

Sul Ross State University
Criminology of Cybercrime
FALL 2023
CJ 5362 Syllabus

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Class hours/ Classroom: Online

Office hours: Tuesday, Wednesday, and Thursday between 1:00 PM and 3 PM

REQUIRED TEXT(S)

Cybercriminology Marie-Helen Maras (ISBN 978-0-19027844-1)

RECOMMENDED READINGS:

R Bandler, J. & Merzon, A. (2020). *Cybercrime Investigations: A comprehensive Resource for Everyone*. ISBN 9781003033523. CRC Press.

Additional readings (e.g., articles, reports) will be posted on Blackboard. Regarding scientific journal articles, BYRIAN WILDENTHAL MEMORIAL LIBRARY OF SUL ROSS STATE UNIVERSITY has an extensive database infrastructure. You can get detailed information and advice from libraries website <https://library.sulross.edu/#>

Once you logged in to your Sul Ross Account on Blackboard you should be automatically connected to the library webpage as well. Thus, you can browse the online databases of the University and reach the articles on the reading list.

The Syllabus is subject to updates and changes always look to the course announcements and reminders for updates. The faculty member reserves the right to amend this syllabus as needed.

SOME USEFUL WEBSITES FOR RESEARCH DATA

- 1- Computer Crime and Intellectual Property Section (CCIPS) of the Department of Justice <https://www.justice.gov/criminal-ccips>
- 2- CCIPS Press Releases – 2019 <https://www.justice.gov/criminal-ccips/ccips-press-releases-2019>
- 3- FBI The Uniform Crime Reports <https://www.fbi.gov/services/cjis/ucr>
- 4- DOJ Bureau of Justice Statistics <https://www.bjs.gov/>
- 5- National Crime Victimization Survey <http://www.bjs.gov/index.cfm?ty=dcdetail&iid=245>
- 6- National Computer Security Survey <http://www.bjs.gov/index.cfm?ty=dcdetail&iid=260>
- 7- International Crime Victim Survey http://www.unicri.it/services/library_documentation/publications/icvs/
- 8- General Social Survey <https://www150.statcan.gc.ca/n1/en/catalogue/89F0115X>
- 9- Executive Order 13636 <https://www.whitehouse.gov/the-press-office/2013/02/12/executive-order-improving-critical-infrastructure-cybersecurity>
- 10- NIST Cybersecurity Framework <https://www.nist.gov/cyberframework>
- 11- UNODC Comprehensive Study on Cybercrime <https://www.sbs.ox.ac.uk/cybersecurity-capacity/content/unodc-comprehensive-study-cybercrime>
- 12- Internet Crime Complaint Center <https://www.ic3.gov/default.aspx>

RECOMMENDED VIDEO RESOURCES FOR THE COURSE

1. Targeted Cyber Attack Reality—Don't Be a Victim—Trend Micro, <https://www.youtube.com/watch?v=0hs8rc2u5ak>
2. Three Alleged International Cyber Criminals Charged for Creating & Distributing the Gozi Virus, https://www.youtube.com/watch?v=yk32_8UFL8w
3. Cesare Lombroso, Left Handedness, and the Criminal Mind, <https://www.youtube.com/watch?v=HmdAYqqc8gc>
4. Kevin Mitnick, The Cyberspace Kid, <https://www.youtube.com/watch?v=fQKF3m45-rI>
5. Anonymous - The Hacker Wars Full Documentary <https://www.youtube.com/watch?v=ku9edEKvGuY>
6. Hackers National Geographic Full documentary <https://www.youtube.com/watch?v=eqdkSizQLRk>
7. Stalking Amanda Todd: The Man in the Shadows—The Fifth Estate, <https://www.youtube.com/watch?v=GRidpO7kUO0>
8. Cyberstalking Documentary—Crime & Investigation Channel, <https://www.youtube.com/watch?v=BZ6LByl0pgw>
9. Navigating the Underground Darknet Black Markets and Tor Hidden Services <https://www.youtube.com/watch?v=wPMg4ALAKok>
10. The Silk Road: The Rise and Fall of the World's Largest Online Black Market, <https://www.youtube.com/watch?v=LkRhBOZSw38>
11. The Mix: Cyber-terrorism's Threat, <https://www.youtube.com/watch?v=1f3eywqD-I>

COURSE DESCRIPTION

This course is intended to introduce you to criminological theories and their applicability to various cybercrimes. During the semester through your readings, you will gain knowledge about different cybercrime typologies, how to measure cybercrime, cyber victimization, profiling of cybercrime victims and offenders. Moreover, the course designed to give information to students about the relationship between cybercrime and organized crime and political crimes.

