ASU ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM
(ONE COURSE PER FORM)

1.) DATE: 11/2/2020	2.) COMMUNITY COLLEGE: **Maricopa Co. Comm. College District**

3.) PROPOSED COURSE: Prefix: IFS Number: 213 Title: Hacking and Open Source Cultures Credits: 3
CROSS LISTED WITH:
Prefix: Number: ; Prefix: Number: ;
Prefix: Number: ; Prefix: Number: ;
Prefix: Number: ; Prefix: Number: .

4.) COMMUNITY COLLEGE INITIATOR: BARBARA HOWE PHONE: 480-726-4157 EMAIL: barbara.howe@cgc.edu

ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable are not eligible for the General Studies Program.

MANDATORY REVIEW:

☐ The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area).

POLICY**:** The General Studies Council (GSC) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.

AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.

5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA:
Core Areas: **Select core area...** Awareness Areas: **Historical Awareness (H)**

6.) REQUIRED DOCUMENTATION
☒ Cover Form
☒ Course Syllabus
☒ Course Description
☒ Criteria Checklist for the area
☒ Table of Contents from the textbook required and list of required readings/books

7.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS:
☐ DEC prefix ☒ Elective

Current General Studies designation(s):

Requested Effective date: **2021 Spring** Course Equivalency Guide

Is this a multi-section course? Yes

Is it governed by a common syllabus? Yes

Chair/Director: BEN ALOE & KIM CHUPPA-CORNELL, LIBRARY IC CO-CHAIRS
Chair/Director Signature:

AGSC Action: Date action taken: ☐ Approved ☐ Disapproved

Effective Date: **2021 Spring**

Arizona State University Criteria Checklist for

HISTORICAL AWARENESS [H]

Rationale and Objectives

Recent trends in higher education have called for the creation and development of historical consciousness in undergraduates now and in the future. History studies the growth and development of human society from a number of perspectives such as—political, social, economic and/or cultural. From one perspective, historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of identity and of values, which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is that knowledge of history helps us to learn from the past to make better, more well-informed decisions in the present and the future.

The requirement of a course that is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent both the relationship between events and change over time. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

The justifications for how the course fits each of the criteria need to be clear both in the application tables and the course materials. The Historical Awareness designation requires consistent analysis of the broader historical context of past events and persons, of cause and effect, and of change over time. Providing intermittent, anecdotal historical context of people and events usually will not suffice to meet the Historical Awareness criteria. A Historical Awareness course will instead embed systematic historical analysis in the core of the syllabus, including readings and assignments. For courses focusing on the history of a field of study, the applicant needs to show both how the field of study is affected by political, social, economic, and/or cultural conditions AND how political, social, economic, and/or cultural conditions are affected by the field of study.

Revised October 2015

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[H] CRITERIA			
THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:			
YES	**NO**		**Identify Documentation Submitted**
☒	☐	**1.** History is a major focus of the course.	Course Description/Competencies, Official Outline, Syllabus, Assignments, Readings
☒	☐	**2.** The course examines and explains human development as a sequence of events influenced by a variety of factors.	Course Description/Competencies, Official Outline, Syllabus, Assignments, Reading
☒	☐	**3.** There is a disciplined systematic examination of human institutions as they change over time.	Course Description/Competencies, Official Outline, Syllabus, Assignments, Reading
☒	☐	**4.** The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	Course Description/Competencies, Official Outline, Syllabus, Assignments, Reading
		THE FOLLOWING ARE NOT ACCEPTABLE:	
		• **Courses that are merely organized chronologically.**	
		• **Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.**	
		• **Courses whose subject areas merely occurred in the past.**	

Course Prefix	Number	Title	General Studies Designation
IFS	213	Hacking and Open Source Culture	Applying for H

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	The first listed Course Competency in the Syllabus explains that students will be able to "explain the history [...] related to hacking and open source culture." The chronological history spans from the 1960's to the present. In order to fully understand the interrelationship between hacking and open source, students must also understand their origins and development over time .	MCCCD Official Course Description MCCCD Official Course Outline (I-VI) Syllabus: Sample Course Schedule (Units 1-6) Sample assignment: Short Essay: Researcher's Choice Sample assignment: Group Presentation Sample reading: Hackers: Heroes of the Computer Revolution chapters 1-4, 15-16 Sample reading: The Cathedral and the Bazaar chapter 1
2	The course focuses on the development of computer technologies as they are impacted by and influence legal, social, political, and economic factors. Students learn that our understanding of how the world works and how information is owned and shared is tied to these technological developments and the ideals that drove them at different historical periods. .	MCCCD Official Course Description MCCCD Official Course Outline (I-VI) Syllabus: Sample Course Schedule (Units 1-6) Sample quiz:Takeaways from "Major Moments" Sample assignment: Hacker Ethic in the Open World Sample reading: The Cathedral and the Bazaar chapter 3 Sample reading: "The Digital Divide Revisited: What is Next?"
3	Starting from the Tech Model Railroad Club to Anonymous, IFS 213 traces the development of technology, the internet, and open source from the 1960's to the present. Students gain an appreciation of how the original hackers pushed each other in their exploration of computers to new heights and how those same people became the giants of the tech industry. Their stories repeatedly inspired new generations of hackers who in turn contributed to the	MCCCD Official Course Description MCCCD Official Course Outline (I-IV) Syllabus: Sample Course Schedule (Units 1-4) Sample assignment: Hacking Incidents Sample assignment: Annotated Bibliography Sample reading: The Cathedral and the Bazaar chapters 1, 5, 6 Sample reading: Hackers: Heroes of the Computer Revolution chapters 1-13, epilogue

	development of the technologies that drive our modern world.	
4	As indicated in the course description, IFS213 "focus[es] on the multi-dimensions of … open source culture… Social, economic, cultural, and political implications of hacking and technology, in historical and contemporary contexts [are] addressed." Students explore the influence of the hackers' ethic on the world around them. Emphasis is placed on the reactions and impact of societal institutions to the ideas and acts of hackers at various points in history.	MCCCD Official Course Description MCCCD Official Course Outline (I-IV) Syllabus: Sample Course Schedule (Units 1-6) Sample assignment: Film Project Sample reading: Code chapters 10, 12 Sample reading: Privacy in the Digital Age, Vol 2, Ch. 18, "Hacking, the Limits to the Fourth Amendment, and Challenges to Local Administration in the 21st Century"

Justification for Historical Awareness [H] for IFS 213

1. **Historical forces and traditions created modern life.**

IFS 213 examines how human interactions drove innovation in surprising directions as the students and researchers who created the earliest iterations of the internet worked and played together. This group informally developed a code of ethics which both embodied and influenced their ideals. The course explores how many of the original hackers went on to found major tech companies, facing the challenges of balancing their ideals and economic, society, political, and legal demands. In turn, they also influenced the world around them, including later generations of hackers who embraced the hacker ethic in various ways. Tracing this development and how the hacker ethic spilled over into the wider population is the focus of IFS 213.

