Course Title:	Cyber politics
Instructor:	Dan Bousfield
Day	Thursday
Office Hours:	Wednesday 11:00am-1:00pm via zoom - link in Brightspace
Email:	dbousfie@uwo.ca
Telephone:	289-620-6665 text only
Course Week	Thursday The course week will be from Thursday at 12:01am to 11:55PM on Wednesday. All weekly content will be due on WEDNESDAY AT 11:55PM.

Prerequisite(s):

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Introduction:

This course will help you critically assess the political perspectives on contemporary issues related to the politics of cyberspace and cyber-governance. This course will help you explore the theoretical perspectives on cyberpolitics, as well as key issues, debates and topics in cyber threats. We will address a range of theories about cyberspace and relevant actors as well as decision-making procedures, the role of corporate, public and personal issues, including fake news, hacking, disinformation, sharp power, cyber conflict and international legal norms.

Learning Objectives:

Through this course all students will have the opportunity to:
•   Identify the relevant actors for cyber threats and cyber responses
•   Evaluate a key cyber event or issue
•   Acquire a historical context of cyber governance
•   Identify key issues in contemporary cyberpolitics as well as country-specific cyber responses

Course Materials

Textbook:
Mary Manjikian, Introduction to Cyber Politics and Policy, Sage, Los Angeles, 2021.

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[1] Portions of this course outline have drawn on the publicly available course outlines of Marshall Beier, Alina Sajed, Jennifer Clapp, Sandy Irvine and S. Soderberg. All courtesy and thanks are given to these authors.

For presentations
Country based:
Romaniuk, Scott N., and Mary Manjikian. "Routledge Companion to Global Cyber-Security Strategy."
(2020).

Event based:
Middleton, Bruce. A history of cyber security attacks: 1980 to present. CRC Press, 2017, or from
Marion, Nancy E., and Jason Twede. Cybercrime: An Encyclopedia of Digital Crime. ABC-CLIO, 2020.

Suggested Materials:

Reports

https://citizenlab.ca/publications/

Verizon Data Breach Investigations Reports
https://enterprise.verizon.com/resources/reports/dbir/

Cisco Annual Security report
https://www.cisco.com/c/en/us/products/security/cybersecurity-reports.html

International law on cyberpractice
Schmitt, Michael N., ed. *Tallinn manual 2.0 on the international law applicable to cyber operations*.
Cambridge University Press, 2017.

Password checker
https://haveibeenpwned.com/

Podcasts
https://twit.tv/ - Security Now – detail-oriented security podcast
https://www.smashingsecurity.com/ - Smashing Security - comedic
https://www.intrepidpodcast.com/podcast - Intrepid Podcast - Canadian security
https://podcasts.voxmedia.com/show/pivot - Pivot - tech and finance with Kara Swisher and Scott
Galloway

Websites
https://www.schneier.com/ - Bruce Schneier's blog
https://thehackernews.com/ - hacker News
https://www.bleepingcomputer.com/ - Computer security data

Journals
https://ojs.library.queensu.ca/index.php/surveillance-and-society - Surveillance and Society
https://journals.sagepub.com/home/bds - Big Data & Society

Issues
Harris, Tristan. "How technology hijacks people's minds—from a magician and Google's design ethicist."
Medium Magazine (2016).

Key Articles

Nye, Joseph S. "How sharp power threatens soft power: the right and wrong ways to respond to authoritarian influence." Foreign Affairs 24 (2018): 2018-01.

Finnemore, Martha, and Duncan B. Hollis. "Constructing norms for global cybersecurity." American Journal of International Law 110.3 (2016): 425-479.

Nye Jr, Joseph S. "Deterrence and dissuasion in cyberspace." International Security 41.3 (2017): 44-71.

