SUL ROSS STATE UNIVERSITY
GRADUATE PROGRAM IN CRIMINAL JUSTICE
CJ-5331: SPECIAL TOPICS: INTERNET CRIME
Fall, 2015

Instructor: Dr. Mark Rubin
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               10:00PM Central Time Monday – Friday AND 10:00AM – 7:00PM on
               Weekends)
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Office Hours: Monday and Wednesday (9:00AM – 11:00AM AND 1:00PM – 3:00PM)
               Tuesday and Thursday (10:00AM – 11:00AM)

Introductory Conference Call:
Due to the complex nature of this course, I will be conducting an introductory
conference calls during the first week of class. The purpose of this conference call is
to explain the research project and its components as well as the schedule of the
class. Participation in this call is completely voluntary, but HIGHLY
recommended. I am offering 2 sessions so that everyone may have the opportunity
to attend.

Session 1: Monday 24 August 2015 @ 1:00PM Central Time
Session 2: Tuesday 25 August 2015 @ 7:00PM Central Time

Call-in Number: 719-955-1371 (or) 888-450-5996
Passcode: 137333 (Please dial in 5 minutes before the call time)

Required Texts:

Clough, J. (2010). *Principles of Cybercrime*. Cambridge, UK: Cambridge University
        Press. ISBN: 978-0-521-72812-6

American Psychological Association. (2009). *Publication manual of the American*
        Psychological Association (6th ed.). Washington, D.C.:   American Psychological
        Association. ISBN: 978-1-4338-0561-5

Nature of the Syllabus
This syllabus is an academic contract between the instructor and the student. Any
oversights, contradictions, or discrepancies will be clarified by the instructor as the issue
is discovered.

Criminal Justice Graduate Program Learning Objectives (PLOs)

CJ PLO 1: Ability to identify, assess and compare policy processes and outcomes in criminal justice. Ability to identify and analyze various legal challenges to laws and policies within criminal justice.

CJ PLO 2: Applicable knowledge of specific Criminological theories. The ability to identify and apply Criminological theories to criminal events. A working skill set of Criminological theory, with the ability to compare and contrast competing theoretical arguments.

CJ PLO 3: Develop a working knowledge of the process and application of the methods of scientific research. The ability to critique a piece of research based on its methodology. Develop the ability to apply research to Criminal Justice and Homeland Security policy.

HS PLO 1: Develop the ability to apply historical knowledge of the CJ system and recognize patterns of system change, particularly since 9-11. Develop the ability to identify and analyze various legal challenges to laws and policies within Homeland Security.

HS PLO 2: Working knowledge of the structure and goals of Homeland Security at the local, state and national levels. Ability to identify, assess and compare policy processes and outcomes in Homeland Security.

HS PLO 3: Develop a working knowledge of the process and application of the methods of scientific research. The ability to critique a piece of research based on its methodology. Develop the ability to apply research to Homeland Security policy.

Course Description: This course will explore the nature of Internet crimes and the criminal activity that occurs in cyberspace, the criminal actors that operate in this space, and how policing and legal bodies are managing these crimes and criminals. An in-depth discussion of the dark web will focus on the new black markets available to criminals.

Platform: This course will be contained within the Blackboard format and will not meet in person during the term. Students are expected to log in regularly to complete assignments. Students should familiarize themselves with all of the sections of blackboard available for this course. Assignments and tests will be listed under the appropriate subheading. Students will also need to become familiar with the discussion board for completing some of this work.

As this is a graduate course, students will be expected to be self motivated, and work independently. Standards for graduate courses are higher than those for undergraduate work – students will engage in more research, reading, and writing. Any computer glitches must be reported promptly or the student will not receive credit on the affected work.

Technical problems can be reported to me - through e-mail is usually the best idea, and/or to the Help Desk at 432-837-8888 locally, 8888 from on campus or 1-888-837-2882 from out of area. You can also log into the LTAC system and create a ticket by going to https://techassist.sulross.edu/   If you report an issue through the Help Desk or create a ticket by logging into the system, you should send me an email with a description of your issue and the ticket number so I can help ensure that technical issues are addressed and do not negatively affect your grades. If you do not promptly report your technical problems, you will not get credit for any work affected by the problem.

