

Cybercrime and Digital Law Enforcement

ICT 552, Section 201, Fall 2019

Instructor: Dr. Michael W. Littrell, CCME, EnCE
Class time and location: Online/asynchronous: <https://uk.instructure.com/courses/1950156>
Office address: N/A
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Cell phone: 859-509-7089
Office hours: N/A
Virtual office hours: Anytime by Appointment
Preferred method of contact: Email or Text Message

Communication and appointments policy: Contact me via email to schedule an appointment to meet or to talk about the class; I will try to respond as soon as possible, usually within 24-48 hours during weekdays, or on Monday for emails sent over weekends. I will generally not check or respond to my email on weekends or holidays, so please be patient if you email me during these time periods. Please be considerate of the time if texting me. Please identify yourself and class when you first text.

COURSE DESCRIPTION

The global reach of the Internet, the low marginal cost of online activity, and the relative anonymity of users have contributed to a wide escalation in cybercrimes. Consequently, information and communications technologies (ICT) are being increasingly employed to instigate threats to global civil society. This course provides an overview of cybercrime and the digital law enforcement practices put in place to respond to them. The course will focus on the types and extent of current cyber crimes, how the justice system responds to these crimes, the various constitutional protections afforded to computer users, the law and policies that govern cybercrime detection and prosecution, and related technologies.

PREREQUISITES

None.

STUDENT LEARNING OUTCOMES

Students completing the course will be able to:

- Define and describe the nature and scope of cybercrime;
- Develop knowledge of major incidents of cybercrime and their resulting impact;
- Analyze and discuss national and global digital law enforcement efforts;
- Critically consider specific laws and policies governing cybercrime detection and prosecution;
- Identify and evaluate the specific technology that facilitates cybercrime and digital law enforcement;
- Critically evaluate the impact of cybercrime on information professions.

REQUIRED MATERIALS

Thomas J. Holt, Adam M. Bossler, and Kathryn C. Seigfried-Spellar. 2017. *Cybercrime and Digital Forensics: An Introduction*. New York: Routledge (2nd Edition). ISBN: 978-1138238732.

ADDITIONAL READINGS

All other required readings (those not contained in the required book) will be posted to Canvas (or linked to online, if they are open-access materials). Assigned readings are noted in Canvas).

CANVAS

The Canvas course management system will be used to facilitate the class. The course’s Canvas page is at <https://uk.instructure.com/courses/1950156>. Please visit <https://www.uky.edu/canvas/> to learn about this system and the login requirements.

COURSE ACTIVITIES AND ASSIGNMENTS

Summary of assignments (for undergraduate students)

<u>Assignment</u>	<u>Deadline</u>	<u>Points</u>
Participation	weekly	30
Mid-term exam	Oct. 7-13	15
Documentary analysis	Nov. 10	5
Position paper	Oct. 20	25
Final exam	TBD	25
TOTALS		100

Summary of assignments (for graduate students)

<u>Assignment</u>	<u>Deadline</u>	<u>Points</u>
Participation	weekly	30
Mid-term exam	Oct. 7-13	15
Documentary analysis	Nov. 10	5
Position paper (first draft)	Oct. 20	25
Position paper (final draft)	Dec. 8	25
Final exam	TBD	25
TOTALS		125

SUMMARY DESCRIPTION OF COURSE ASSIGNMENTS

Success in this course will require regular participation. The following paragraphs summarize the graded assignments for the course. Note that graduate students will need to complete an additional assignment beyond that required of undergraduate students. Please note that there are a variety of on-campus resources for students to seek assistance on oral or written assignments, including Presentation U! (<http://www.uky.edu/presentationU/>). Please make use of the resources that are available to you, as needed.

Undergraduate and Graduate Students:

1. **Participation.** This course is conducted online through Canvas. No onsite meetings are required. This course applies reading and discussion-based learning approaches, as well as investigative learning approaches. The readings, activities, and discussions presented in the course materials provide opportunities to apply abstract theories and concepts to real-world scenarios. Each week you will be asked to reflect on the course materials for that week in online discussion boards. I will provide discussion questions based on the readings and activities for the week. You are encouraged to draw on personal experiences and external literature and resources to support your commentary.
 - a. **Each week**, beginning with the second week of the semester, you must post an original post responding to one or more discussion questions (about 150-200 words) **by Thursday night (11:59pm)**. You may post multiple responses, but at least one of your posts needs to be a minimum of 150 words (the others can be shorter if you wish). Draw on the course readings, outside resources, and personal experiences to frame your arguments/comments. Cite references accordingly: e.g. “Quote” (Nissenbaum,

2010, p. 57) and add a brief citation list to the end of your post following APA citation style (as explained here: <http://www2.liu.edu/cwis/cwp/library/workshop/citapa.htm>). Over the course of the semester, you should demonstrate that you have participated in both the suggested activities and the readings.

