

Cyberwar and Espionage

INTL 366u

A fully online class

Fall 2025

Professor Smallman

Politics and Global Affairs

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Office hours: My office hours for fall will be 11:30am to 1:30pm on Monday. We can meet in person (Rm. 670B, URBN) or by Google Meet/Zoom. I am also often available to meet with students outside these hours; please just send me an email.

Course Description:

This course will explore the use of cyberwarfare and espionage in International Affairs. It will examine the ethical issues entailed by these activities, and how these may be viewed differently by states, organizations and individuals. The course will also examine the theoretical foundations that underpin foreign policy debates related to cyber-conflict and spying.

Student Learning Outcomes: The students in this class will:

- Understand the ethical issues entailed with cyber-warfare and espionage
- Demonstrate their understanding that cyber-warfare and espionage impacts politics and economics on a global scale.
- Be able to describe the major theoretical issues involved with digital conflict and surveillance
- Demonstrate their deep knowledge of one particular issue in this field
- Develop research, annotating, and bibliographical skills
- Create a digital artifact related to a key course theme, such as a Slideshow or Podcast

Accessing Canvas:

To access Canvas, go to the canvas.pdx.edu. To login, enter your odin ID and your odin password. If you do not have an odin account, or are not sure what your odin ID or password is, go to <https://www.account.pdx.edu/> or contact the Information Technology Help Desk (help@pdx.edu) or 725-HELP. For Canvas help in person, please go to one of the computer labs on campus. All assignments will be submitted in the Canvas course shell.

Communication with the Faculty Member

You can email me directly (drss@pdx.edu) or through Canvas.

Reading:

There are no books or other materials to purchase for the class. All the assigned course materials are available as embedded links. Because most course materials are accessed through the PSU library, you will need to have your ODIN user ID and password.

Basis for Grade: note that this course must be taken for a grade.

Online Discussion (40% of the final grade; self-grade and reflection is due Sunday at 11:59 pm after week 5, **November 2nd**, and week 10, **December 7th**):

Every Monday I will post a question to the discussion board. The goal of this is to facilitate an academic community that engages in an online conversation. The class will be divided into small discussion groups of several students. Every week you will have to respond to my post by **Friday at 11:59pm (150-200 words)**, and to another student's post **(100-150 words) by Saturday at 11:59pm**. While I will provide a question to start the conversation, students are also allowed to post on another question that interests them, to raise an issue for the reading, or to share related material to the class. In addition, some weeks students will share material related to their final slideshow project.

You will be self-grading both your participation and effort in all class discussions. You will share your self-grade, together with a two paragraph reflection, at the midterm and the end of the course. Your investment in the course depends as much on you as anything that I can do as an instructor. With this self-grading I am asking you to play an active role in your learning. I will also take a holistic view of your work. If there is a major disparity between your self-grade and my perceived grade (for example, you grade yourself a "B" but I think that you merit an "A") I have final responsibility for the grade. If you complete the discussion posts, but not the

self-grade and reflection assignment, your discussion grade will be reduced by 20% for that section of the course.

Students are expected to demonstrate, at all times, academic integrity and respect for others. Posts that do not meet this standard will not be given any credit, and will impact a student's overall discussion grade. Personal insults and profanity will not only result in an automatic "zero" for that week's post, but also –in serious cases– may result in a failing grade for the discussion grade.

There will also be a Question and Answer page on the discussion board, where students can post questions or comments to be viewed by both the class and the instructor.

Critical Reading Response, due in Assignments by Sunday at 11:59pm following weeks 4, October 26th: (25% of the final grade; 25 points total):

The reading response will cover the assigned readings (not video or podcasts) for the previous four weeks. Students will be given a prompt, and should write a three to four page paper in response (not including the reference page), which they will upload to assignments. The prompt will ask them to think critically about the readings that they have covered to that date in the class, with an understanding that not all students will have read the same material. Students will be judged on the quality of their writing, their ability to demonstrate their familiarity with a wide range of the reading, and *their capacity to develop a clear argument*. Students must use citations in APA format in the reading response, and a References page. **The citations must include specific page numbers.** Please remember to read the question prompt carefully.