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Cheating and Plagiarism

This is a master's level course so everyone should know not to engage in these practices. Students are expected to do their own work on all papers. Cheating and plagiarism on assignments will result in a grade of "F" on that part of the course, a possible grade of "F" for the entire course, and possible recommendation for suspension from the university.

Plagiarism

All cases of suspected Plagiarism and/or Cheating will be submitted to the Academic Standards Committee.

What's Plagiarism?

Plagiarism involves using the work of another person and presenting it as one's own. Any of the following acts constitutes plagiarism unless the source of each quotation or piece of borrowed material is clearly acknowledged:

(a) copying out part (s) of any document or audiovisual material (including computer based material);

(b) using or extracting another person's concepts, experimental results, or conclusions;

(c) summarizing another person's work;

(d) in an assignment where there was collaborative preparatory work, submitting substantially the same final version of any material as another student.

Assisting another person to commit plagiarism may attract the same penalties which apply to plagiarism.

The Dangers of Plagiarism and How to Avoid It:

The integrity of learning and scholarship depends on a code of conduct governing good practice and acceptable academic behavior. One of the most important elements of good practice involves acknowledging carefully the people whose ideas we have used, borrowed, or developed. All students and scholars are bound by these rules because all scholarly work depends in one way or another on the work of others.

Therefore, there is nothing wrong in a student using the work of others as a basis for their own work, nor is it evidence of inadequacy on the student's part, provided they do not attempt to pass off someone else's work as their own.

To maintain good academic practice, so that a student may be given credit for the student's own efforts, and so that their own contribution can be properly appreciated and evaluated, the student should acknowledge the sources used and should ALWAYS:

i) state clearly in the appropriate form where they found the material on which they have based their work, using the system of reference specified by the school in which their assignment was set;

ii) acknowledge the people whose concepts, experiments, or results they have extracted, developed, or summarized, even if they put these ideas into their own words;

iii) avoid excessive copying of passages by another author, even where the source is acknowledged. Find another form of words to show that the student has thought about the material and understood it, but stating clearly where they found the ideas.

If a student uses the work of another person without clearly stating or acknowledging their source, the result is falsely claiming that material as their own work and committing an act of PLAGIARISM. This is a very serious violation of good practice and an offense for which a student will be penalized.

A STUDENT WILL BE GUILTY OF PLAGIARISM if the student does any of the following in an assignment, or in any piece of work which is to be assessed, without clearly acknowledging the source(s) for each quotation or piece of borrowed material:

(a) copy out part(s) of any document or audio-visual material, including computer-based material;

(b) use or extract someone else's concepts or experimental results or conclusions, even if they put them in their own words;

(c) copy out or take ideas from the work of another student, even if they put the borrowed material in their own words;

(d) submit substantially the same final version of any material as a fellow student. On occasions, a student may be encouraged to prepare their work with someone else, but the final form of the assignment must be their own independent endeavor.

Opportunities and temptations for plagiarism have increased with the spread of internet access. Plagiarism is a serious threat to the teaching and accreditation process, and seriously undermines the collegial and ethical principles which underpin the work of a university.

There are some actions that can almost unquestionably be labeled plagiarism. Some of these include buying, stealing, or borrowing a paper (including, of course, copying an entire paper or article from the Web); hiring someone to write your paper for you; and copying large sections of text from a source without quotation marks or proper citation.

But then there are actions that are usually in more of a gray area. Some of these include using the words of a source too closely when paraphrasing (where quotation marks should have been used) or building on someone's ideas without citing their spoken or written work. Sometimes teachers suspecting students of plagiarism will consider the students' intent, and whether it appeared the student was deliberately trying to make ideas of others appear to be his or her own.

However, other teachers and administrators may not distinguish between deliberate and accidental plagiarism. So let's look at some strategies for avoiding even suspicion of plagiarism in the first place

When Do We Give Credit?