- b. **Each week**, you must also post at least one **substantive** reply to other students' posts and comments **by Sunday night (11:59pm)** (about 75-150 words for each response). Please be respectful and professional when you reply to each other.
 - c. Your Discussion Board participation will be graded based on the insightfulness of your original post(s), your careful consideration and response to other students' posts, the timeliness of your posts, and your ability to draw on the readings and external resources to justify and support your claims.
 - d. It is **strongly recommended** that you draft your posts in a word or text document before you post it in order to check for spelling errors and ensure you have met the word count requirement.
 - e. **NOTE ABOUT PARTICIPATION:** All students participating in class discussions are expected to provide relevant discussion, be respectful of other classmates and their opinions, and share any relevant personal experience that may add to the topic at hand. You are encouraged to make your own arguments and state your own opinions about relevant issues we cover in class, but you must do so in a way that respects opposing points of view and does not belittle or denigrate the opinions of others in the class. Additionally, you should be prepared to present and defend the premises of (or logical reasons behind) your arguments and to not simply state conclusions.
- 2. Documentary analysis.** Due November 10 by 11:59pm. For this assignment, students should select and watch a cybercrime-related documentary (non-fiction) film and write a concise two- to three-page summary and analysis of the film and/or the issues raised in the film. The analysis should include the following: 1) the name of the film, release date (year), and name of the film's director, 2) a short summary of the content and focus of the film, and 3) a couple of paragraphs in which the student reflects on their reaction to the film and how the issues in the film relate to the topics covered in the course (and, if relevant, to the student's interests or intended career path).
- 3. Position paper.** Due October 20 by 11:59pm. This three- to four-page essay (which also works as the first draft of the final term paper for graduate students), is an exercise in exposition, argumentation, and critique. You will need to clearly present a normative argument about a particular form of cybercrime, the criminalization of some form of cybercrime, or the regulation police investigations in cybercrime cases (that is, you need to argue, for example, that X ought to be, or that Y should (or should not) be criminalized, or that the police should (or should not) be allowed to do Z when investigating cases involving crime Y). The ought or should aspect of the argument is key here, as you need to go beyond explaining what the law (or nature of the crime) is, and make a normative argument, using the best evidence (premises) that you can to make the argument as strong as possible. The argument you make to demonstrate your position should be your own (i.e., not taken directly from another source), but may be informed by the assigned readings, other academic sources, law (legal cases, statutes, other legal instruments), or current events.
- a. **For full points**, you should explain the thesis of your argument, provide background and contextual information, and craft a formal argument (**note: you must formalize your argument in the format shown below**) with premises that lead, logically, to your stated conclusion. You might begin with an introduction that contains a thesis statement and an explanation of the technology and the context in which you are

situating it for purposes of your argument, followed by the formal development of your argument. For example, a valid argument structure might look something like:

Premise 1. Such and so is the case.

Premise 2. This or that is true.

Premise 3. If such and so is true and this or that is true, then X is true.

Conclusion. So it follows that X is true

You should also present a discussion and analysis of your premises and conclusion, including any cases or evidence that support your argument, and define any terms you use that might be subject to multiple meanings or interpretations. You may incorporate legal or other research and analysis when appropriate for your chosen topic, but you are not required to research or incorporate sources outside those required for the course (those noted as required readings in Canvas).

4. **Mid-term exam.** The mid-term exam will be a two-hour, open-book written examination. The exam will be taken at a time of your choosing, between October 7 and 11:59pm on October 13, 2019. You will take the exam on Canvas. The exam will consist of 1) a set of multiple-choice questions, and 2) a written portion in which students will be given a set of facts and corresponding questions that they must answer in written form.
5. **Final exam.** The final exam will be a two-hour, open-book written examination. The exam will be taken at a time of your choosing, opening on December 13th and due by 11:59pm on the date of our regularly scheduled final exam period [TBD]. You will take the exam on Canvas. The exam will consist of 1) a set of multiple-choice questions, and 2) a written portion in which students will be given a set of facts and corresponding questions that they must answer in written form.