Midterm Quiz. (5% of the final grade; 5 points total), opens November 6, closes November 9th at 11:59pm:

The quiz will consist of 10 multiple choice questions, which will be different for each student. The quiz will open at 6am on Thursday of week 6, and close at 11:59pm the following Sunday. Students will have one hour to complete the quiz. Although it is acceptable to view your notes or sources during the quiz, you will not have enough time to locate the answers unless you have carefully reviewed the material in advance. The quiz will cover content from the first five weeks on both the readings and videos, such as key terms or ideas.

Slideshow or Video Project (30% of the final grade; 30 points total), **Sunday, December 7th:**

Students will share a draft with their peers by posting to the discussion Monday by 11:59 pm of week ten. The final draft is due by Sunday at 11:59pm of week 10.

Students will produce a slideshow using either Google Slides, which is available in their Google account, or the free app Microsoft Sway. The slideshow should explore some aspect of cyberwar and espionage internationally. Students do not need to worry if another student chooses the same topic; it is inevitable that the same genre or event will interest more than one person in the class.

With the instructor's permission, students may also create another digital artifact for the course, such as a video or a podcast. Whatever they create, however, they must be able to share with the class by means of a stable URL.

One goal of this project is to create an online community, even though it is an individual project. For this reason, students will share the work and give feedback by posting materials in their discussion groups by key dates outlined in the syllabus. By week eight students will have a draft roughed out and a link to share with a peer reviewer in their discussion group. At the start of week 10 students will share what they create with the class (through the group-share feature of the discussion board, where they will post the link for their slideshow), which will be the culmination of the course. More details on the slideshow project are provided at the end of this syllabus. For your final slideshow you must use a Cloud based system such as Google Slides or Microsoft Sway. **Do NOT use Powerpoint**, because these files become so large that they can be difficult and time-consuming to download.

There is no final exam in this course. The coursework is completed at the end of week ten.

Late policy: late submissions of the Slideshow project or reading reflections will be penalized (except in the case of verifiable illness or family emergency) three percent a day for each day that they are late (including weekends) up to a maximum of fifteen percent of the assignment grade. Late discussion posts are not accepted (except at the

discretion of the instructor) the following week, because these are a form of conversation, which require an audience to have value.

Course Structure:

All students will cover the same content for the first seven weeks. In weeks eight through nine, students will focus on their final projects, and peer review. In week ten, the class will come together so that everyone can view the classes' slideshow projects.

Negotiated Syllabus:

A negotiated syllabus fosters personalized learning by having students choose the content that suits them. In this course, students will have choices about which material to read, listen or view in most weeks. Students will be responsible for all content at the end of the course.

Topics: True academic inquiry must follow its own course. For this reason, there may be changes and additions to the schedule that follows. Please note that some videos are easier to view on computers than on tablets. If you leave town for a weekend, you may want to check that the assigned movies play on your tablet before you leave. You will need to sign in with your Odin ID before watching the movies.

Please let Professor Smallman know if a link is broken. There are also instructions in course content for how to look up class videos at the library main webpage.

Week 1: Cyberwarfare

Watch:

"The Perfect Weapon." 2020. Films On Demand. Films Media Group.
<https://fod.infobase.com/PortalPlaylists.aspx?wID=102733&xtid=215647>

Everyone should also view the following resources:

The library has a brief (two minute) video on [how to use its automatic citation generator](#).

If you have not already watched this video in another one of my courses, [please watch this short \(just over four minute\) video about how to use the library catalogue](#). When you finish the video you should have a good understanding of how to pin a resource, which will be important to your research later in the course.

Read:

The syllabus. You should read the syllabus from start to finish, and make sure that you have a good understanding of all the assignments and expectations. By reviewing the topics that the class will cover, you may also find ideas for your final project.

NEUBERGER, A. (2025). China Is Winning the Cyberwar: America Needs a New Strategy of Deterrence. *Foreign Affairs* (New York, N.Y.), 104(5), 136–147.