2. **A source of identity and values which facilitate cooperative effort**.

Open source culture is all around us. Regardless of intention, most of us have participated by searching for information online, using social media, or even sharing memes. IFS 213 requires students to examine how the group dynamics of the original hackers lead to the "hacker ethic" and ultimately to the development of technologies which facilitate information sharing. Learners explore how current phenomena such as crowdsourcing, hacktivism, and social media all trace their roots back to the ideals held by the original hackers. Students critically examine how information sharing has changed over time, as well as the benefits and challenges of living in an open source world.

3. **Learn from the past to make better, more well-informed decisions**.

Students think critically about the underlying social, legal, and economic questions that resulted from the development of the open source movement. Such questions as, who owns computer code and is it copyrightable? How can code be used to control end user rights and behaviors? What does the rapid spread of information mean for social movements? For warfare? For democracy? These types of questions allow students to think critically about the multi-dimensions of hacking and open source culture and to analyze the causes and effects of their own information sharing. By analyzing the history of hacking and open source culture with all of its complexity, students are then prepared to take the lessons from the past and apply them to their own personal and professional lives.

MARICOPA COMMUNITY COLLEGES

Hacking and Open Source Culture

Course: **IFS213**	Lecture **3.0** Credit(s) **3.0** Period(s) **3.0** Load
	Course Type: **Academic**
First Term: **2020 Spring**	Load Formula: **S- Standard**
Final Term: **Current**	

Description: Focus on the multi-dimensions of hacking and open source culture, including rule-breaking, innovation, and creative use of programming/technology. Social, economic, cultural, and political implications of hacking and technology, in historical and contemporary contexts will be addressed.

Requisites: Prerequisites: None.

MCCCD Official Course Competencies

1. Explain the history, concepts, and terms related to hacking and open source culture. (I, II)
2. Explore the interdependent relationship between hacking and open source software. (I, IV)
3. Evaluate the merits and demerits of open source software (including copyright issues). (II, III)
4. Analyze the role and impact of open source and open access as alternatives to traditional intellectual property law and policy. (II-IV)
5. Evaluate the implications of broader information sharing across a variety of mediums, including news, data, music, photographs, code, and texts. (II-VI)
6. Assess the influence of hacking and programming on current social, economic, political, technological, and cultural contexts. (IV-VI)

MCCCD Official Course Outline

I. History and definitions
  A. Hacking communities and hacker ethic
  B. Open source culture
  C. Open access
II. Open source software
  A. Intentions behind early projects
  B. Current developments
III. Academic perspectives
  A. Benefits
    1. Open access movement
    2. Open source code
    3. Copyright issues
  B. Challenges
    1. Open access movement
    2. Open source code
    3. Copyright issues
IV. Law and policy
  A. Intellectual property rights

A. Intellectual property rights
B. Software developments and licensing
C. Net neutrality

V. Dimensions of influence
A. Social
B. Political
C. Cultural
D. Technological
E. Economic

VI. Information exchange
A. Social media
B. Public perceptions
C. Current trends and challenges
D. Commodification of information

MCCCD Governing Board Approval Date: **October 22, 2019**

Syllabus

CGCC
Online (Canvas)
IFS 213 Hacking and Open Source Culture (3.0 credits)
Section 37206
Spring 2020

Prof. Barbara Howe
Office: LIB 222 (Pecos campus)
Office Hours: Monday 1:30-3pm
Tuesday 10am-12pm
Other days by appointment
barbara.howe@cgc.edu
(480) 726-4157

Communication Policy:

Please use the Inbox within Canvas to contact me. (Top right corner where it says Inbox) If Canvas is down or you need an alternative email, you can use my CGCC email address. Be sure to label all messages as Course Prefix/Number, followed by a brief subject description.

I will respond within 24 hours Monday through Friday. On the weekends and holidays, I will respond within 48 hours.

Please send me a message in Canvas with specific questions about the class, or regarding personal matters. Do not hesitate to contact me whenever you have concerns about your progress, or if you need help.

Course Description:
Focus on the multi-dimensions of hacking and open source culture, including rule-breaking, innovation, and creative use of programming/technology. Social, economic, cultural, and political implications of hacking and technology, in historical and contemporary contexts will be addressed. Prerequisites: None.

Course Competencies:

1. Explain the history, concepts, and terms related to hacking and open source culture.
2. Explore the interdependent relationship between hacking and open source software.
3. Evaluate the merits and demerits of open source software (including copyright issues).
4. Analyze the role and impact of open source and open access as alternatives to traditional intellectual property law and policy.
5. Evaluate the implications of broader information sharing across a variety of mediums,

including news, data, music, photographs, code, and texts.
6. Assess the influence of hacking and programming on current social, economic, political, technological, and cultural contexts.