Graduate Students (additional assignment):

6. **Position paper (final draft).** Due December 8 by 11:59pm. For their final paper, graduate students in the class should update and expand their earlier position paper based on additional research as well as feedback from the instructor. The final paper should meet the basic requirements from the first draft assignment, with the additional requirements that the student should include a reflective paragraph in which they summarize the changes they made and why they made them, the paper should be significantly updated based on feedback and additional time to think about the issues and should be approximately five to six pages in length.

COURSE GRADING

Undergraduate Grading Scale

[90% – 100%] = A (Exceptional Achievement)
[80% – 89%] = B (High Achievement)
[70% – 79%] = C (Average Achievement)
[60% – 69%] = D (Below Average Achievement)
[00% – 59%] = F (**Fail**)

Graduate Grading Scale

[90% – 100%] = A (Exceptional Achievement)
[80% – 89%] = B (High Achievement)
[70% – 79%] = C (Average Achievement)
[00% – 69%] = **E (Fail)**

EXPECTATIONS FOR GRADUATE STUDENTS BEYOND THE EXPECTATIONS FOR UNDERGRADUATES

Graduate students enrolled in the course will need to revise and expand their initial position paper, as outlined above.

GRADING RUBRIC FOR WRITTEN ASSIGNMENTS

The following grading rubric will be employed to evaluate submitted written assignments:

Written communication (50 %)

Organization

- Professional quality (25 %): The essay can be easily followed. A combination of the following is apparent: Effective transitions are used; a professional format is used.
- Adequate (20 %): The essay can be easily followed. A combination of the following is apparent: Basic transitions are used; a structured format is used.
- Needs Improvement (15 %): Organization of the essay is difficult to follow, due to inadequate transitions and/or rambling format.
- Inadequate (10 %): There appears to be no organization of the essay's contents.

Mechanics and grammar

- Professional quality (25 %): The essay is clear and concise and contains no grammatical or mechanical errors.
- Adequate (20 %): The essay contains minimal grammatical or mechanical errors.
- Needs improvement (15 %): The essay contains numerous grammatical and mechanical errors.
- Inadequate (10 %): Sentences and paragraphs are difficult to read and understand due to poor grammar or mechanics

Content (50 %)

Correctness of facts

- Professional quality (25 %): All facts are correct, and the technical explanation is both concise and complete.
- Adequate (20 %): Technical details are generally correct.
- Needs improvement (15 %): Some facts are wrong.
- Inadequate (10 %): Most facts are wrong.

Completeness

- Professional quality (25 %): Addressed all questions completely.
- Needs improvement (15 %): Addressed the questions, but provided few details.
- Adequate (20 %): Address the questions, but left out some details.
- Inadequate (10 %): Did not address some of the questions.

MIDTERM GRADES FOR UNDERGRADUATE STUDENTS (SENATE RULES 6.1.3.A)

Mid-term grades will be posted in myUK by the deadline established in the [Academic Calendar](#).

Final Exam Information

The final exam will be held from [TBD] on [TBD]. Please see the summary of the exam above for more details.

SUBMISSION OF ASSIGNMENTS

All written assignments (including the position paper and online discussion postings (and final paper for graduate students) are due by 11:59pm on the dates indicated above, unless otherwise indicated. Written assignments must be submitted online via Canvas. **All written assignments should be submitted in letter (8.5 x 11 inch) format with 12pt Times New Roman text and single or 1.15-line spacing, and with standard (e.g., 1 inch) margins.**

LATE SUBMISSIONS: If you submit a piece of coursework after the deadline but within 24 hours of the deadline, your mark will be reduced by 25 percent (i.e. you will receive 75 percent of what you would have received if the assignment was turned in on time). Assignments turned in more than 24 hours (but less than 48 hours) after the deadline will receive a 50 percent deduction. Assignments turned in 48 or more hours late will not be accepted and will not be graded (i.e. you will get zero points for that assignment). The only exceptions to these rules will be for excused absences, which will be handled according to University policies (see Senate Rule 5.2.4.2; more details are outlined below in the General Course Policies section of the syllabus) and for situations where the instructor deems an extension reasonable.