CyberProtection Magazine. (2024, December 3). Cyberwarfare 2025: The rise of AI weapons, zero-days, and state-sponsored chaos. CyberProtection Magazine.
<https://cyberprotection-magazine.com/cyberwarfare-2025-the-rise-of-ai-weapons-zero-days-and-state-sponsored-chaos>

Dave Kennedy. (2025, July 21). Why it's time for the US to go on offense in cyberspace. CyberScoop (op-ed)

Gordon, S., & Rosenbach, E. (2022, Jan). America's Cyber-Reckoning. *Foreign Affairs*, 101, 10-20.
<https://stats.lib.pdx.edu/proxy.php?url=https://www.proquest.com/magazines/american-cyber-reckoning/docview/2616230592/se-2>

Newdick, Thomas, and Tyler Rogoway. "Hezbollah's Exploding Pagers Could Be As Monumental A Cyber-Espionage Operation As Stuxnet." *The War Zone*, September 17, 2024

Mark Mazzetti, et al. (2025, August 25). Targeting Iran's Leaders, Israel Found a Weak Link: Their Bodyguards, *Seattle Times*.

Optional reading:

Dr. Birol Yesilada, "Cybersecurity Basics."

Do:

Do your discussion post by Friday at 11:59, and respond to another student by Sunday at 11:59.

Begin to think about a possible topic for your final slideshow project, and the platform that you would like to use for it. If in doubt, please use Google Slides. Everyone in the class already has access to Google Slides through their ODIN account.

Week 2: AI, deep fakes and autonomous weapons

Watch:

Infobase, film distributor, & Australian Broadcasting Corporation. (2022). [Foreign Correspondent : American Deepfake \[Video recording\]](#). Australian Broadcasting Corporation.

Wunderer, D. A., Moser, F., Riley, D., Blue + Green Communication, production company, Rundfunk Berlin-Brandenburg, production company, & Video Project, publisher. (2024). *Flash wars : autonomous weapons, A.I. and the future of warfare* [Video recording]. Video Project.

Read or listen:

Please read FOUR of the following resources:

Wired (2025, Aug). The Era of AI-Generated Ransomware Has Arrived.

Usman, Y., Upadhyay, A., Gyawali, P., & Chataut, R. (2024). Is Generative AI the Next Tactical Cyber Weapon For Threat Actors? Unforeseen Implications of AI Generated Cyber Attacks. <https://doi.org/10.48550/arxiv.2408.12806>

Wakefield, J. (2022, March 18). Deepfake presidents used in Russia-Ukraine war. BBC News. <https://www.bbc.com/news/technology-60780142>

Al-Azzawi, M., Doan, D., Sipola, T., Hautamäki, J., & Kokkonen, T. (2025). Red Teaming with Artificial Intelligence-Driven Cyberattacks: A Scoping Review. <https://doi.org/10.48550/arxiv.2503.19626>

TechRadar. (2025, August). The invisible battlefield: Good AI vs Bad AI in the evolving cybersecurity landscape.

TechRadar Pro. (2025, August). Regulatory compliance: Act now. TechRadar Pro.

Europol. (2025, March). *EUROPOL warns artificial intelligence is turbocharging organized crime*. AP News.

Do:

Do your discussion post by Friday at 11:59, and respond to another student by Sunday at 11:59.

You should also select a topic and platform for your final project. You can always change your mind later.

Week Three: Cyber capability and surveillance in Asia

Infobase, film distributor, & National Geographic Society. (2023). Inside North Korea, The Cyber State [Video recording]. National Geographic.

Read:

Everyone **MUST** read Eom's article, plus **FOUR** others of their choice.

Must read: Eom, T. Y. (2024, July 10). AI and Cybersecurity in Digital Warfare on the Korean Peninsula. Georgetown Journal of International Affairs

Choose four:

Goldman, A. (2025). 'Unrestrained' Chinese Cyberattackers May Have Stolen Data From Almost Every American. New York Times Company.

Reuters. "US, UK Officials Say China Cyberespionage Campaign Hit Millions." Cybernews, March 26, 2024.

Circuit Court Complaint, Arkansas Civil Division, TEMU. This civil complaint argues that the Chinese shopping platform TEMU improperly collects extensive data on users.