Course Content:

This course consists of 6 units spread over 13 weeks plus a final exam. Units are broken up into week-long modules. Modules will contain some or all of the following components:

- **Announcements:** Be sure to check this link (in the frame at the left of Canvas). Here you will find time-sensitive information, reminders, and changes.
- **Notes and Readings:** These are comparable to lectures in a face-to-face class. Every module will have readings labeled READ. You should follow the flow of the module, progressing through each element sequentially.
- **Writing Assignments:** The goal of the written assignments is for the student to think about issues and ideas related to the subject area. The assignments will demonstrate understanding and application of your reading and/or research.
- **Discussions:** You will benefit greatly by leveraging the vast experience everyone has in this course by participating in the discussions fully. Discussions will be held in Canvas and through comments on Google Docs. Please see info about netiquette below.
- **Quizzes:** There are very few quizzes in this course, but those that do exist are there to test your understanding of key concepts. All quizzes are open book/internet/whatever.
- **Final Exam:** The Final Exam will be a short answer/essay exam. By completing all of the modules, plus the online information literacy tutorial, you should be well-prepared for the final exam.

Contact Hours:

This 3-credit requires the student to learn and complete assignments completely online. The assignments may include reading and research, writing discussion posts and papers, listening to videos of interactive lectures and speeches, and more. If this course were conducted only in a face-to-face classroom, it would be scheduled to meet for 45 clock hours and students would be expected to commit to at least 90 additional hours (135 hours total) for research, writing, and completing assignments. The time for research, writing, reading, and other assignments are also needed. If you are not prepared to **dedicate at least 135 hours** to this course—whether offered in a 5-week, 8-week, or 16-week format—you should seriously reconsider your enrollment.

Prof. Howe's Tips for Online Learning

1. Communicate with me frequently! I'm here to help you.
2. Ask the question. Even if you're not sure it's important or you aren't sure if you misunderstood something. Just ask!
3. Print out the course schedule (under "Syllabus" on Canvas) and highlight important deadlines.
4. Plan to turn in assignments at least 12 hours early. This gives you a cushion in case you have last minute changes or technology issues.

5. Let your family/roommates/friends know when you have set aside time to do your coursework. If they are aware, it's easier for them to give you some space or help you stay on track.
6. Check in with the class at least every other day. You will be less likely to miss something important!

Online Tutoring
URL: Online Tutoring
The Learning Center provides students enrolled in CGCC online and/or hybrid courses access to online tutoring. Students are encouraged to take advantage of face to face tutoring as well. For information on how to access online tutoring, visit our website at http://www.cgc.edu/lc/onlinetutoring

Computer Lab
URL: Computer Lab
The CGCC Computer Lab is open extended hours to ALL currently enrolled CGCC students. The lab has Windows and Mac computers, scanners, headsets, etc. Staff provide FREE one-on-one walk-in or appointment-based assistance with technology questions, Wi-Fi, Canvas, software, and more. Labs are at both campuses Pecos (Bradshaw 123) and Williams (Bridget Hall 116). For more information, please visit www.cgc.edu/computerlab or call 480-732-7221.

Assessment & Grading:

Grading:
Assignment types in this course are broken down into three areas: Discussions, Homework, and Major Assignment. Each type is weighted in the final course grade as follows:

Example:

Assignment	**Grade Weight**	**Final Grade**
Discussions (20 points each)	20%	**A 90-100%** **B 80-89%** **C 70-79%** **D 60-69%** **F 0-59%**
Homework Assignments (10-30 points each)	30%	
Major Assignments + Final (50 points each)	50%	

All assignments are mandatory. The College has an attendance policy for online classes that uses both communication and coursework as measures to determine if you are in attendance. Missing work could put you at risk for being withdrawn from the course! (See Last Date of Attendance and Attendance below.)

Assignment Deadlines

All assignments have a specific due date. Assignments must be posted or submitted by 11:59 pm on the date specified. Assignments may not be turned in late unless there is a legitimate emergency that must be documented, and you email me before the due date and ask for an extension. I will consider each request on a case-by-case basis. **Late assignments will automatically lose 10% of the grade.** As the semester progresses, please contact me as soon as possible if you find yourself falling behind in the class for any reason.

The deadline for each module's assignments will always be the by 11:59 pm the Sunday after a module has been posted. Thus, you will have one week to complete the assignments for each module.

Because this course has an alternative schedule, you will be expected to continue your work on the mid-semester project over Spring Break. If you know you are going out of town or will not have internet for any other reason, contact me as soon as possible!

Student Learning Outcomes
URL: Student Learning Outcomes

At CGCC, learning will be assessed in four areas called Student Learning Outcomes: Communication, Critical Thinking, Information Literacy, and Personal Development. Your instructor in this course will explain how one or more of these outcomes will be taught and assessed during the semester. Your participation in assessment activities is vital to the College's efforts to improve teaching and student learning.

Submitting Assignments:
Explain how assignment should be submitted and what types of files are acceptable.

Most assignments will be submitted through Canvas, but we will also use Google Drive and Google Docs for collaborative work. For papers submitted in Canvas, you must type your assignment in a Word document and then add it as an attachment to the Assignment module. Again, be sure to keep copies of all your work. You should submit your work in a standard typeface and size. Please use either 12 Times New Roman or 12 Arial in all Word documents. (This document is in 12-point Arial type.)

Last Date of Attendance and Monitoring Academic Activity
URL: Last Date of Attendance and Monitoring Academic Activity

- CGCC is a "term-based" institution, requiring weekly academic activity in an online course. For the purposes of disbursing federal financial aid, faculty must report the last date of attendance (LDA) in the event of a student withdrawal or course failure. To determine an LDA, faculty must ensure students engage in academic activity on a weekly basis. Examples of academic activities include:
- *Submitting an academic assignment (assignment required in the class, regardless of whether it is graded or not), paper, or project,*
- *Taking an exam, quiz, computer-assisted instruction, or an interactive tutorial required by the class,*
- *Participating in an online study group (where there is assigned attendance/participation as part of the class)*
- *Initiating contact with the instructor to ask a question about the academic subject studied in the class.*

Simply logging in to an online class does not constitute academic activity. Students interested in working ahead in an online class should consult with their instructor as academic activity must still be recorded in every week of the class.

Attendance:

Students will need to use the Learning Management System (Canvas) no less than twice a week to complete all assignments, discussions, quizzes, and projects by the deadlines (see below late-assignment policy for further details). Please contact me if you anticipate not being able to login to the course for a full week during the semester. As per college policies, students are expected to attend classes ("The faculty member has the option of withdrawing a student who has accumulated unofficial absences in excess of the number of times a class meets per week."). If I determine through the tracking data that a student has not logged in during the week or if a student has not submitted work for two weeks, I will contact the student via email and through a mail message within the course prior to initiating a withdrawal.