GENERAL COURSE POLICIES

Policies concerning academic integrity, excused absences and academic accommodations due to disability are available online at: <https://ci.uky.edu/sis/sites/default/files/policies.pdf>.

EXCUSED ABSENCES (SENATE RULES 5.2.4.2)

Senate Rules 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) significant illness, (b) death of a family member, (c) trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events, (d) major religious holidays, (e) interviews for graduate/professional school or full-time employment post-graduation, and (f) other circumstances found to fit “reasonable cause for nonattendance” by the instructor of record. Students should notify the professor of absences prior to class when possible.

If a course syllabus requires specific interactions (e.g., with the instructor or other students), in situations where a student’s total EXCUSED absences exceed 1/5 (or 20%) of the required interactions for the course, the student shall have the right to request and receive a “W,” or the Instructor of Record may award an “I” for the course if the student declines a “W.” (Senate Rules 5.2.4.2.1)

(If an attendance/interaction policy is not stated in the course syllabus or the policy does not include a penalty to the student, the Instructor cannot penalize the student for any unexcused absences.)

Students need to notify the professor of absences prior to class when possible. Senate Rule 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

RELIGIOUS OBSERVANCES (SENATE RULES 5.2.4.2.D)

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays. Please check the course syllabus for the notification requirement. If no requirement is specified, two weeks prior to the absence is reasonable and should not be given any later. Information regarding major religious holidays may be obtained through [the Ombud’s website](#) or calling 859-257-3737.

VERIFICATION OF ABSENCES (SENATE RULES 5.2.4.2.A, B, C, AND E)

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request appropriate verification when students claim an excused absence due to: significant illness; death in the household, trips for classes, trips sponsored by an educational unit and trips for participation related to intercollegiate athletic events; and interviews for full-time job opportunities after graduation and interviews for graduate and professional school. (Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.)

MAKE-UP WORK (SENATE RULE 5.2.4.2)

Students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The instructor must give the student an opportunity to make up the work and/or the exams missed due to the excused absence, and shall do so, if feasible, during the semester in which the absence occurred. The instructor shall provide the student with an opportunity to make up the graded work and may not simply calculate the student's grade on the basis of the other course requirements, unless the student agrees in writing.

ACADEMIC INTEGRITY– PROHIBITION ON PLAGIARISM (SENATE RULES 6.3.1)

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the [Code of Student Rights and Responsibilities](#). Complete information can be found on the [Academic Ombud](#) page. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rule 6.3.1 (see current [Senate Rules](#)) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone

else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

ACADEMIC INTEGRITY – PROHIBITION ON CHEATING (SENATE RULES 6.3.2)

Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. The fact that a student could not have benefited from an action is not by itself proof that the action does not constitute cheating. Any question of definition shall be referred to the University Appeals Board.

ACADEMIC INTEGRITY – PROHIBITION ON FALSIFICATION/MISUSE OF ACADEMIC RECORDS (SR 6.3.3)

Maintaining the integrity, accuracy, and appropriate privacy of student academic records is an essential administrative function of the University and a basic protection of all students. Accordingly, the actual or attempted falsification, theft, misrepresentation or other alteration or misuse of any official academic record of the University, specifically including knowingly having unauthorized access to such records or the unauthorized disclosure of information contained in such records, is a serious academic offense. As used in this context, "academic record" includes all paper and electronic versions of the partial or complete permanent academic record, all official and unofficial academic transcripts, application documents and admission credentials, and all academic record transaction documents. The minimum sanction for falsification, including the omission of information, or attempted falsification or other misuse of academic records as described in this section is suspension for one semester.

GROUP WORK & STUDENT COLLABORATION

Unless otherwise noted, all assignments are expected to be done by the individual student. Students are only allowed to collaborate on assignments when explicitly allowed by the instructor or syllabus.

INCOMPLETES

Student requests for an Incomplete (an I grade) will be considered within University guidelines and only in extreme circumstances. See section 5.1.3.2 <http://www.uky.edu/StudentAffairs/Code/part2.html>.

CLASS BEHAVIOR

Students are expected to fully participate in class. This means having completed all assigned readings being prepared to discuss the topics assigned. All students participating in online discussions are expected to provide relevant discussion, be respectful of other classmates and their opinions, and, if a student wishes, it is appropriate to share any relevant personal experience that may add to the discussion of the topic at hand. You are encouraged to make your own arguments and state your own opinions about relevant issues we cover in this class, but you must do so in a way that respects opposing points of view and does not belittle or denigrate the opinions of others. Additionally, you should be prepared to present and defend the premises of (or logical reasons behind) your arguments and to not simply state conclusions.

