challenges of law enforcement responding to cyberterrorism
- Cyberterrorism and the USA PATRIOT Act
- Infrastructure vulnerability and cyberterrorism
- The airline industry and cyberterrorism
- Cross-national issues with combating cyberterrorism

Research papers are to be 8-10 pages not including title page and bibliography. Students should utilize a MINIMUM of 3 DIFFERENT academic sources, not include the textbook. **\*\*Note Wikipedia is NOT an academic source and should not be used for this paper.** Academic journals, books, and government websites are the best sources to use. Papers should include:

- (1) Title Page
- (2) Body of the paper (8-10 pages)
- (3) Bibliography

Note: If you are unsure of how to find academic sources, please consult the CU library for information on how to find academic journal articles. Remember that the study of terrorism is an interdisciplinary study, so you should consult journals outside the field of Criminal Justice.

**ALL research papers will be submitted via Turnitin.**

It is necessary to CITE all information in your paper. If you are unsure of how to do this, contact the writing center...they are there to help you. **Not citing information is considered plagiarism...**and is not tolerated (see below). Remember, not knowing how or what to cite is not an excuse. Utilize the writing center!!

### **Class Discussion/Participation**

Students are required to participate in class, and to come to class prepared, with all readings completed. You will NOT pass this course if you do not participate. Tardiness and unexcused absences will result in a reduction in your discussion grade.

### **Exams/Comprehensive Final**

Students will have two Exams and a comprehensive Final Exam. You will have the entire class period to take the exam. Reviews will be offered. Format of the exam is up to the discretion of the instructor and may include true/false, multiple choice, match, short answer and/or essay. There are NO make-ups for missing an exam, except for in the case of a University excused absence, in which case the instructor MUST be contacted prior to the exam. This means that illnesses, forgetfulness, falling behind, and problems with housing/work/scheduling/relationships/friends, will not be considered a valid excuse to warrant a make-up. I will hold to this policy as written, thus take every precaution to ensure that you do not put yourself in this position, as it will prove detrimental to your grade.

If you come into class late, you will receive a 10 point deduction on your exam. Furthermore, you will only be permitted to take the exam if no one has completed the exam. You will not be granted extra time if you arrive late.

### **Syllabus Subject to Change:**

The instructors reserve the right to make changes in this syllabus. *Should any changes be made, they will be announced IN CLASS and you will receive e-mail notification will be sent so you are informed well in advance.*

## Schedule of Readings, Assignments and Exam

### Week of

Jan 11	Review Syllabus, writing assignments, citations, grammar and begin searching for a paper topic What is cyberterrorism? <b>Read DCDT Chapter 1; CT Ch 1</b>
Jan 16 <b>NO CLASS MONDAY Jan 16: MLK Day</b>	Specifics of cyberterrorism <b>Read DCDT Ch 2; CT Ch 2</b>
Jan 23	Criminology of cyberterrorism <b>Read DCDT Ch 3</b>
Jan 30	Hackers, Hactivists, Online Crime <b>Read DCDT Ch 4</b> War Games
<b>**Writing Assignment #1 due on Friday Feb 3</b>	
Feb 6	War games, Exam Review, <b>Exam One Friday Feb 10</b>
Feb 13	Sophisticated organizations <b>Read DCDT Ch 5; CT Ch 3</b> The deep web/ToR
Feb 20	Viruses and Malicious Codes <b>Read DCDT Ch 7</b> Honeypots/Honeynets
Feb 27	Obscenity on the Web <b>Read DCDT Ch 8</b>
<b>March 6</b>	<b>SPRING BREAK!</b>
March 13	Digital Hate and terrorist presence <b>Read DCDT Ch 9</b>
March 20	Digital Laws and Legislation <b>Read DCDT Ch 10;</b> <b>CT Ch 9</b> Test Two Review
March 27	Exam #2 (Monday March 27 <sup>th</sup> )
<b>**Writing Assignment #2 due Friday March 31</b>	
April 3	Threats to Critical Infrastructure <b>Read CT Ch 7</b> <b>**Research Papers DUE April 7 by midnight!</b>



## Appendix A: APA Citation Examples

### Journal Article: paginated by issue, online and hardcopy

Devine, P. G., & Sherman, S. J. (1992). Intuitive versus rational judgment and the role of stereotyping in the human condition: Kirk or Spock? *Psychological Inquiry*, 3(2), 153-159.

### Journal Article: paginated by volume, from a database or website

Hodges, F. M. (2003). The promised planet: Alliances and struggles of the gerontocracy in American television science fiction of the 1960s. *The Aging Male*, 6, 175-182. Retrieved from <http://www.informaworld.com/TheAgingMale>

### Magazine Article

Mershon, D. H. (1998, November/December). Star trek on the brain: Alien minds, human minds. *American Scientist*, 86(6), 585.

### Newspaper Article

Di Rado, A. (1995, March 15). Trekking through college: Classes explore modern society using the world of Star trek. *Los Angeles Times*, pp. A3, A20-A22.

[Newspaper website that does not include page numbers. The square brackets show that this is a review.]

Ebert, R. (2009, May 6). [Review of the motion picture *Star trek*, produced by Paramount, 2009]. *Chicago Sun-Times*. Retrieved from <http://rogerebert.suntimes.com>

### Books

Okuda, M., & Okuda, D. (1993). *Star trek chronology: The history of the future*. New York, NY: Pocket Books.

### [Book with no author]

*Star trek: Four generations of stars, stories, and strange new worlds*. (1995). Radnor, PA: News America Publications.

### Book Article or Chapter

James, N. E. (1988). Two sides of paradise: The Eden myth according to Kirk and Spock. In D. Palumbo (Ed.), *Spectrum of the fantastic* (pp. 219-223). Westport, CT: Greenwood.

### Encyclopedia Article

Sturgeon, T. (1995). Science fiction. In L. T. Lorimer et al. (Eds.), *The encyclopedia Americana* (Vol. 24, pp. 390-392). Danbury, CT: Grolier.

### ERIC Document

Fuss-Reineck, M. (1993). *Sibling communication in Star trek: The next generation: Conflicts between brothers*. Retrieved from ERIC database. (ED364932)

Websites: [see notes below]

Epsicokhan, J. (2004, February 20). *Confessions of a closet trekkie*.

Retrieved October 12, 2009, from Jammer's Reviews website:

<http://www.jammersreviews.com/articles/confessions.php>

[Page with a corporate author and the name of the website is the same as the name of the author.]

National Aeronautics and Space Administration. (2009, May 28). *NASA astronaut watches new Star trek movie in space*. Retrieved from

[http://www.nasa.gov/mission\\_pages/station/behindscenes/star\\_trek.html](http://www.nasa.gov/mission_pages/station/behindscenes/star_trek.html)

[Page with a corporate author and the name of the website is different from the name of the author.]

National Aeronautics and Space Administration, Jet Propulsion Laboratory. (2007, May 10). *Mission could seek out Spock's home planet*. Retrieved from PlanetQuest: Exoplanet

Exploration website: <http://planetquest.jpl.nasa.gov/news/planetVulcan.cfm>

[Page with a no author.]

*The Roddenberry legacy of human potential: If only, if only*. (2007, October 24). Retrieved January 7, 2009, from Star Trek Official Site website:

<http://www.startrek.com/startrek/view/news/editorials/article/2310913.html>

Company and Industry Reports: from Hoovers, Mergent, Value Line, Standard & Poor's NetAdvantage, etc.

[Include the URL of the database's homepage instead of the complete link.]

*Industry custom report: Advertising agencies*. (2013, February 25). Retrieved from Hoover's website: <http://subscriber.hoovers.com/H/home/index.html>

[You have the option of using the database's name as the author instead of the publisher.]

Hoover's Inc. (2013, February 25). *Industry custom report: Advertising*

*agencies*. Retrieved from <http://subscriber.hoovers.com/H/home/index.html>

[Report with no date.]

*Microsoft Corporation profile*. (n.d.). Retrieved April 16, 2013, from

Hoover's website: <http://subscriber.hoovers.com/H/home/index.html>

[Spreadsheet data.]

*Microsoft: Quarterly income statement* [Data file]. (2013). Retrieved

from Hoover's website: <http://subscriber.hoovers.com/H/home/index.html>

[A company's annual report, 10k, etc.]

Microsoft Corporation. (2012). *2012 annual report*. Retrieved from Mergent Online website: <http://www.mergentonline.com/basicsearch.php>

#### Internet Video

Crusade2267. (2006, November 02). For the uniform: One fan's obsession with Star trek, part 1 [Video file]. Retrieved from <http://www.youtube.com/watch?v=ul5q4PTME-M>

#### PowerPoint Presentation

Oard, D. W. (2001). *Bringing Star trek to life: Computers that speak and listen* [PowerPoint slides]. Retrieved from University of Maryland TerpConnect website: <http://terpconnect.umd.edu/~oard/papers/cpsp118t.ppt>

### **Parenthetical References**

The sources that you use should be cited in the text of your paper, either in a parentheses or as part of the text itself:

During the turbulent 1960s, science fiction programs on television reflected the public's attitudes toward the older generation (Hodges, 2000).

Hodges (2000) discussed how, during the turbulent 1960s, science fiction programs on television reflected the public's attitudes toward the older generation.

In a 2000 article, Hodges discussed how, during the turbulent 1960s, science fiction programs on television reflected the public's attitudes toward the older generation.

The references above refer to the entire source in a general way. If you are referring to a **specific part of the source - or quoting exactly - include the specific page number(s) of that part:**

(Hodges, 2000, p. 179)

(Devine & Sherman, 1992, pp. 156-157)

(National Aeronautics and Space Administration, Jet Propulsion Laboratory, 2007, para. 3) [document has a corporate author]

("The Roddenberry Legacy," 2007, paras. 5-6) [document has no author; see notes]

(*Star Trek: Four Generations*, 1995, pp. 63-66) [document has no author; see notes]

("Star Trek Planet Classifications," n.d., Other Classes section, para. 2) [document has no author; see notes]

#### Sources with three through five authors:

(Kirk, Spock, McCoy, & Scott, 1966, p. 1701) [for the first time you cite it]

(Kirk et al., 1966, p. 1701) [for all other times you cite it]

#### Sources with six authors or more:

(Picard et al., 1987, p. 1701d) [for every time you cite it, but include up to seven authors in the full reference. If there are more, include the first six, followed by an ellipse (...) followed by the last of the names.]