Tentative Course Schedule:

Unit	Modules	Planned Dates
1. Open Source Culture	Hacking and the Hacker Ethic	1/27-2/2
	Hacking, Cracking + Phreaking	2/3-2/9
	White Hat and Black Hat	2/10-2/16
2. Open Source vs. Copyright	Copyright, Licensing, + Alts	2/17-2/23
3. Academic Perspectives	Open Source Society	2/24-3/1
	Open Access to Information	3/2-3/8
Spring Break: Continue working on your project		3/9-3/15
4. Influence of Hacking	Influence on Society	3/16-3/22
	Echoes of the Hacker Ethic	3/23-3/29
5. Social Media	Information Sharing	3/30-4/5
	Viral: Trends and Perception	4/6-4/12
6. Navigating an Open Source World	Open Source vs. Capitalism	4/13-4/19
	Sifting through the Deluge	4/20-4/26
Final Project wrap up and Final Exam		4/27-5/1

Technology Requirements:

Required Computer Skills:
Despite the fact that this course is *about* computers, programming, and hacking, you do not need advanced skills. What you do need is to:

- Be able to access and navigate the internet.
- Be able to use email, including attaching and downloading files.
- Be able to save and retrieve files on your computer.
- Be able to use a computer, a keyboard, and a mouse or touch pad.
- Be able to run and operate a variety of software programs, including a word processor.
- Be able to organize, copy, paste, name and rename files. Be able to browse, upload and attach files.
- Be able to cut and paste information from one document/program to another.

Required Technologies:

1. Access to a computer with Internet connection.
2. MS Word or another word processing program that can save and export in RTF.
3. Web browsers: The newest version of Chrome, Firefox, or Safari. Internet Explorer is not recommended (especially anything below IE 8).
4. Plug-ins: Adobe Flash, Adobe Acrobat Reader, and Java.

Third Party Learning Tools:

In this course, we will use Google Drive and Google Docs as web-based 3rd party tools to complete or participate in assignments, activities and/or access course materials. **Your student email is the Google account that you should use for your login to these tools.** Additionally, you will be asked to produce a work in the format of your choosing which may necessitate the use of another we-based 3rd party tool. Students may be required to establish a username or password, submit work and/or download information from these tools. There is, therefore, some risk that individuals electing to use the products and services made available by these tools may place any student information shared with the tool vendor at a risk of disclosure. It is your responsibility to be aware of these risks and responsibilities.

Course & College Policies

Student Responsibilities:
Students are responsible for the information in the syllabus and college policies included in CGCC's college catalog and student handbook.

Classroom Accommodations for Students with Disabilities:
In accordance with the Americans with Disabilities Act, the Maricopa County Community College District (MCCCD) and its associated colleges are committed to providing equitable access to learning opportunities to students with documented disabilities (e.g. mental health, attentional, learning, chronic health, sensory, or physical). Each class/term/semester that a student is in need of academic adjustments/accommodations, the qualified student is required to work with the Disability Resources & Services Office (DRS) at their individual college(s). Contact with the DRS should be made as soon as possible to ensure academic needs are met in a reasonable time. New and returning students must request accommodations each semester through DRS Connect online services. To learn more about this easy process, please contact your local DRS office.
If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations, you are welcome to contact DRS at 480-857-5188 or https://www.cgc.edu/Students/DisabilityServices/Pages/Home.aspx. The DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions qualifying for accommodations/academic adjustments. Reasonable accommodations are established through an interactive process between you, your faculty, and DRS; and only those academic adjustments/reasonable accommodations granted by the DRS are recognized by the college and District. It is the policy and practice of the MCCCD to create inclusive and accessible learning environments consistent with federal and state law.

CGCC Statement: Information Regarding Counseling Services
Counseling assists currently enrolled CGCC students with academic concerns, career counseling, and personal support/goal setting. Connections with community resources and referrals are also available. Appointments are offered at the Pecos and Williams campus locations. For more information, please refer to our website at www.cgc.edu/counseling or call us at 480-732-7158 (Pecos), or 480-988-8001 (Williams).

Academic Honesty/ Integrity:

Besides academic performance, students should exhibit the qualities of honesty and integrity. Every student is expected to produce his/her original, independent work. Any student whose work indicates a violation of the MCCCD Academic Misconduct Policy including cheating, plagiarism, and dishonesty will be subject to disciplinary action. Refer to the CGCC Student Handbook for information regarding Academic Misconduct and due process procedures.

Academic Misconduct (from CGCC's Student Handbook)

- Academic Misconduct - includes any conduct associated with the classroom, laboratory, or clinical learning process that is inconsistent with the published course competencies/ objectives and/or academic standards for the course, program, department, or institution. Examples of academic misconduct include, but are not limited to: (a) cheating and plagiarism (including any assistance or collusion in such activities, or requests or offers to do so); (b) excessive absences; (c) use of abusive or profane language; and (d) disruptive behavior.
- Cheating is any form of dishonesty in an academic exercise. It includes, but is not limited to, (a) use of any unauthorized assistance in taking quizzes, tests, examinations, or any other form of assessment whether or not the items are graded; (b) dependence upon the aid of sources beyond those authorized by the faculty member in writing papers, preparing reports, solving problems, or carrying out other assignments; (c) the acquisition, without permission, of tests or other academic material belonging to or administered by the college or a member of the college faculty or staff; and (d) fabrication of data, facts, or information.
- Plagiarism is a form of cheating in which a student falsely represents another person's work as his or her own – it includes, but is not limited to: (a) the use of paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; (b) unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials; and (c) information gathered from the internet and not properly identified.
- Any student found by a faculty member to have committed academic misconduct may be subject to the following academic consequences, based on the faculty member's judgment of the student's academic performance
- Warning - A notice in writing to the student that the student has violated the academic standards as defined in 1.A.
- Grade Adjustment - Lowering of a grade on a test, assignment, or course.
- Discretionary assignments - Additional academic assignments determined by the faculty member.
- Course Failure - Failure of a student from a course where academic misconduct occurs.