The key to avoiding plagiarism is to make sure you give credit where it is due. This may be credit for something somebody said, wrote, emailed, drew, or implied. Many professional organizations, including the Modern Language Association and the American Psychological Association, have lengthy guidelines for citing sources. However, students are often so busy trying to learn the rules of MLA format and style or APA format and style that they sometimes forget exactly what needs to be credited. Here, then, is a brief list of what needs to be credited or documented:

* Words or ideas presented in a magazine, book, newspaper, song, TV program, movie, Web page, computer program, letter, advertisement, or any other medium
* Information you gain through interviewing or conversing with another person, face to face, over the phone, or in writing

* When you copy the exact words or a unique phrase

* When you reprint any diagrams, illustrations, charts, pictures, or other visual materials

* When you reuse or repost any electronically-available media, including images, audio, video, or other media

Bottom line, document any words, ideas, or other productions that originate somewhere outside of you.

There are, of course, certain things that do not need documentation or credit, including:

* Writing your own lived experiences, your own observations and insights, your own thoughts, and your own conclusions about a subject

* When you are writing up your own results obtained through lab or field experiments

* When you use your own artwork, digital photographs, video, audio, etc.

* When you are using "common knowledge," things like folklore, common sense observations, myths, urban legends, and historical events (but not historical documents)

* When you are using generally-accepted facts, e.g., pollution is bad for the environment, including facts that are accepted within particular discourse communities, e.g., in the field of composition studies, "writing is a process" is a generally-accepted fact.

Deciding if Something is "Common Knowledge"

Generally speaking, you can regard something as common knowledge if you find the same information undocumented in at least **five** credible sources. Additionally, it might be common knowledge if you think the information you're presenting is something your readers will already know, or something that a person could easily find in general reference sources. But when in doubt, cite; if the citation turns out to be unnecessary, your teacher or editor will tell you.
Source: The Owl at Purdue, Retrieved September 21, 2009, from
http://owl.english.purdue.edu/owl/resource/589/02/

Students with a Disability

Qualified students with disabilities needing academic or other accommodations to ensure full participation in the programs, services and activities at Sul Ross State University should contact Grace Duffy in the Accessibility Services Office, Ferguson Hall 112, Box C-122, (432) 837-8203.

!!!!!!!!!Important!!!!!!!!!

Contact Dr. Rubin sooner rather than later if you are having problems with your course work or are in need of special assistance.

Standard Work Week: For the purposes of this course, the work week begins on Monday morning at 6:00AM and ends on Saturday evening at 11:59PM, Central Time. Sunday will be a day for each of us to relax and have fun.

<u>Course Requirements:</u>

Grading

Mock Government Report	30%	
Peer Reviews (PR01 – PR03)	10%	(5% each Peer Review)
Discussion Questions	60%	(4% each Discussion Question)
Total	**100%**	

Mock Government Report: This is a writing intensive course and you are responsible for the development of a mock government report on one of the topics below. **You must submit your report to the instructor as an attachment by e-mail NO LATER THAN 11:59PM on FRIDAY, 4 DECEMBER, 2015. ABSOLUTELY NO LATE PAPERS WILL BE ACCEPTED.**

Peer Reviews: Preliminary research is a vital part of graduate work. In addition to the final Mock Government Report, students will produce interim, or preliminary, components per the instructions given in the course schedule and in the Blackboard Discussions Forum, with the final report submitted as noted above. There are 2 project components leading up to the final project submission. All components will be visible in Blackboard on the first day of the course. One of the core competencies of a graduate student is the ability to produce peer reviews of another's work. Students will post their interim components to the associated discussion board **NO LATER THAN Thursday at 11:59PM Central Time** of the week the component is due. Thereafter, students are expected to respond to AT LEAST two (2) of their classmates' initial posts NO LATER THAN Saturday at 11:59PM Central Time. Critiques must be constructive and substantive; the purpose is to help each other compose the best report possible. All project components will be visible on the first day of the course. See course schedule for due dates. **Note: Project components may be critiqued by the instructor on the message board. The critique may include areas of: deficiencies, needing improvement as well as positive attributes. The comments can be seen by other students in order to promote further student learning. NO grade will be posted on any assignments where other students can see said grade.**

Discussion Questions: In addition to the above, each week students will be presented with a discussion question related to the chapter readings and related lecture notes for the week. Discussion questions will become visible each Monday at 6:00AM. Students are expected to post their initial discussion thread to the associated discussion board NO LATER THAN Thursday at 11:59PM Central Time of each week. Your initial post should be AT LEAST 500 words in length and must reference all sources, **including the textbook**, in APA format.