Vainilavičius, Justinas. "Shoppers Warned against Temu 'Free Money' Handouts." Cybernews, March 28, 2024. <https://cybernews.com/privacy/temu-free-money/>.

Bond, Shannon. "China Is Pushing Divisive Political Messages Online Using Fake U.S. Voters." NPR, September 3, 2024.

Smallman, Shawn (November 27, 2018). 'The Great Firewall of China. Blog post.

Shawn Smallman (September 2019). "China, Hong Kong and Cyber-espionage," Blog post.

Zhang, L. (2020). How to Counter China's Disinformation Campaign in Taiwan. Military Review.

Listen

If you wish, you may substitute this podcast for three of the above articles: Spotify. “The Future of TikTok in America.” Accessed September 3, 2024.

Do:

Do your discussion post by Friday at 11:59, and respond to another student by Saturday at 11:59.

Begin to work on your proposal for your Slideshow Projects, which you will share with your discussion group next week. Your proposal should include your topic, a brief outline of the presentation, and the learning outcomes, which are what you want your audience to learn.

Further reading:

If you might wish to further investigate this topic, this work may be helpful. Sabotka, S., Orbinati, Albert, Atkinson, Jared, & Smith, David. (2015). An Assessment of Historical and Emerging Nation-state Cyber Threats: China, Russia, North Korea, and Iran, ProQuest Dissertations and Theses. <http://bit.ly/2hHW6dV>

Week 4: US Intelligence Services and their Allies

Watch:

Please choose ONE of the following two sources. Please note the second source is audio only, but has closed captions.

“Global Spyware Scandal: Exposing Pegasus - Episode 1.” 2023. Films On Demand. Films Media Group.

<https://digital.films.com/PortalPlaylists.aspx?wID=102733&xtid=287516>.

Read:

Choose FOUR of the following articles.

Cartmell, C. A. (2023). *Long-term intelligence sharing: The Five Eyes and the European Union*. European Security.

Liu, X. (2024). Coalition building and Sino–U.S. competition in the digital era. Coalition building and Sino–U.S. competition in the digital era. China International Strategy Review, 17(4), 425–?.

Moran, C. R. (2023). U.S. Intelligence Community, global security, and AI. *Journal of Global Security Studies*, 8(2).

Kostyuk, N., et al. (2025). Bureaucratic politics of cyber strategy. *Journal of Global Security Studies*, 10(3). <https://doi.org/10.1093/jogss/ogaf007>

Collier, B. (2025, Aug. 8). The secret history of Tor: How a military project became a lifeline for privacy. *The MIT Press Reader*.

Wired (2025, Jun). Predatory Sparrow Hackers Are Waging Cyberwar on Iran's Financial System.

Do:

Your Critical Reading Reflection is due in Assignments by next Sunday before midnight. This reading response will cover the readings (not podcasts or videos) for weeks 1, 2, 3 and 4. Please remember to read the question prompt (both on this week's content page and under Assignments) carefully before writing your paper.

Do your discussion post by Friday at 11:59, and respond to another student by Sunday at 11:59. This week in your discussion group you will share a brief proposal for your slideshow project, rather than responding to a question on the course content. Your proposal should include your topic, a brief outline of the presentation, and the learning outcomes, which are what you want your audience to learn. Please give constructive feedback to at least one other student's proposal in your small discussion group.

Further Reading:

If you are interested in the U.S. Intelligence Services, and the ethical issues involved in their oversight, I recommend the following work:

Horton, S. (2015). *Lords of secrecy : The national security elite and America's stealth warfare*. New York: Nation Books.

Week 5: Non-state Actors: Anonymous, Hackers, Wikileaks and Whistleblowers

Watch:

Please watch the following:

“Tracking Russian Hackers.” Films On Demand, Films Media Group, 2019, <https://digital.films.com/PortalPlaylists.aspx?wID=102733&xtid=238773>.

“Edward Snowden Interview.” Films On Demand, Films Media Group, 2014, <https://fod.infobase.com/PortalPlaylists.aspx?wID=102733&xtid=118358>

Read or Listen:

Read **or listen to THREE** of the following resources. Everyone must read Denning as one of their three works.

Denning, Dorothy. (2015, September 8), The Rise of Hacktivism. Georgetown Journal of International Affairs. **Everyone must read this article.**

Smeets, M. (2025). [Rev. of *Ransom War: How Cyber Crime Became a Threat to National Security*]. *Foreign Affairs* (New York, N.Y.), 104(3), 183–183.

Ash, Lamorna. “Thanks to a Shadowy Hacker Group, the British Library Is Still on Its Knees. Is There Any Way to Stop Them?” The Guardian, February 6, 2024. <https://www.theguardian.com/commentisfree/2024/feb/06/hacker-british-library-cybersecurity-cybercrime-uk>.

BBC World Service podcast, the Inquiry, “Can you believe what you read on Wikileaks?” 23 Minutes. *This podcast does not have a transcript.*
<http://www.bbc.co.uk/programmes/p04rcytc>

Do:

Do your discussion post by Friday at 11:59, and respond to another student by Sunday at 11:59.

By Sunday at 11:59pm you should upload your self-reflection on your discussion grade, using the document available in the course shell. *You should not need to spend more than one hour on this assignment.* Your investment in the course depends as much on you as anything that I can do as an instructor. With this self-grading I am asking you to play an active role in your learning. I will also take a holistic view of your work. If there is a major disparity between your self-grade and my perceived grade (for example, you grade yourself a “B” but I think that you merit an “A”) I have final responsibility for the grade. Remember, you should have been filling out your discussion log (see the link in the week one module) which will allow you to talk now in detail about your work in the course.

Week 6: Setting Norms in Cyberspace

Watch:

This week there are no videos for viewing. Please focus on the readings below.

Read:

Please **read FIVE** of the following articles.

Gold, J. (2019, January 8). Toward Norms in Cyberspace: Recent Progress and Challenges. Canadian International Council.

<https://thecic.org/toward-norms-in-cyberspace-recent-progress-and-challenges/>

Guest Blogger for Net Politics. (2020, April 16). The Cyberspace Solarium Commission on Norms. Council on Foreign Relations.

<https://www.cfr.org/blog/cyberspace-solarium-commission-norms>

Kajander, A., Liivoja, R., & Naagel, M. (2025). Cybersecurity of weapon systems: international law requirements and technical standards. *Journal of Cybersecurity* (Oxford), 11(1). <https://doi.org/10.1093/cybsec/tyaf017>

Giovannelli, D. (2025). Handling cyberspace's state of intermediacy through existing international law. *International Review of the Red Cross*, 2025.

Biggio, G. (2025). Regulating non-kinetic effects of cyber operations: the 'Loss of Functionality' approach and the military necessity-humanity balance under International Humanitarian Law. *Journal of Conflict & Security Law*, 30(2), 241–263. <https://doi.org/10.1093/jcsl/kraf008>

Nye, Joseph S., Jr. (2022, Jan). The End of Cyber-Anarchy? *Foreign Affairs*, 101, 32-42.

Iasiello, E. (Winter 2016). "What Happens if Cyber Norms are Agreed to?" *Georgetown Journal of International Affairs*. 30-37.

Do:

Do your discussion post by Friday at 11:59, and respond to another student by Sunday at 11:59.

The Multiple Choice Quiz: The quiz will consist of 10 multiple choice questions, which will be different for each student. The quiz will open at 6am on Thursday of week 6, and close at 11:59pm on Sunday. Students will have one hour to complete the quiz. Although you may view your notes or sources during the quiz, you will not have enough time to locate the answers unless you have carefully reviewed the material in advance. The quiz will cover content from both the readings and videos, such as key terms or ideas, for weeks 1-5.

Work on your Slideshow. You should begin to build your presentation in Google Slides by creating five slides plus the bibliography by the end of the week. Your first slide should interest the reader by raising compelling questions.

Week 7, Russia's cyberstrategy:

This week students will examine how Russia views cyberwarfare as a means to project power, despite its financial constraints.

Watch:

Choose three of the following videos:

Whitaker, B., Messick, G., Lieberman, M. E., & CBS News Productions, production company. (2022). 60 minutes. Shields up [Video recording]. Columbia Broadcasting System CBS.

Weingart, J., Messick, G., & Whitaker, B. (2021). 60 minutes. SolarWinds. Columbia Broadcasting System CBS.

"Tracking Russian Hackers." Films On Demand, Films Media Group, 2019.

"We're Going on a Bear Hunt." 2017. *Films On Demand*. Films Media Group.
<https://digital.films.com/PortalPlaylists.aspx?wID=102733&xtid=145246>

Read:

Please **read FIVE** of the following articles. Everyone must read Chappell and Myre's piece as one of their five readings:

Bill Chappell & Greg Myre, December 21, 2020. What We Know About Russia's Latest Alleged Hack Of The U.S. Government. NPR. **Everyone must read this work.**

Bond, Shannon. "Russia Is behind Fake Video of Ballots Being Destroyed, U.S. Officials Say." NPR, October 25, 2024.

Ravie Lakshmanan, December 16, 2020, New Evidence Suggests SolarWinds' Codebase Was Hacked to Inject Backdoor.

Geoff Brumfiel (October 12, 2018). "Meet the Internet Researchers Unmasking Russian Assassins," *NPR*.

Mike Mcquade (August 22, 2018). The Untold Story of NotPetya, the Most Devastating Cyberattack in History. *Wired*.

Barrinha, A. (2018). Virtual Neighbors: Russia and the EU in Cyberspace. *Insight Turkey*, 20(3), 29-41.

BBC News. (October 4, 2018). How the Dutch foiled Russian 'cyber-attack' on OPCW. BBC news website.

Tom Sear (August 23, 2018). "If it ain't broke, don't fix it: Australia should stay away from electronic voting" *The Conversation*. Website.

Do:

Do your discussion post by Friday at 11:59, and respond to another student by Sunday at 11:59.

Complete your rough draft for the Slideshow Project. At the end of your first discussion post this week please include a brief message that describes how your work is progressing.

Resources:

This source can help find images for your project:

["How to find images that aren't copyrighted, a video"](#)

If you want to read captions, please click on the white rectangle on the right bottom side of the screen.

Individual Exploration of a course topic:

Students will prepare their final assignment in these three weeks. The intent of this module is to allow students to explore a topic in depth. You are also required to demonstrate your information literacy skills, by locating and viewing material related to your theme from the PSU library and other sources. You will be discussing your work in your small discussion groups the same as you have earlier in the course.

Week 8, Peer Review

Share your Slideshow Project with other members of your discussion group by posting a link. **When you share it, please be sure to check “anyone with a PSU account may view.”** Read and comment on other people’s projects. You will make comments by means of a discussion post, rather than by using the “comments” feature inside Google Slides. You will not have another discussion question this week. The intent of this week’s discussion post is to have you work to improve each other’s projects.

Read:

- Find and read material related to your topic of investigation. This week you must read at least one peer-reviewed article.
- Carefully read this webpage from Brock University: [Citing Sources on Presentations](#).
- Please review [the rubric for the Slideshow project](#). If you are interested in doing a final project that is not a slideshow -such as a podcast or video- please let the instructor know.

Do:

Do your discussion post by Friday at 11:59, and respond to another student by Sunday at 11:59. **You must read/view the final projects of two other people.** Please be sure to give feedback on a slideshow/project that hasn’t yet received any comments, before commenting on a project that has received feedback. The intent is that every person in your small group discussion should receive feedback.

Week 9, Final Revisions:

The key work for this week is to revise your Slideshow Project based on feedback from your discussion group.

Read:

Your own final project- review it yourself with a critical eye, and have a friend or family member view it.

If you have not done so already, please [review this Slideshow rubric](#).

Do:

Do your discussion post by Friday at 11:59, and respond to another student by Sunday at 11:59.

In this digital age, Information and Media literacy is a core learning outcome. One essential aspect of this skill is the ability to source and evaluate information. For this reason, I carefully examine not only your citations and reference page, but also that you have **used three peer-reviewed articles and a book**. Projects that do not do so will lose points. Now is the time to carefully check that you have the required sources, citations and references.