COURSE LEARNING OBJECTIVES

This course is designed to provide knowledge about various criminal theories and their applicability to cybercrimes. Upon successful completion of this course, you will be able to:

LO1- Define cybercrime. Understand and define the differences between traditional crimes and cybercrimes.

LO2- Identify major crime measurement instruments and their applicability to assess cybercrimes.

LO3- Define and discuss different types, profiles, and patterns of cyber victimization. Identify the role of victims in various types of cybercrimes. Identify the theories of cyber victimization.

LO4- Identify and discuss the theories explaining cybercrime. Explain the legal and operational challenges for cybercrime investigations. Identify and assess various types of laws, regulations, and punishments for cybercrimes.

LO5- Describe and identify the concept of Internet addiction. Identify the tools used to measure and deal with this type of addiction.

LO6- Discuss various criminological theories (psychological, sociological, sub-cultural, etc.) and their applicability to explain cybercrimes.

LO7- Define moral panic, identify key actors and implications of moral panic.

LO8- Discuss conflict theories, power relations in society and their applicability to cybercrimes.

LO9- Identify and discuss major cybercrime typologies.

L10- Identify and discuss the relationship between organized crime and cybercrimes.

MARKETABLE SKILLS:

This course is designed also to help the students for building various marketable skills to use in their in careers Criminal Justice related professions. Specifically, in this course, the following

marketable skills, which are some of the most important skills for such careers, will be emphasized during this course:

MS 1- Verbal and Written Communication Skills. Students will develop communication skills to include effective development, interpretation, and expression of ideas through written, oral, and visual communication.

MS 2- Critical Thinking and Observation. Students will develop critical thinking skills to include creative thinking, innovation, inquiry, analysis, evaluation, and synthesis of information.

MS 3- Multicultural Understanding.

MS 4- Accessing Resources with Crime Data and the most current updates of legal codes and procedures.

MS 5- Teamwork and Working Collaboratively

MS 6- Analyzing the Factors Contributing to Crime

CLASS ATTENDANCE/PARTICIPATION:

Given that this is a fully online course; you cannot attend class in a traditional sense. However, students are expected to log into the class at the earliest opportunity to check the class web site every day for announcements. Weekly reaction papers and quizzes are a required part of class participation.

REACTION PAPERS (10 POINTS EACH)

You will write a reaction paper every week. Each paper must be 1 page and 1.5-spaced in 12-point Times New Roman font. Reaction papers will be related to the reading of the week. When there is more than one reading assignment, then the students **SHOULD READ ALL REQUIRED READINGS BUT WRITE REACTION PAPER ON ONE OF THEM**. A reaction paper is not a summary; rather, it should include your perspective, ideas, and critique about the reading. The due dates for the reaction papers will be Sunday at 11:00 pm each week.

WEEKLY QUIZZES (10 POINTS EACH)

You will take a quiz every week to measure the knowledge of the week's required readings. The questions will be posted on Friday at 1:00 pm and the due date will be Sunday at 11:00 pm every week.

MIDTERM EXAM (300 POINT)

For your midterm exam, you will prepare an annotated bibliography of 10-12 sources as part of your final paper literature. Use scholarly, scientific, peer-reviewed articles. Credit will not be given for articles that are not from scholarly journals (The only exemption will be government/expert reports). Don't use web articles unless they are copies from a journal article, no magazines such as NYT, Time or Newsweek, etc. Scholarly research articles use the scientific method to examine an issue.

While you are preparing your bibliography, try to answer these questions about the source you are reading. These answers/annotations should include one or more sentences.

1. Name the author(s)
2. What was the purpose of the author in writing the piece?
3. What are the author's major assertions or findings?
4. How does the author support these findings?
5. Compare or contrast this work with another you have cited
6. Discuss how this work explains your selected topic
7. Information about the research methods used in the source
8. Above all write an intro paragraph about your topic and why do you think it is important

Format Rules:

1. You will prepare your bibliography by using the American Psychological Association (APA) for showing your citations for these resources.