In order to streamline initial and response tracking (and grading), you must title your initial post as follows:

DQXX Initial Post (Last Name). For example: DQ03 Initial Post Rubin.

Students are expected to respond to AT LEAST two (2) of their classmates' initial posts NO LATER THAN Saturday at 11:59PM Central Time. Responses must be substantive. Responses such as "Good Job!! I agree with you" are not substantive and will not be favorably graded. Your responses must be AT LEAST 100 words in length.

There are a total of 15 discussion questions (your personal introduction and 14 textbook-based questions) worth 60% (4% each) of your overall grade.

Students are expected to contribute in significant ways to the discussion boards, based on the readings, but also on personal experience and knowledge gained through other course work, etc. This portion of the course is expected to replace the normal dialog that would occur within an in-class course and students will be expected to have a thorough knowledge of the subjects being discussed. This also means that students may have to do outside research.

Students will need to log frequently in order to deal with class posts in a timely manner. Students will also be expected to respond to the information posted by other students which may mean logging in several times a week. The professor will review all initial posts and responses, *but may or may not respond to individual students*.

Course Schedule

Week 1 (25 – 29 August 2015): Introductions & Cybercrime Definitions
    Discussion Questions: Introductory Discussion Question AND Discussion Question 01
    Assigned Reading: Clough Text Chapter 1

Week 2 (31 August – 5 September 2015): Targeting Computers
    Discussion Question: Discussion Question 02
    Assigned Reading: Clough Text Chapter 2

Week 3 (7 – 12 September 2015): Issues Related to Unauthorized Access
    Discussion Question: Discussion Question 03
    Assigned Reading: Clough Text Chapter 3

Week 4 (14 – 19 September 2015): Issues Related to Data Impairment
    Discussion Question: Discussion Question 04
    Assigned Reading: Clough Text Chapter 4

Week 5 (21 – 26 September 2015): Use and Misuse of Access Devices
    Discussion Question: Discussion Question 05
    Assigned Reading: Clough Text Chapter 5
    Peer Review Component (PR01: Annotated Bibliography): Attach in an MSWord document an annotated bibliography for your research project. The bibliography should contain AT LEAST seven academic entries with an annotation.   Review and provide constructive feedback to AT LEAST two classmates. For instruction and advice on completing an annotated bibliography, please refer to [Purdue University Online Writing Lab](#)

Week 6 (28 September – 3 October 2015): Data Interpretation
    Discussion Question: Discussion Question 06
    Assigned Reading: Clough Text Chapter 6

Week 7 (5 – 15 October 2015): Cyber Fraud Crimes
    Discussion Question: Discussion Question 07
    Assigned Reading: Clough Text Chapter 7

Week 8 (12 – 17 October 2015): Copyright Issues in Cyberspace
    Discussion Question: Discussion Question 08
    Assigned Reading: Clough Text Chapter 8

Week 9 (19 – 24 October 2015): Spam, and NOT the Edible Kind
    Discussion Question: Discussion Question 09
    Assigned Reading: Clough Text Chapter 9

Week 10 (26 – 31 October 2015): Child Pornography
Discussion Question: Discussion Question 10
Assigned Reading: Clough Text Chapter 10
Peer Review Component (PR02: Literature Review): Submit as an MSWord attachment your Literature Review. The Literature Review must reference and cite AT LEAST ten (10) academic and mainstream media sources. Review and provide constructive feedback to AT LEAST two classmates. For guidance and advise on writing a literature review, please refer to [Purdue University Online Writing Lab](#)

Week 11 (2 – 7 November 2015): Victim Grooming
Discussion Question: Discussion Question 11
Assigned Reading: Clough Text Chapter 7

Week 12 (9 – 14 November 2015): Issues in Cyberstalking
Discussion Question: Discussion Question 12
Assigned Reading: Clough Text Chapter 12

Week 13 (16 – 21 November 2015): Issues in Voyeurism
Discussion Question: Discussion Question 13
Assigned Reading: Clough Text Chapter 13

Week 14 (23 – 28 November 2015): Take a Break for Thanksgiving…And Finish Your Report.