Week 10: Viewing Final Projects

View: the online presentations and materials for the Final Project. You should view the ten projects that most interest you, whether slideshows or videos. *Remember, you must post a link to the week 10 discussion board by Friday at 11:59pm.*

Do:

Share your project with the class on the discussion board by Monday at 11:59pm.

- Do your discussion post by Friday at 11:59, and respond to another student by Sunday at 11:59. This week I will not be posting a discussion question. Instead, you will be viewing and commenting on each other's work. The intent of this week is to create an academic community.
- **This next step is very important.** By Sunday at midnight please upload a one to two paragraph reflection to Assignments, in which you describe what you learned from working on the final assignment in two paragraphs. Please also include a stable URL for your project (Google Slides, Sway, Youtube, etc) on this response. This will give you a little more time to make any final revisions to your project. It also allows me to give you private feedback, and to use the grade feature in Assignments.
- After classes end, on Sunday by 11:59pm you should upload your self-reflection on your discussion grade, using the document available in the course shell. *You should not need to spend more than one hour on this assignment.* Your investment in the course depends as much on you as anything that I can do as an instructor. With this self-grading I am asking you to play an active role in your learning. I will also take a holistic view of your work. If there is a major disparity between your self-grade and my perceived grade (for example, you grade yourself a "B" but I

think that you merit an “A”) I have final responsibility for the grade. Remember, you should have been filling out your discussion log (see the link in the week one module) which will allow you to talk now in detail about your work in the course.

There is no final exam in this course. Enjoy the Break!

Sexual harassment, sexual assault, dating/domestic violence and stalking.

Portland State is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment (sexual assault, domestic and dating violence, and gender or sex-based harassment and stalking). If you have experienced any form of gender or sex-based discrimination or sexual harassment, know that help and support are available. PSU has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and on-housing accommodations, helping with legal protective orders, and more. Information about PSU's support services on campus, including confidential services and reporting options, can be found on PSU's Sexual Misconduct Prevention and Response website at: <http://www.pdx.edu/sexual-assault/get-help> or you may call a confidential IPV Advocate at 503-725-5672. You may report any incident of discrimination or discriminatory harassment, including sexual harassment, to either the Office of Equity and Compliance or the Office of the Dean of Student Life. Please be aware that all PSU faculty members and instructors are required to report information of an incident that may constitute prohibited discrimination, including sexual harassment and sexual violence. This means that if you tell me about a situation of sexual harassment or sexual violence that may have violated university policy or student code of conduct, I have to share the information with my supervisor, the University's Title IX Coordinator or the Office of the Dean of Student Life. For more information about Title IX please complete the required student module Creating a Safe Campus in your D2L.

Access and Inclusion for Students with Disabilities: PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu, <https://www.pdx.edu/drc>. If you already have accommodations, please contact me to make sure that I have received a faculty notification letter and discuss your accommodations.

Academic Integrity and Plagiarism:

Academic integrity is essential to learning, especially in an online setting. Plagiarism is the submission of another person's work as your own, such as by having someone else write your discussion post or Slideshow project. It is also a serious academic crime.

Any instance of plagiarism will result in an automatic "O" for that assignment, for both the person who submitted the assignment, and the person who helped them. The student(s) will also be referred to the Dean of Student Life.

In an online class, it is important to ensure that students are submitting their own work. Some students will be chosen at random to have a brief discussion (via Google Hangout or phone) about their work during the quarter, to confirm their authorship.

Artificial Intelligence:

It is permissible to use artificial intelligence to prepare for your oral presentation. But this information must be included in an appendix that thoroughly describes:

- The AI platform used
- The specific prompts and tasks that the AI responded to
- How did you check the accuracy of the information afterwards?
- How you edited material the that AI gave you

Documented use of AI in the final project -on the terms above- will NOT result in any student's grade being reduced, or judged on a basis any different than a project created without using AI. Without acknowledgement, the use of AI is plagiarism.