ACCOMMODATIONS DUE TO DISABILITY

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. Visit the [DRC website](#), [email the DRC](#), contact them by phone at (859) 257-2754, or visit their office on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407.

TECHNOLOGY INFORMATION AND REQUIREMENTS

Technology Requirements

Minimum technical requirements for UK courses and suggested hardware, software, and internet connections are available at [ITS Student Hardware & Software Guidelines](#).

Share any additional technology requirements, such as required software, and your preferred procedure for resolving technical complaints for each service or software used in the course.

Technical Support

For account help, contact UK's [Information Technology Customer Services online](#), by [email](#), or by phone at 859-218-HELP (4357).

Distance Learning Students are expected to have a minimum level of technological acumen and the availability of technological resources. Students must have regular access a computer with a reliable Internet connection and audio capabilities. Internet Explorer 7 (IE) or Firefox 2.x are the recommended browsers for those using a Windows-based PC. Those using Firefox 3.x may encounter problems with assignment uploads. Those using an Apple computer with MAC OS X (10.5.x) may use Firefox 3.x or Safari 3.x.

Please be certain that your computer and/or browser allow you to view Adobe Reader documents (.pdf). Microsoft Office and other software products are free for students: <http://download.uky.edu/>.

RESOURCES

[Distance Learning Library Services](#)

[Carla Cantagallo](#), Distance Learning Librarian, 859-218-1240

Local phone number: (859) 257-0500, ext. 2171; long-distance phone #: (800) 828-0439 (opt. #6)

Email: dllservice@email.uky.edu

DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16.

For more resources about online classes and student resources, visit <http://www.uky.edu/ukonline/>.

The School of Information Science has a page with a comprehensive list of technology resources here: <http://ci.uky.edu/sis/students/techtips>.

NON-DISCRIMINATION STATEMENT AND TITLE IX INFORMATION

UK is committed to providing a safe learning, living, and working environment for all members of the University community. The University maintains a comprehensive program which protects all members from discrimination, harassment, and sexual misconduct. For complete information about UK's prohibition on discrimination and harassment on aspects such as race, color, ethnic origin, national origin, creed, religion, political belief, sex, and sexual orientation, please see [the electronic version of UK's](#)

[Administrative Regulation 6:1 \(“Policy on Discrimination and Harassment”\)](#) . In accordance with Title IX of the Education Amendments of 1972, the University prohibits discrimination and harassment on the basis of sex in academics, employment, and all of its programs and activities. Sexual misconduct is a form of sexual harassment in which one act is severe enough to create a hostile environment based on sex and is prohibited between members of the University community and shall not be tolerated. For more details, please see [the electronic version of Administrative Regulations 6:2 \(“Policy and Procedures for Addressing and Resolving Allegations of Sexual Assault, Stalking, Dating Violence, Domestic Violence, and Sexual Exploitation”\)](#). Complaints regarding violations of University policies on discrimination, harassment, and sexual misconduct are handled by the Office of Institutional Equity and Equal Opportunity (IEEO), which is located in 13 Main Building and can be reached by phone at (859) 257-8927. You can also visit [the IEEO’s website](#).

Faculty members are obligated to forward any report made by a student related to IEEO matters to the Office of Institutional Equity and Equal Opportunity. Students can *confidentially* report alleged incidences through the Violence Intervention and Prevention Center, Counseling Center, or University Health Services.

COURSE MATERIAL COPYRIGHT STATEMENT

Materials distributed or made available to students in connection with this course may be copyright protected. They are intended for use only by students registered and enrolled in this course and only for the instructional activities associated with and for the duration of this course. They may not be converted to or retained in another medium or disseminated further.

BIAS INCIDENT SUPPORT SERVICES

Bias Incident Support Services (BISS) provides confidential support and advocacy for any student, staff, or faculty member impacted by bias, hatred, and/or an act of identity-based violence. BISS staff aid impacted parties in accessing campus and community resources, including the Bias Incident Response Team, the University’s official reporting system for acts that negatively impact a sense of belonging. Campus and community consultation and educational opportunities centered on inclusion, diversity, equity and belonging is a resource also provided by BISS. For more detailed information please visit the [BISS website](#) or contact them [via email](#).