Appealing Final Course Grade:
Appeals to change a final course grade must be initiated within 60 days of the date on which the grade was issued. See Instructional Grievance Process for additional information.

Conduct:
URL: Conduct

You are expected to treat your instructor and your fellow classmates with respect. In all correspondence whether communicating in person or online, you should show respect for the viewpoints of others who may disagree with you or see things from a different perspective.

Criticizing, ridiculing, insulting, or belittling others will not be accepted. Keep in mind that electronic communications do not have the advantage of nonverbal cues that are so much a part of interpersonal communication. Humor or satire can sometimes be misinterpreted in strictly electronic communication forums.

Activate and Access Your Maricopa Student Email:
URL: Activate and Access Your Maricopa Student Email
The Maricopa District provides every student with google-powered Maricopa Student Email upon enrollment. CGCC uses this official student email to send information concerning class enrollment, financial aid, tuition, and other important student information. Students must activate this email account in order to receive these messages. Activate your Maricopa Student Email now at http://google.maricopa.edu

Netiquette:
URL**:** Netiquette

Netiquette refers to the rules of behavior while on the Internet. When interacting within the online course environment, please follow the below guidelines.

- Show professionalism and courtesy in all communications within the course.
- No one else should be given access to the course or conferences without the instructor's permission.
- Do not use the words or text from others without acknowledging the source.
- Humor can easily be misinterpreted within the online environment, please be cautious with the use of humor and use symbols to help prevent misunderstandings. :-)
- Adhere to the same behavioral standards as you would in a face-to-face classroom and as is specified in the student handbook.
- Avoid typing in all capital letters, for those of us using the Internet frequently, this can seem like you are 'yelling'.
- Respect other people's time and contribute thoughtful comments and ideas to the discussions rather than simply making statements such as 'I agree'.
- Use correct spelling and grammar. Avoid the use of abbreviations and use spell check within your word processor or within the course to check the spelling of your communications.

Withdrawing from the Course:

There are two kinds of withdrawal: student-initiated withdrawal and instructor-initiated withdrawal. You can find the specific withdrawal dates in my.maricopa.edu > Student Center > My Class Schedule > (Course Prefix/Number) > Calendar button under Deadlines. After the last day for student-initiated withdrawal, students may ask instructors to withdraw them. Failing to submit assignments and maintain steady progress will result in withdrawal by your instructor.

Withdrawal Warning for Non-payment of Fees:
URL: Withdrawal Warning for Non-Payment of Fees

Every term, students suddenly discover that they have been dropped from all of their classes because they have failed to pay a lab fee or some other fee that is required for an online class. Please log on to your student account at My.Maricopa and verify that you have paid all your fees.

If you are dropped for nonpayment, paying your fees will NOT automatically reinstate you in your classes. Reinstatement requires permission from your instructor and the department chair and can take as much of a week or more! Also, there is no guarantee of reinstatement after your fees are paid, so please check your account now to be sure that you are not withdrawn for nonpayment of fees.

Syllabus Changes:

This syllabus is intended to contain complete and accurate information; however, I reserve the right to adjust this syllabus during the course. Students will be notified by the instructor of any changes in course requirements or policies.

Revised: Jan. 15, 2020

Short Essay: Researcher's Choice

Instructions:

Here's your chance to choose a topic that we have not yet covered, or just briefly touched on. You will be sharing your essays so everyone gets the benefit of your work.

Choose a topic related to hackers and/or technology, staying within the years 1950-1979ish. This will be a research-based, informative essay, written for an audience comprised of your fellow students. Remember to back up what you say with sources!

You may use the sources we have looked at so far, but you must also find at least 2 reliable (Links to an external site.) outside sources.

Requirements:

- 400-800 words
- Min. 2 reliable sources
- Cite your sources in MLA format, using in-text citations.
- Include a Works Cited at the end

Content:

- Inform your reader about the topic, including all the pertinent details.
- Reflect on how the person/event/item impacted the hacker culture and why the topic is important to understand.

Rubric available here. 

You will submit your work here on Canvas for grading **and** upload it to our shared Google Drive for comments.

Assignment: Group Presentation

For this module, you will be split into groups based on the presentation time slot that you selected last week. You will be filling in a pre-created Google Slides presentation with each person responsible for their own slide. At the designated time, you will join the Google Meet and present your work to me.

What you will do:

1. Find the slide with your name on it and read the questions.
2. Using **this week's readings** and **at least 1 reliable source**, answer the questions as fully as you can.
3. Present your answers in your group's Google Slides presentation.
4. Include your sources on the **Works Cited** slide. Remember to include the articles from this week that you use!

- You may:
    - Change your slide's look
    - Insert more slides (I expect you will have to)
    - Add images/video. (Remember to cite these!)
- You will be able to view ***all*** slide presentations in our shared Google Drive (Links to an external site.).

Requirements

- Each person is responsible for their own slide **and** for presenting that slide.
- You need to not only address the questions you are given, but also consider effective presentation delivery, including:
    - Speaking clearly and in an appropriate tone
    - Using visual elements effectively
        - Limit the text on slides to just 5 or fewer phrases—you should be talking about the answer, not just reading what you wrote.
    - Remember to cite your sources on the slides or in your narration

NOTE: You are in effect processing and interpreting the readings for each other, each person focusing on their assigned topic. However, each student is responsible for their own learning. Someone doing a halfhearted job on their slide is not an excuse for you not knowing the information in this module.

Topics and Questions: Hacking in the 80s

Personal computers

- What attracted people to Apple computers initially? What set Apple apart from other personal computers available at the time?
- How did the average computer owner feel about their computers? Summarize the reactions outlined in the readings.
- Name 2 hacker ethics that relate to this topic and explain the connection.

Video Games: Companies

- What were On-line, Sirius, and Brøderbund? What was their relationship?
- Name 2 notable people discussed in the readings and describe their contributions.
- Which hacker ethics relate to this topic? Explain.

Video Games: *Jawbreaker*

- What was the controversy behind the game *Jawbreaker*?
- Describe how the court case developed and ended.
- Which hacker ethics relate to this topic? Explain.

The Inner Circle

- Who was the Inner Circle? Describe the people involved and the characteristics they shared.
- Summarize the article which relates best to this topic.
- Which hacker ethics relate to this topic? Explain.

The 414s

- Who were the 414s? Describe the people involved and the characteristics they shared.
- Summarize the article which best relates to this topic.
- Which hacker ethics relate to this topic? Explain.

Linux

- Who is Linus Torvalds? What is his background?
- Describe Linux and its impacts, both initially, and the long-term impacts.
- Which hacker ethics relate to this topic? Explain.

Quiz: Takeaways from “Major Moments”

Directions:

Answer the following short answer questions to synthesize the articles presented on the "Major Moments" page of this module. Each answer should be a minimum of one full paragraph (4-5 sentences).

Question 4 pts

What was the Tech Model Railroad Club? How is it related to *Spacewar*? What was notable about the group and its purpose?

Question 4 pts

Tell me about the Homebrew Computer Club.

What was so remarkable about this group? Who was involved? What kinds of developments resulted from the work this group did?

Question 4 pts

What was the Blue Box? What aspect of the hacker ethic does it embody?

Question 4 pts

What are Unix and C? Why are they important to the history of hacking?

Hacker Ethic in the Open World

Directions:

After watching Don Tapscott's TEDtalk, "Four Principles for the Open World," choose 2 of the following (simplified) hacker ethics that you feel are most clearly embodied in his speech:

Sharing

Openness

Decentralization

Free access to computers

World Improvement

For each ethic chosen:

- Write 4-5 sentences explaining the connection you see and include at least one important quote from the video which supports your point (remember to cite it!).

- Research in the Library databases to find a current event that you feel is either a good or poor example of living up to the hacker ethic you chose. In 4-5 sentences, explain the connection and why it is a good/poor example. Assume you are writing for an audience unfamiliar with the event. You will need to include background and context to successfully demonstrate the connection and your position.

Requirements:

- 3-4 pages (double-spaced, 12pt font)
- MLA format, including in-text citations and a Works Cited.
    - Remember, the video counts a source, so it should be included
- 4 sources found in the Library databases
    - see *Research Activity* which will step you through the process
- You may also use one reputable source found on the open web.

Instructions: Hacking Incidents Project

ROUGH DRAFT DUE _____

FINAL DRAFT DUE _____

Hacking Incidents Project

Time to get creative.

For this assignment, you will research a major hacking incident or person/group from the list below and produce a creative work highlighting the following areas:

- What happened?
- Why was it important? (either to the world or to the hacking community)
- What hacker ethic(s) motivated the person or action?

The work needs to be based on research: 3 sources required--at least 2 from the Library databases. Possible Library databases include *Gale eBooks, Biography in Context,* or *US Major Dailies.* 1 online source allowed.

(The activity "Library Database Research" will step you through the process of researching in those databases.)

Possible topics:

- Captain Crunch and Joybubbles
- Kevin Mitnick
- Lex Luthor and the Legion of Doom
- Chaos Communication Congress
- The Morris Worm
- Operation Sundevil
- Def Con
- The L0ft testimony to Congress
- ILOVEYOU worm
- Any other notable incident, hacker, or group BEFORE 2005.

Possible works:

- Comic/graphic novel
- Song
- Website
- Infographic
- Video

- Short story
- Etc.

Citations:

Either cite your sources with parenthetical citations and a Works Cited page submitted separately OR write a short paragraph explaining which parts of the work are based on which source with a Works Cited at the end. Use your discretion, but remember I have to be able to figure out why you included each part and where you used your sources.

Examples:

In a short story: "I met him at the Homebrew Computer Club (Author pg.)."

In the descriptive paragraph accompanying a drawing: "The calendar on the wall shows the date of the event (Author pg.)." **OR** "The overall mood is frantic as described in the article by Author."

Annotated Bibliography on Information Security

Directions:

You will be researching a theme in the area of information security to research with a focus on one of the following:

- History and development over time
- Impact on a specific social or political issue
- Effect on the economy

Possible themes could include (but are not limited to): Constitutional concerns, national or local laws, cyberwarfare, bots, phishing, etc.

Your annotated bibliography will consist of and introductory paragraph followed by 6-8 scholarly sources. For each source, you will include the MLA citation, a short summary, and a comment on how it relates to the central theme and focus.

Requirements:

An introductory paragraph explaining the theme and your focus

6-8 scholarly sources (as we have previously discussed)

MLA formatting for citations (including sources being in alphabetical order)

Each entry (the summary and comment) should be at least 5 sentences

DUE Sunday, _____

Film Project: Open Source World

Description:

Beginning this week, you will be working on your last project (yay!) related to a documentary film on the topics of hacking, open source, and media. You will choose from the list of films below.

Your assignment is to **watch the film** and **create a digital presentation** covering an issue/idea/argument central to the film.

Your 5-8 minute presentation will be a **research-based analysis** of the case or event addressed in the film, exploring the differing perspectives of those involved. What is the motivation behind their actions? Consider what pro/con arguments arise and tie it back to the hacker ethics we have discussed. What are the underlying social, political, economic and/or cultural factors shaping the situation? What is the significance of this case and its current ramifications?

Instructions:

- **Presentation must include audio narration and effective visuals.**
    - Use any presentation software of your choosing and do a screen recording of the presentation along with your voice narration. Consider a free screencast tool such as Screencast-o-matic. www.screencastomatic.com or the sound tool in PowerPoint is pretty easy!
- **Voice narration should present a coherent description** of the case or event depicted in the film, as well as the controversies surrounding it, including the social, political, economic and/or cultural factors shaping the situation, and the perspectives of the different people involved. You will conclude with the significance of the case and its impact on open source culture.
- **The voice-over narration should complement the information on the slides** (Google Slides or PowerPoint or Prezi etc.) and reinforce what you are telling your audience. **DO NOT JUST READ THE SLIDES DIRECTLY.** Include well-chosen images and succinct bullet points of information that emphasize the most important points and then use your voice-over narration to elaborate in more detail.
- **Layout and Style**: A good guideline to follow is the 5x5 rule: no more than five lines per slide, with no more than five words per line. Take advantage of slide headings to guide your audience through the specific details of the narrative.
- **Clearly document ALL information** in the slides. Identify the author and/or publication of your sources through signal phrases and include in-text citations for sources of all

information on EACH slide. Always put direct quotations in quotation marks (or provide an appropriate verbal cue in the narration), but keep direct quotes to a minimum.

Requirements:

- 5-8 minute video presentation
- Audio narration and visual elements
- Minimum of 5 sources with citations
- Works Cited slide

HACKERS

Heroes of the Computer Revolution

STEVEN LEVY

To Teresa

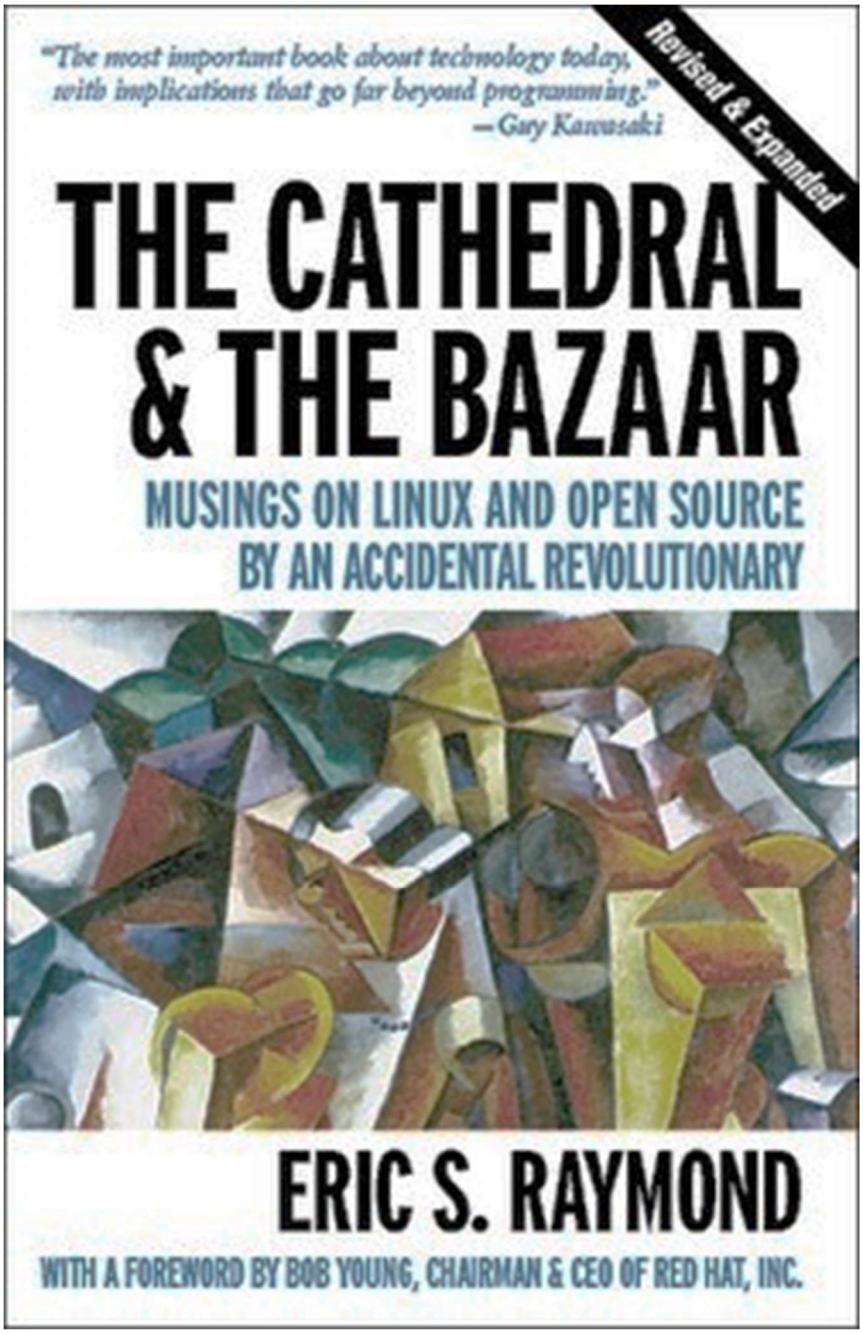
A Delta Book
Published by
Dell Publishing
a division of
Bantam Doubleday Dell Publishing Group, Inc.
1540 Broadway
New York, New York 10036

ISBN: 0-385-31210-5

Manufactured in the United States of America Published simultaneously in Canada
February 1994

10 987654321 RRH

Contents



The Cathedral & the Bazaar

by Eric S. Raymond

Released February 2001

Publisher(s): O'Reilly Media, Inc.

ISBN: 9780596001087

Also available at http://www.catb.org/~esr/writings/cathedral-bazaar/

Table of contents

THE DIGITAL DIVIDE REVISITED: WHAT IS NEXT?

STEPHANIE HUFFMAN
University of Central Arkansas

As soon as the Internet came into existence and the World Wide Web was introduced to make Internet utilization much easier, leaders have been worried about the "digital divide." The digital divide refers to the inequality of access to information services. There has been marked improvements over the last 20 years, however the poorest people, who would benefit the most from Internet and computer access, are often the least likely to have it. In addition, even if access is available, knowledge of appropriate use is alarming low. The new "digital divide" is not just about access but focus on how to use the Internet and computer technology efficiently and effectively.

Keywords: Digital Divide, Internet, Bring Your Own Device (BYOD), and New Digital Divide Support Structure Model (NDDSS)

The digital divide refers to the gap between those who have access to technology and those who do not. As stated by Morley in 2013, the "haves" and the "have nots." It also refers to the differences between individuals within a particular country, as well as to the differences between countries. When looking at differences within a country the use of computers and/or technology based on age, race, education, and income are addressed. The term digital divide was first coined in the mid-1990's by then President Bill Clinton. In the five years between 1991 and 1996, the U.S. went from 300,000 personal computers to over 10 million (Cohen, 2013).

Since that time, the nature and scope of the digital divide has changed. When first defined, the digital divide primarily focused on access to technology. Access is no longer enough. Just as technology and the demands for it and the vast changes in the use have broadened, so has the digital divide. Implementing technology in schools is a good starting point, but the digital divide will not actually close until citizens have access to technology at home and understand how to use it appropriately. Therefore, our priorities must also adjust and shift from simple access to include comprehensive training on the use of technology, the pitfalls and dangers, and the ramifications of such use. Otherwise, we are doing our students and citizens a disservice and leaving them vulnerable to predators and their own ignorance.

Benefits of Technology

Why is it so important to modify our definition of the digital divide as well as shift our priorities in relation to the goals established by the definition? Because technology offers access not only to educational tools, but also information resources. In the Field of Education, access to technology can help in the basic skills of writing papers, completing homework, doing research, providing assistance to those who need accommodations, helping English as a Second Language students increase

CODE

version 2.0

LAWRENCE LESSIG

A Member of the Perseus Books Group
New York

Published by Basic Books
A Member of the Perseus Books Group

Printed in the United States of America. For information, address Basic Books, 387 Park Avenue South, New York, NY 10016–8810.

Books published by Basic Books are available at special discounts for bulk purchases in the United States by corporations, institutions, and other organizations. For more information, please contact the Special Markets Department at the Perseus Books Group, 11 Cambridge Center, Cambridge MA 02142, or call (617) 252-5298, (800) 255-1514 or e-mail special.markets@perseusbooks.com.

CIP catalog record for this book is available from the Library of Congress.

ISBN-10: 0–465–03914–6
ISBN-13: 978–0–465–03914–2

06 07 08 09 / 10 9 8 7 6 5 4 3 2 1

Code version 1.0

FOR CHARLIE NESSON, WHOSE EVERY IDEA

SEEMS CRAZY FOR ABOUT A YEAR.

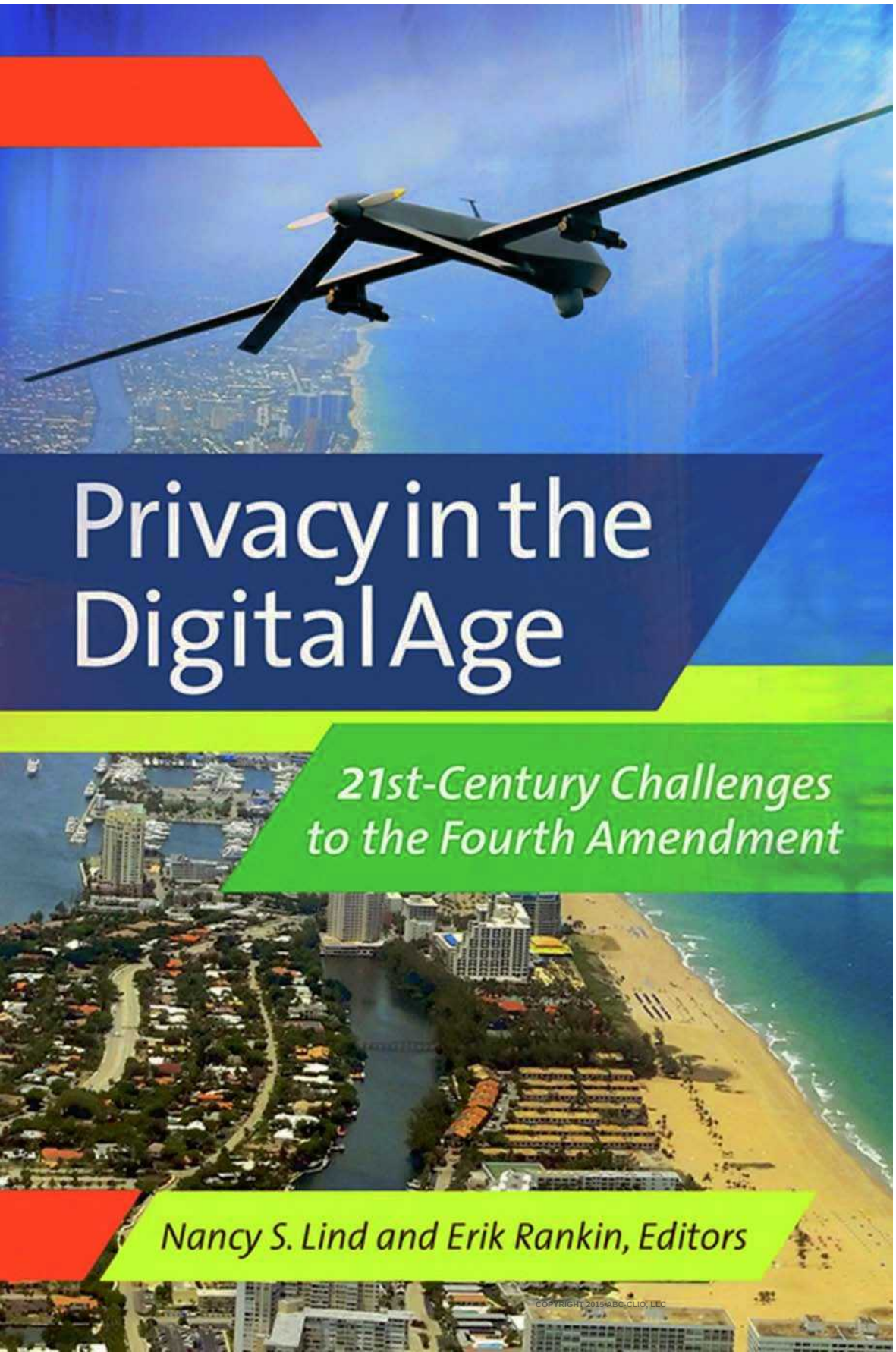
Code version 2.0

TO WIKIPEDIA,

THE ONE SURPRISE THAT TEACHES MORE THAN EVERYTHING HERE.

CONTENTS

PART V: RESPONSES



Privacy in the Digital Age

21st-Century Challenges to the Fourth Amendment

Nancy S. Lind and Erik Rankin, Editors

Contents