Guidelines for the Slideshow Project

- Your project should consider some aspect of Cyberwar and Espionage. The slideshow should begin with an introductory slide that interests the reader by raising compelling questions, or explains why this genre or artist is significant. **Be sure to have your name on the opening slide.**
- The slideshow will be based on 10-15 sources, **of which at least three must be academic articles, and one book.** These are articles that have undergone a process called peer-review, and typically have citations. Many articles are available through the library's electronic databases. You must also reference at least one book.
- The slideshow must include references as its final slide. These must be in APA format.
- Be careful to avoid plagiarism and to place all quotations between quotation marks.
- You should demonstrate a good understanding of the content that you have read. You must show to the viewer that you have incorporated information from multiple sources. You will evaluate different points of view and synthesize information.
- The slideshow should be well written, with no grammar or spelling errors. It should also be clearly organized so that one point flows from the next.
- The slideshow should be visually appealing. The choice of font and graphics should be appropriate to an academic work, and should complement the material, without distracting the viewer. The font sizes should be easy to read.
- Embedded videos have been popular with other students in the past, but they are not required.
- The slideshow should have 16-18 slides. This is a suggested length and more is OK.
- All work must be original. Some students will be chosen at random from the class to have a discussion about their work, to confirm their authorship.
- **This point is VERY IMPORTANT.** All materials must be cited in your slideshow project, **including images.** In week 8, be sure that you carefully view and read material on how to cite material in a slideshow project. You must also include page numbers -where appropriate- in these citations. A core learning outcome for this course is that all students will demonstrate that they can cite material properly, so this requirement will be strictly enforced in grading.

Key Steps for the Slideshow Project

1. Students should choose what tool they wish to use to create their slideshow. They can use Google Slides from their Google drive (accessible through their ODIN account).
2. By week eight students should have a template roughed out and a link to share with a peer reviewer in their discussion group. **If you are using Google Slides remember to set the sharing to “Share with anyone with a PDX email.”**
3. When it's time to share their final project with their discussion group, students should make comments on their peer's final project on the Discussion Board, rather than the “comment” feature in Google Slides.
4. When it's time to share their work with the entire class students will use the Week 10 discussion board to post their name and the link for their slideshow. (e.g. "Vince's Final Presentation and Link"). Unlike other weeks, the week 10 discussion board is visible to the entire class. We will be discussing guidelines for reviewing and commenting on others' projects.

Detailed Timeline for the Slideshow Project

Week One: Research a possible topic for the Slideshow Project.

Week Two: Select Topic. Choose which tool (Google Slides) you wish to use to produce your Slideshow. It's OK to change your mind later in the course, but that will add time to the project, so it is best to know which platform you wish to use. If in doubt, please use Google Slides, which has good user support on campus.

Week Three: Begin to work on your proposal for your Slideshow Projects. Your proposal should include your topic, a brief outline of the presentation, and the learning outcomes, which are what you want your audience to learn.

Week Four: Share your proposal with your discussion group. Comment on other people's proposals.

Week Five: Collect sources for your project. **Remember that your final bibliography must have 10-15 sources.** At least three of your final sources must be academic articles, and you must also use one book.

Week Six: Work on your Slideshow. You should begin to build your presentation in Google Slides by creating five slides plus continuing to work on your annotated bibliography. Your first slide should interest the reader by raising compelling

questions. Everyone in the class already has access to Google Slides through their ODIN account.

Week Seven: Complete your rough draft for the Slideshow Project.

Week Eight: Share your Slideshow Project with other members of your discussion group by posting a link. Read and comment on other peoples' projects on the discussion board. You will not have another discussion question this week. Everyone in your group must receive feedback.

Week Nine: Revise your Slideshow Project based on the feedback that your project received. Be sure that you have used quotation marks for all quotes, and that all content otherwise is in your own words. Review for spelling and grammar errors. The slideshow should be clearly organized, so that one point flows from the next. Make sure that your slideshow is visually appealing. The choice of font and graphics should be appropriate to academic work. **You should have 16-18 slides, and a final reference page in APA format.**

Week Ten: Everyone in the class will post the links for their final Project in the Group Share. Be sure to include a brief introduction describing the content of the slideshow prior to the link. Review and comment on 10 other students' final projects on the discussion board. On Friday of week 10 upload a brief one to two page reflection on your work -including a link to your project- to assignments.