For APA format, you can check these websites:

<https://apastyle.apa.org/style-grammar-guidelines/citations>
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

2. 300-400 words for each article (excluding the article title)

FINAL PAPER (400 POINTS)

The paper should include at least five **SCHOLARLY CITATIONS** (not website articles, Wikipedia, news agencies, magazines, etc.), be ten to fifteen pages long (not including cover page and list of references), and typed double-spaced in 12-point Times New Roman font. Be sure to follow APA formatting and citation guidelines. A detailed guide for the steps completing this paper will be added to the Blackboard. **FINAL PAPER SUBMISSION WILL BE IN THREE SUBSEQUENT STEPS. FOR IMPORTANT DATES CHECK THE ACADEMIC CALENDAR BELOW.**

A plagiarism detection software (SafeAssign) is used in this course. SafeAssign will detect and report all instances of plagiarism including where the student copied and pasted directly from a source. Students will receive a grade of zero in these instances and possibly fail the course. Your weekly reaction papers and the final paper will be submitted through SafeAssign. Detailed instruction for using this software will be uploaded on BlackBoard.

ACADEMIC INTEGRITY:

Sul Ross State University students are responsible for reading, understanding, and abiding by the Sul Ross Student Code of Conduct.” Student Code of Conduct, Responsibilities, Procedures, and Rights are found on the University website.

Sul Ross State University and the instructor of this course both place a high priority on the academic integrity of their student scholars. As a result, all institutional guidelines and instructional policies concerning academic integrity will be strictly and uniformly enforced with all students regardless of context.

Academic integrity includes, but is not limited to, the following activities: cheating, plagiarism, collusion, fabrication, obtaining an unfair advantage, and falsifying academic records. Besides, academic dishonesty can include both actions and omissions to act in regard to academic exercises and activities. Cheating is defined here as the obtaining of information (electronic or otherwise) during an examination, the unauthorized use of books, notes, or other sources of information prior to or during an examination, the unauthorized use of books, the removal of faculty examination materials, the alteration of documents or records, or actions identifiable as occurring with the intent to defraud or use under false pretenses. Collusion is defined here as helping other students engage in acts of academic dishonesty, whether the student involved obtains any direct academic advantage from these acts. Plagiarism is defined here as the submission of the ideas, words, or artistic productions of another, without giving due credit or when attempting to falsely represent them as one’s own.

APA STYLE:

This course will use the American Psychological Association (APA) formatting and style guide for all written assignments. If you have any questions or concerns regarding the use of APA a couple of resources have been provided below. Please note that all external sources must be appropriately cited. A failure to do so constitutes plagiarism and is a violation of the course academic honesty standards. See www.citationmachine.net and <http://owl.english.purdue.edu/owl/resource/560/01/> for help with APA.

STUDENT SUPPORT SERVICES AND BLACKBOARD HELP DESK

Sul Ross State University has established a variety of programs to help students meet the challenges of college life. Support to students includes advising, counseling, mentoring, tutoring, supplemental instruction, and writing assistance. For a complete list of academic support services, visit the Student Support Services <https://www.sulross.edu/section/311/student-support-services>.

For more information, students are encouraged to contact SSS at (432) 837-9118 or visit Ferguson Hall Room 105. For Blackboard help visit <https://www.sulross.edu/bb> or call 432-837-8523 (M-F 09:00 am-06:00 pm). You can get The Distance Education Handbook at <https://tvpb.sulross.edu/start/index.html>

DISTANCE EDUCATION STATEMENT

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires 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. Directions for filing a student complaint are located in the student handbook.

DIVERSITY STATEMENT:

"I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you."

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AMERICANS WITH DISABILITIES ACT AS AMENDED (ADAAA)

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Mary Schwartze Grisham, M.Ed., LPC, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email mschwartze@sulross.edu Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, SUI Ross State University, Alpine. Texas, 79832.

LATE ASSIGNMENT SUBMISSION POLICY:

Students are supposed to finish their coursework on time and assignments must be submitted before the deadlines. Students are expected to show appropriate cause for missing or delaying major assignments or examinations. Late assignments will not be accepted unless there

is an excuse that is recognized by the university.

GRADING:

There will be 1 midterm exam and weekly quizzes throughout the semester, with questions drawn from the readings and the supplemental materials, will be posted on the Blackboard. The midterm exam will be worth 300 points. Every week there will be a quiz for the related chapter(s). Each quiz will worth 10 points. The total grade will be 150 for all quizzes. Weekly reaction papers will be 10 points each. The total grade for papers will be 150. Your final paper will worth 400 points.

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|------------------------|---|
| Midterm Exam | 300 pts |
| Weekly Quizzes | 150 pts (15 quizzes, 10 points each) |
| Reaction papers | 150 pts (15 papers, 10 points each) |
| Final Paper | 400 pts |
| Total | 1000 pts |

Scale:

A 1000-900 B 899-700 C 699-500 D 599-400 F 399 & below

ACADEMIC CALENDAR

| W | DATES | TOPICS | READINGS |
|---|------------------|---|--|
| 1 | August 28-Sep. 3 | Introduction of Syllabus and course requirements Definition and Types of Cybercrime | - Course syllabus (blackboard) - ITU (2012) Understanding cybercrime: Phenomena, challenges and legal response pg: 11-42 -UNODC. (2013). Draft Comprehensive Study on Cybercrime (pp. 11-22). QUIZ 1 PAPER 1 |
| 2 | Sept 4-10 | Criminal Statutes Outlawing Cybercrime | Bandler and Merzon Chapter2 QUIZ 2 PAPER 2 |
| 3 | Sept 11-17 | Cybercrime and Cybercriminals: The Development of Cybercriminology | - Maras Chapter 1 - Additional Readings on Blackboard QUIZ 3 PAPER 3 |
| 4 | Sept 18-24 | Measuring Cybercrime <u>RESEARCH TOPIC & INTRO</u> <u>DUE DATE</u> | - Maras Chapter 2 - Additional Readings on Blackboard QUIZ 4 PAPER 4 |
| 5 | Sept 25-Oct 1 | Cybervictimization | - Maras Chapter 3 - Additional Readings on Blackboard QUIZ 5 PAPER 5 |
| 6 | Oct 2-8 | Cybercrime, Rational Choice, and Emotions: Punishment and Reduction of Cyberoffending | - Maras Chapter 4 - Additional Readings on Blackboard QUIZ 6 PAPER 6 |
| 7 | Oct 9-15 | Cybercrime and the Propensity to Offend | - Maras Chapter 5 - Additional Readings on Blackboard QUIZ 7 PAPER 7 |

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| 8 | Oct 16-22 | Cybercrime, Culture, and Inequality | - Maras Chapter 6 - Additional Readings on Blackboard QUIZ 8 PAPER 8 |
| 9 | Oct 23-29 | MIDTERM EXAM (<u>ANNOTATED BIBLIOGRAPHY OF FINAL PAPER</u>) Conformity, Learning, and Sources of Social Control | - Maras Chapter 7 - Additional Readings on Blackboard QUIZ 9 PAPER 9 |
| 10 | Oct 30-Nov 5 | Constructing and Reacting to Cybercrime: Labels and Moral Panics | - Maras Chapter 8 - Additional Readings on Blackboard QUIZ 10 PAPER 10 |
| 11 | Nov 6-12 | Conflict Cybercriminology: Cybercrime, Power, and Gender | - Maras Chapter 9 - Additional Readings on Blackboard QUIZ 11 PAPER 11 |
| 12 | Nov 13-19 | Interpersonal Cybercrime Cybertrespass, Cybervandalism, and Cybertheft | - Maras Chapters 10-11 - Additional Readings on Blackboard QUIZ 12 PAPER 12 |
| 13 | Nov 20-24 | Deviant Cyberacts and Public Order Cybercrimes: Paraphilia, Prostitution, Substance Abuse, and Gambling | - Maras Chapter 12 - Additional Readings on Blackboard QUIZ 13 PAPER 13 |
| 14 | Nov-27-Dec 3 | Organized Cybercrime | - Maras Chapter 13 - Additional Readings on Blackboard QUIZ 14 PAPER 14 |
| 15 | Dec 4-10 | Political Cybercrime | - Maras Chapter 14 - Additional Readings on Blackboard QUIZ 15 PAPER 15 |
| 16 | Dec 11 | <u>FINAL PAPER SUBMISSION DUE DATE</u> | |

END OF COURSE EVALUATIONS:

Student evaluations of faculty are administered online at the end of each term/session for all courses with five or more students. Students will receive an email containing a link to a survey for each course in which they are enrolled. All responses are anonymous.