COUNSELING CENTER

The UK Counseling Center (UKCC) provides a range of confidential psychological services to students enrolled in 6 credit hours or more, psychoeducational outreach programming (including QPR suicide prevention), and consultation to members of the UK community (students, faculty, staff, administrators, parents, concerned others). Please visit the website <https://www.uky.edu/counselingcenter/> for more detailed information, or call 859.257.8701.

MARTIN LUTHER KING CENTER

The Martin Luther King Center (MLKC) supports an inclusive learning environment where diversity and individual differences are understood, respected, and appreciated as a source of strength. The MLKC’s year-round programs and activities that focus on the importance of cultural awareness and cross-cultural understanding support its three primary goals: 1) sponsoring cultural and educational programming; 2) offering opportunities for student support and development; and 3) through programmatic linkages with a wide variety of civic and community agencies, promoting community outreach, engagement, and collaboration. Students can reach the MLKC via phone at (859) 257-4130, by visiting them in Gatton Student Center Suite A230, [via email](#), and by visiting [the MLKC website](#).

OFFICE OF LGBTQ* RESOURCES

UK is committed to supporting students and upholding the University's efforts to promote inclusion among our community. UK faculty and staff employees support inclusion and diversity throughout the University, including the ways in which faculty structure classroom conversations and manage those dynamics. To assist in these efforts, students are welcome to provide the names and pronouns they prefer. One easy way to do this is by using the pronoun feature of UK's Name Change Form. (More information about the form can be found on the [Office of LGBTQ*'s website](#).) Otherwise, students can provide this information to faculty members directly.

Discrimination based on sexual orientation, gender expression, and gender identity is prohibited at UK. If you have questions about support, advocacy, and community-building services related to sexual orientation, gender expression, or gender identity, students are encouraged to visit the [website of the Office of LGBTQ* Resources](#).

VETERAN'S RESOURCE CENTER

Being both a member of the military community and a student can bring some complexities. If you are a member of the military or a military veteran or dependent, please let me know when these challenges arise. Drill schedules, calls to active duty, mandatory training exercises, issues with GI Bill disbursement, etc. can complicate your academic life. Please let me know if you experience complications and I will do my best to work with you.

If you are a military student serving in the National Guard or Reserve it is in your best interest to let all of your professors know that immediately. You might also consider sharing a copy of your training schedule as well as any orders activating you. The Veterans Resource Center (VRC) can provide a letter for your professors validating your absence but be aware that there is no current UK policy protecting military students who miss class due to short term activations such as long weekend drills, annual training or emergency activations. See the instructor or the VRC for details.

The VRC is a great resource for members of our military family. If you have questions regarding your VA benefits or other related issues, the VRC has a full complement of staff to assist you. The VRC also provides study and lounge space, as well as free printing. Please visit the [VRC website](#), [email the DRC](#), visit them in the basement of Erikson Hall, or call the director, Tony Dotson, at (859) 257-1148.

VIOLENCE INTERVENTION AND PREVENTION (VIP) CENTER

If you experience an incident of sex- or gender-based discrimination or interpersonal violence, we encourage you to report it. While you may talk to a faculty member or TA/RA/GA, understand that as a "Responsible Employee" of the University these individuals MUST report any acts of violence (including verbal bullying and sexual harassment) to the University's Title IX Coordinator in the IEEO Office. If you would like to speak with someone who may be able to afford you confidentiality, you can visit the [Violence Intervention and Prevention \(VIP\) Center's website](#) (offices located in Frazee Hall, lower level; [email them](#); or call (859) 257-3574), [the Counseling Center's \(CC\) website](#) (106 Frazee Hall; (859)), and the [University Health Services \(UHS\) website](#); the VIP Center, CC, and UHS are confidential resources on campus. **The VIP Center accepts walk-in appointments.**

COURSE SCHEDULE

(The course schedule is subject to change as the course progresses.)

WEEK	TOPIC	READINGS (HOLT = Textbook)	ASSIGNMENT(S)
1	Introduction to cybercrime, criminal law, and legal decisions	<ul style="list-style-type: none"> • Kerr (2013) – pp. 1-4; • Kerr (2007), “How to Read a Legal Opinion.” 	--
2	Technology, cybercrime, and police investigations	<ul style="list-style-type: none"> • Holt et al., Chapter 1; • Grabosky (2016, Chapter 3), “A Typology of Computer Crime”; • United States v. Warshak (2010). 	<ul style="list-style-type: none"> • Participation (discussion boards).
3	The Fourth Amendment, computers, and computer networks	<ul style="list-style-type: none"> • Holt et al., Chapter 2 (pp. 39-48); • United States v. Jarrett (2003); • Katz v. United States (1967); • United States v. David (1991). 	<ul style="list-style-type: none"> • Participation (discussion boards).
4	Fourth Amendment (continued), Fifth Amendment, and privacy statutes	<ul style="list-style-type: none"> • Holt et al., Chapter 2 (pp. 48-60); • In Re Subpoena Duces Tecum (2012); • United States v. Forrester (2007); • United States v. Warshak (2010). 	<ul style="list-style-type: none"> • Participation (discussion boards).
5	Obscenity, pornography, and sex crimes	<ul style="list-style-type: none"> • Holt et al., Chapter 7; • Miller v. California (1973); • United States v. Schafer (2007); • Ashcroft v. Free Speech Coalition (2002). 	<ul style="list-style-type: none"> • Participation (discussion boards).
6	Cyberbullying, online harassment, cyberstalking, and revenge pornography	<ul style="list-style-type: none"> • Holt et al., Chapter 9; • People v. Barber (2014); • United States v. Alkhabaz (1997); • United States v. Carmichael (2004). 	<ul style="list-style-type: none"> • Participation (discussion boards).
7	Child Pornography + Investigations at the KY AG’s Cyber Crimes Unit	<ul style="list-style-type: none"> • Holt et al., Chapter 8. 	<ul style="list-style-type: none"> • Participation (discussion boards); • Mid-term exam.
8	Computer Misuse (I)	<ul style="list-style-type: none"> • Holt et al., Chapter 3 (pp. 68-105); • State v. Riley (1993); • State v. Allen (1996). 	<ul style="list-style-type: none"> • Participation (discussion boards); • Position paper.

9	Computer Misuse (II)	<ul style="list-style-type: none"> • Holt et al., Chapter 3 (pp. 105-117); • Kerr, “The Criminal Charges Against Aaron Swartz (Part 1: The Law)”; • Kerr, “The Criminal Charges Against Aaron Swartz (Part 2: Prosecutorial Discretion)”; • U.S. v. Nosal (2012); • EF Cultural Travel BV v. Zefer Corp. (2003). 	<ul style="list-style-type: none"> • Participation (discussion boards).
10	Malware and automated computer attacks	<ul style="list-style-type: none"> • Holt et al., Chapter 4; • Kerr, “The Kronos indictment: Is it a crime to create and sell malware?”; • U.S. v. Morris (1991); • IAC v. Citrin (2006). 	<ul style="list-style-type: none"> • Participation (discussion boards).
11	Digital piracy and IP theft	<ul style="list-style-type: none"> • Holt et al., Chapter 5; • People v. Johnson (1990); • United States v. Moran (1991); • MGM v. Grokster (2005). 	<ul style="list-style-type: none"> • Participation (discussion boards); • Documentary analysis.
12	Economic crimes	<ul style="list-style-type: none"> • Holt et al., Chapter 6; • United States v Agrawal (2013); • United States v. Genovese (2005); • United States v. Barrington (2011). 	<ul style="list-style-type: none"> • Participation (discussion boards).
13	Digital/Computer Forensics (I)	<ul style="list-style-type: none"> • Holt et al., Chapter 12; • United States v. Cotterman (2013); • United States v. Adjani (2006); • United States v. Hill (2006). 	<ul style="list-style-type: none"> • Participation (discussion boards).
14	Digital/Computer Forensics (II)	<ul style="list-style-type: none"> • Holt et al., Chapter 13; • United States v. Williams (2010); • In Re Application for a Search Warrant to Seize and Search Electronic Devices from Edward Cunniss (2011). 	<ul style="list-style-type: none"> • Participation (discussion boards).
15	Digital/Computer Forensics (III)	<ul style="list-style-type: none"> • Holt et al., Chapter 14. 	<ul style="list-style-type: none"> • Participation (discussion boards); • Graduate students only: Final position paper.

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16	The future of cybercrime, terror, and policy	<ul style="list-style-type: none">• Holt et al., Chapter 15.	<ul style="list-style-type: none">• Participation (discussion boards).
Finals Week	--	--	<ul style="list-style-type: none">• Final exam.