Week 15 (30 November – 5 December 2015): Issues Related to Jurisdiction
Discussion Question: Discussion Question 14
Assigned Reading: Clough Text Chapter 14
Final Mock Government Report DUE FRIDAY 4 DECEMBER 2015 by 11:59PM Central Time.

MOCK GOVERNMENT REPORT OPTIONS AND METRIC

You must choose one of the following three topics areas for your Mock Government Report.

1) You are a head of the legislative affairs office of the Office of the Texas Attorney General. The Texas Attorney General has asked you to prepare an analysis of cyberbullying legislation that was introduced to the US House of Representatives but failed to be enacted. You are to THROUGHLY research the Megan Meier Cyberbullying Prevention Act of 2009 for analysis. In particular, he wants you to assess the potential for general effectiveness of the law, any gaps or defects in coverage or definitions, valid concerns about ambiguity or overbreadth, areas of potential conflict with the First Amendment, and the value of this particular language and approach compared to what you believe to be the "best" approach (you must define your own strategy for effective cyberbullying elimination). He also wants an analysis of why this important piece of legislation did not pass. **(The text of the bill can be found at https://www.govtrack.us/congress/bills/111/hr1966/text)**

2) White House national cybersecurity coordinator, Michael Daniel, has just hired you as his Special Advisor for Cybercrime Strategy. Prepare a detailed report for Daniel on the current state of challenges facing the US from cybercrime, describing clearly the nature and extent of the problem and, more importantly, recommending an integrated set of strategies to combat the threat and protect the nation's computers and the public. Focus primarily on criminal threats from foreign actors and **not** on cyberwar or cyberterrorism threats (recognizing that some overlap of both the problems and the solutions is inevitable). Develop and justify in detail legal, cultural, diplomatic and other steps that you believe are necessary in order to reduce the risk of American's falling victim to various forms of cybercrime.

Rating:

> **Exceptional** corresponds to an A- to A (90-100). Performance is outstanding; significantly above the usual expectations.
> **Proficient** corresponds to a grade of B- to B+ (80-89%). Skills and standards are at the level of expectation.
> **Basic** corresponds to a C to C+ (70-79%). Skills and standards are acceptable but improvements are needed to meet expectations well.
>
> **Novice** corresponds to a D (60-69%). Performance is weak; the skills or standards are not sufficiently demonstrated at this time.
>
> **0** This criterion is missing or not in evidence.

Criteria	Ratings				
	0	**Novice**	**Basic**	**Proficient**	**Exceptional**
The organization and written quality of the report is at a graduate level (this includes word choice, syntax, grammar, and punctuation). **CJ PLO 3 / HS PLO 3**	0 - 8	9 - 11	12 - 14	15 - 17	18 - 20
The depth of research that when into the report's analysis is complete (including *at least* 7 outside academic and reputable media sources). **CJ PLO 3 / HS PLO 3**	0 - 8	9 - 11	12 - 14	15 - 17	18 - 20
The report includes an analysis of at least one criminological theory that can be applied to the issue. A complete analysis includes a description/ definition of the respective theory as well as an analysis of how the theory applies to the issue. **CJ PLO 2 / HS PLO 1**	0 - 8	9 - 11	12 - 14	15 - 17	18 - 20
The report is accurate and insightful as it relates to the historical significance, application of the issues, and the ability of writer to convey (and the reader to understand) the implications to the criminal justice system of the behaviors and policies associated with the issue. **CJ PLO 1 / HS PLO 2**	0 - 8	9 - 11	12 - 14	15 - 17	18 - 20
The paper is professionally and academically prepared in accordance with APA 6th edition standards. **CJ PLO 3 / HS PLO 3**	0 - 8	9 - 11	12 - 14	15 - 17	18 - 20

Score: _____ of 100

Comments: