

HONORS SEMINAR V: AESTHETICS, VALUES & AUTHORITY
CYBERSECURITY
IDH 3035 – U037
SPRING 2019

Wednesdays: 5:00 – 7:40 PM, SASC 352 (MMC)

SYLLABUS

PROFESSOR

Randy Pestana

Office Hours: Wednesdays from 4:00-4:50PM, LC 315

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Course Details

Description

This course is designed to introduce students to cybersecurity through policy and art. Over the course of two semesters, students will examine the current cybersecurity environment, understand the principles of cybersecurity, develop strategic planning capabilities, identify cybersecurity laws and regulatory requirements, and anticipate the future of cybersecurity threats, all in the context of US national security. Students will understand the interconnectedness between policy and technology, and how the public sector works with the private sector to combat cybersecurity threats. Students will be assigned both fictional and non-fictional texts as a means to understand the cybersecurity themes discussed above. Students will also view films that present on critical aspects of cybersecurity including hacking, insider threats, and cyber-terrorists, amongst others. Together, students will place themselves in the role of policymaker and develop a strategy to counter current and emerging cybersecurity threats.

Objectives

- Upon completion of this course, you should be able to:
- Examine the current cybersecurity environment;
- Understand the principles of cybersecurity;
- Identify cybersecurity laws and regulatory requirements;
- Anticipate the future of cybersecurity threats;
- Analyze what cybersecurity is and what it is not; and
- Distinguish between cybersecurity in practice and cybersecurity in media.

Format

This is a face-to-face course, where class preparation and participation are essential. You are responsible for all assigned readings, regardless of whether we spend time in class discussing. In a typical class, a student will be asked to start us off by answering a specific question or discussing a specific issue. After a few minutes of initial analysis, we will open the discussion up to the rest of the class. As a group, we will then try to complete the analysis and address the issues presented. With follow-up questions, you will be able to defend and refine your reasoning, as well as hone your verbal skills.

Because of the interactive nature of this course and the above-average amount of reading, you will find it difficult to participate in meaningful class discussions if you fail to read and analyze the materials carefully prior to class.

On occasion, I will post additional readings, resources and exercises in Canvas, or distribute handouts in class or via e-mail. Canvas will be used as a central repository for data and for submitting assignments. You will also be able to monitor your grades via the gradebook.

Requisites

Pre-Requisites: You must be enrolled in the Honors College; eligible to take upper division Honors coursework.

Co-Requisites: None.

Materials

Singer, P.W. and August Cole. 2016. *Ghost Fleet: A Novel of the Next World War* (ISBN: 978-0544705050).

Segal, Adam. 2016. *The Hacked World Order: How Nations Fight, Trade, Maneuver, and Manipulate in the Digital Age* (ISBN: 978-1610394154).

Global Learning

This upper division class is designated as a Global Learning (GL) Course.

Global Awareness: Students will be able to demonstrate knowledge of the interrelatedness of local, global, international and intercultural issues, trends and systems.

- *Course Learning Outcome:* Students will demonstrate knowledge of the interrelated global dynamics (e.g. social-cultural, political, economic) that shape aesthetics, values, and authority in diverse cultural contexts.

Global Perspectives: Students will be able to develop a multi-perspective analysis of local, global, international and intercultural problems.

- *Course Learning Outcome:* Students will be able to analyze the multiple global forces that shape their understanding of aesthetics, values, and authority (e.g., economic, political, sociological, technological, cultural).

Global Engagement: Students will be able to demonstrate a willingness to engage in local, global, international, and intercultural problem solving.

- *Course Learning Outcome:* Students will be able to develop solutions to local, global, international, and/or intercultural problems related to aesthetics, values and authority.

Graduation Honors

FIU's *Excellence in Global Learning Graduation Medallion* is awarded to students who complete at least (4) global learning courses, participate in a variety of global co-curricular activities and complete a capstone consisting of one of the following: a substantial original research project and presentation on a global topic; extensive foreign language study; long-term study abroad; or, a globally focused internship. The *Peace Corps Prep Certification* is conferred upon students who

complete at least (4) global learning courses, extensive language study and global problem-solving project.

Course Policies

Communication

Communication is key! Please keep me apprised of any issues or anticipated problems regarding attendance, assignments and the like. Do not wait until the last minute to speak to me. I will use your FIU email to communicate with you regularly and expect that you will frequently monitor this account.

Etiquette

You are required to behave in a courteous manner and maintain a professional demeanor at all times (both in person and virtually). Side conversations in class are disruptive and show a lack of respect for your fellow classmates and for me. Please keep mobile phones on silent or vibrate mode and keep in mind that use of electronic devices (e.g., phones laptops, tablets) may be prohibited at my discretion.

Academic Misconduct

In the Honors College, the term “honor” refers both to academic accomplishment and character. Students in the Honors College are held to the highest standards of personal accountability. Dishonesty in any form is antithetical to the very definition of being an Honors student at FIU. **Any Honors College student found guilty of academic or other misconduct violating the University Student Code of Conduct or Code of Academic Integrity will be dismissed from the Honors College.** All Honors students are expected to know what constitutes misconduct and to abide by both University and College policies on conduct and integrity.

An Honors faculty member may bring charges of academic misconduct against an Honors student if the faculty member suspects plagiarism or other forms of academic misconduct. The faculty member will decide whether to pursue informal resolution, file formal resolution charges, or take no further action, and will follow the procedures outlined in the Honors College website.

Please refer to the following documents for additional information:

FIU Code of Academic Integrity – <http://integrity.fiu.edu/>.

FIU Student Handbook: <https://studentaffairs.fiu.edu/about/student-handbook/index.php>.

FIU Honors College Plagiarism Policy- <http://honors.fiu.edu/honors-policies/>.

Religious Observances

Every effort will be made, where feasible and practical, to accommodate students whose religious practices coincide with class requirements or scheduling. Please make sure to notify me *at the beginning of the semester* of which dates you will be absent or any anticipated problems with completing course work.

Accessibility & Accommodation

If you have a physical, mental or sensory challenge, please contact our Disability Resource Center (DRC) as early in the course as possible. Upon contact, the DRC will review your request and communicate with me, your other instructors and essential university personnel to make necessary arrangements for you.

Assignments & Grading

Guidelines

Movie Reviews: Students are required to submit a movie review (3-5 pages) outlining the key findings and lessons from the film shown during the class period. Utilizing assigned books and articles, you will analyze the film to determine the realities, exaggerations, and fallacies presented. Finally, you will critique the film discussing what you would change if you were leading this film. This should not just be a summary of the movie, but rather a critical analysis of the film. Each review will be 100 points for a total of 300 points. **These assignments are worth 30% of your grade.**

Book Review: Students are required to submit a book review (3-5) pages on Ghost Fleet outlining the key findings and lessons from the novel. Utilizing assigned books and articles, you will analyze the text to determine the realities, exaggerations, and fallacies presented. Finally, you will critique to novel discussing what you would change if you were writing this book. This should not just be a summary of the novel, but rather a critical analysis of the text. **This assignment is worth 20% of your grade.**

Cyber-War Simulation: Students will be put into groups and assigned one of the following countries/actors (US, Russia, China, UK, Israel, North Korea, Iran) to examine. Groups will then participate in a series of simulation exercises utilizing their country reports from the Fall semester to attempt to "win the war." Each week will have a different scenario in which students will have to work as a team and across teams to reach certain conclusions. Students will be judged on their individual contribution, attendance, and team performance overall. At the conclusion of these exercises, student will have to submit a reflection paper outlining what they have learned over the course of two semesters, what they enjoyed, and what they would change. Students will also rate their teammates based on contribution to the team. **This assignment is worth 40% of your grade.**

Participation

Attendance and active participation are required and will be reflected in your grade. You are expected to be prepared, on time and to remain for the entire class period. Material *may* be covered in class that is *not* covered in the readings, thus excessive absence *may* negatively affect your ability to do well in this course. Participation grades are determined by attendance, active participation in class discussions, and participation in the simulation exercise. **Participation is 10% of your grade.**

Assignment Scale

REQUIREMENTS	POINTS	WEIGHT
Three Movie Reviews	300	30%
Book Review	200	20%
Simulation Exercise	400	40%
Participation	100	10%
TOTAL	1000	100%

Grading Scale

Grading will be done on a 0-100 scale with the following corresponding grades:

0-59 = F	77-79 = C+	87-89 = B+
60-69 = D	80-83 = B-	90-93 = A-
70-76 = C	84-86 = B	94-100 = A

Honors College Requirements

Registration in this course implies an acceptance of and compliance with Honors College requirements.

Academic Standing

In order to graduate through the Honors College at FIU, students must earn a minimum number of credits from the point of entry to the Honors College; have at least a “B” average in all Honors courses and a 3.3 Cumulative GPA.

Engagement

Beginning Fall 2014, Honors College students are required to accumulate at least 20 Engagement Points each academic year (Fall and Spring) by attending Honors College activities. Students attending only one semester (Fall or Spring) are required to accumulate 10 Engagement Points. See: <http://honors.fiu.edu/current-students/citizenship/>.

Community Service

As always, Honors College students must also complete 20 volunteer service hours. These hours DO NOT count toward the 20 Engagement points discussed above. See: <http://honors.fiu.edu/current-students/community-service/>.

Portfolios

The Honors College will be using a portfolio method to assess student learning outcomes. The portfolio allows for maximum flexibility in gauging student learning. Students decide (with instructor consultation) what “artifacts” or assignments to include for consideration in their portfolios to demonstrate successful achievement of each of the five key student learning outcomes over the 4-year Honors experience. See: <http://honors.fiu.edu/current-students/portfolio/>.

HEARTS

The HEARTS program is designed to give Honors College students opportunities to “explore and appreciate different artistic and cultural traditions and modes of artistic expression. HEARTS will also serve as a clearinghouse (and curatorial framework) for our students to experience the arts on campus

and in the community by providing them with information about cultural activities and access to performances with free or discounted tickets.