Books (for reference and for critical book review)
- Brock Jr, André. *Distributed Blackness: African American Cybercultures*. Vol. 9. NYU Press, 2020.
- Zuboff, Shoshana. The Age of Surveillance Capitalism: The Fight for a Human Future at the New Frontier of Power 2019 New York, PublicAffairs
- Deibert, Ron. Chasing Shadows: Cyber Espionage, Subversion, and the Global Fight for Democracy, Simon and Schuster 2024
- Williams, James. *Stand out of our light: freedom and resistance in the attention economy*. Cambridge University Press, 2018.
- Noble, Safiya Umoja. *Algorithms of oppression: How search engines reinforce racism*. nyu Press, 2018.
- Mueller, Milton L. Networks and states: The global politics of Internet governance. MIT press, 2010.
- Ruppert, Evelyn, Engin Isin, and Didier Bigo. Data politics. Routledge, 2019.
- Bergstrom, Carl T., and Jevin D. West. *Calling bullshit: the art of skepticism in a data-driven world*. Random House, 2020.
- Broussard, Meredith. *Artificial unintelligence: How computers misunderstand the world*. MIT Press, 2018.
- Nissenbaum, Helen. Privacy in Context: Technology, Policy, and the Integrity of Social Life. Stanford University Press, 2009.
- Gillespie, Tarleton. Custodians of the Internet: Platforms, Content Moderation, and the Hidden Decisions That Shape Social Media. Yale University Press, 2018.
- Vaidhyanathan, Siva. Antisocial Media: How Facebook Disconnects Us and Undermines Democracy. Oxford University Press, 2018.
- Crawford, Kate. Atlas of AI: Power, Politics, and the Planetary Costs of Artificial Intelligence. Yale University Press, 2021.
- Hao, Karen. Empire of AI: Dreams and Nightmares in Sam Altman's OpenAI. Penguin Press, May 20 2025

All readings are available on-line, on 2-hour reserve, or in the periodical section at the Weldon or Law Libraries. The course will be ordered thematically so the specific reading schedule will be established on the first week of class.

Methods of evaluation

Option 1	Option 2
Weekly Participation 25%	Weekly Participation 25%
Presentation 20%	Presentation 20%

Term Assignment 20% - (requires documentation for academic consideration).	Term Assignment 20% - (requires documentation for academic consideration).
Essay or Policy Analysis 35% - Due Nov 27, 2025, 11:59 PM.	Summative Assignment 10% – Due at the end of Week 12. A minimum of 2500 words is required.
	Exam 25%

For all written work in this course:

Paragraph structure

Basic paragraph structure is an important part of writing. Failure to use basic paragraph structure will result in repetitive, unstructured, illogical arguments. Paragraphs help to structure our thought, our ability to make claims and provide a framework for writing. The topic sentence and concluding sentence of each paragraph should be in your own voice (no direct references, quotations or citations). A basic paragraph structure should follow this template:

- Topic/introduction, in one or two sentences and has an argumentative sentence that avoids description, and has a clear political thesis
- Major point with factual evidence, one or two sentences (one sentence with **relevant** academic citation and one sentence explaining the relevance in your own words, demonstrating individual voice and reflection)
- Major point with factual evidence, one or two sentences (one sentence with **relevant** academic citation and one sentence explaining the relevance in your own words, demonstrating individual voice and reflection)
- Major point with factual evidence, one or two sentences (one sentence with **relevant** academic citation and one sentence explaining the relevance in your own words, demonstrating individual voice and reflection)
- Summarizing sentence of overall significance to the overarching thesis of the paper and
- Concluding sentence which restates topic sentence and bridges to next paragraph.

Failure to use basic paragraph structure throughout your work will result in the inability to receive full marks.

These paragraph formatting requirements are not arbitrary. There is a specific reason that I want you to use peer-reviewed academic sources, a MINIMUM of THREE DIFFERENT ACADEMIC SOURCES per paragraph. WHY?

- First, the difference between opinion and argument is the provision of evidence.
- Second, for an academic argument to have veracity, it needs to have an arm's length perspective, it needs to draw on peer-reviewed sources because individual interpretation is prone to error.
- Next, if we have more than one academic source per paragraph if one of those sources is weak or questionable the other two will supplement it.
- Moreover, multiple sources prevent summary or representation of someone else's ideas as your own, if you must interpret multiple data sources.
- Finally, academic sources have explanatory frameworks that link them to underlying theoretical concepts and ideas. News sources, data points, and journalism provide evidence without analysis, academic work provides analysis with evidence. If you don't have that consistently

throughout your writing, you are going to run into problems of the veracity of your claims because they lack substantiation.

If any of your sentences, paragraphs, or quotations lack a specific foundation, you will not receive credit for those submissions.

Lack of data is a lack of foundation. In the era of LLMs, inaccurate citations will be treated as no citation at all. LLMs routinely summarize sources without accessing the underlying data. **Failure to directly quote sources with quotation marks followed by an explanation in your own words will constitute a lack of sufficient citation. Paraphrasing is no longer sufficient justification for including a citation**; you must use specific and precise language, including nouns (specific people, places, and things), as generalized summaries of sources are often hallucinated, inaccurate, and incomplete when suggested by LLMs.

Weasel words—vague or evasive language that obscures meaning—undermine thesis-driven political arguments by avoiding clear claims and weakening the connection between evidence and position. As Theodore Roosevelt warned in 1916, they drain content from statements like a weasel empties an egg: the form remains, but the substance is gone. In political science, precision matters. Ambiguity dilutes argument.

Why are weasel words proliferating?
- LLMs avoid strong claims to minimize liability, leading to weasel words.
- They replicate academic tone through pattern-matching, not reasoning, producing vague phrasing.
- They favor generalizations to ensure broad applicability and avoid exclusion.
- They use soft language to evade controversy or implied stance.
- Their training data overrepresents cautious, formulaic academic prose.
- They default to description over argument due to lack of critical capacity.

General information about missed coursework
Students must familiarize themselves with the *University Policy on Academic Consideration – Undergraduate Students in First Entry Programs* posted on the Academic Calendar:
https://www.uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf,

This policy does not apply to requests for Academic Consideration submitted for **attempted or completed work**, whether online or in person.

The policy also does not apply to students experiencing longer-term impacts on their academic responsibilities. These students should consult Accessible Education.

For procedures on how to submit Academic Consideration requests, please see the information posted on the Office of the Registrar's webpage:
https://registrar.uwo.ca/academics/academic_considerations/
All requests for Academic Consideration must be made within 48 hours after the assessment date or submission deadline.

All Academic Consideration requests must include supporting documentation; however, recognizing that formal documentation may not be available in some extenuating circumstances, the policy allows students to make one Academic Consideration request **without supporting documentation** in this course. However, the following assessments are excluded from this, and therefore always require formal supporting documentation:

Term Assignment

When a student *mistakenly* submits their one allowed Academic Consideration request **without supporting documentation** for the assessments listed above or those in the **Coursework with Assessment Flexibility** section below, the request cannot be recalled and reapplied. This privilege is forfeited.

Coursework with Assessment Flexibility
By policy, instructors may deny Academic Consideration requests for the following assessments with built-in flexibility.

Flexible Completion assignments:

Weekly participation. This course has 12 weekly participation assignments, and the 10 quizzes with the highest marks are counted towards your final grade. Should extenuating circumstances arise, students do not need to request Academic Consideration for the first 2 missed weekly participations. Academic consideration requests will be denied for the first 2 missed weekly participation assignments.

Religious Accommodation
When conflicts with a religious holiday that requires an absence from the University or prohibits certain activities, students should request an accommodation for their absence in writing to the course instructor and/or the Academic Advising office of their Faculty of Registration. This notice should be made as early as possible but not later than two weeks prior to the writing or the examination (or one week prior to the writing of the test).
Please visit the Diversity Calendars posted on our university's EDID website for the recognized religious holidays: https://www.edi.uwo.ca

Accommodation Policies
Students with disabilities are encouraged to contact Accessible Education, which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The policy on Academic Accommodation for Students with Disabilities can be found at: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf

Academic Policies- The website for Registrar Services is https://www.registrar.uwo.ca/.

In accordance with policy,
https://www.uwo.ca/univsec/pdf/policies_procedures/section1/mapp113.pdf
the centrally administered e-mail account provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at their official university address is attended to in a timely manner.

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (http://www.turnitin.com).

Weekly Participation – (Weekly submissions)

Weekly Assignments – Base submission is pass/fail 70% (17.5 of 25)

Students **must** complete a minimum of **two engagement option weekly** (Monday 12:01 am - Sunday 11:59 pm) to fulfill participation requirements. Weekly in-class exercises count towards one participation mark. The remaining forms of participation can only be done twice each during the entire course (i.e. you can only do 2 tiktoks per semester). You can collaborate with peers on submissions, but they must be submitted individually. You must adopt 5 different forms of participation for the secondary mark, throughout the course to build your portfolio and prevent rote production of participation. A total of 10 weeks of participation is required, allowing students to skip 2 weeks (e.g., weeks 1 and 12). Completing 10 weeks fulfills the full 70%. If you are submitting the same assignment for a second time, make sure to address 'What did I do differently this week?'

Weekly Engagement Options:

> In class exercises count as one form of participation.
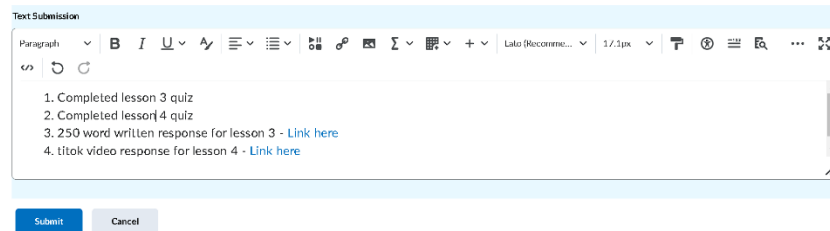> For the secondary form of participation, these are available options:

1. Written Responses (250 words per lesson): A reflective analysis engaging with lesson ideas and concepts from lectures, readings, or both. This is not a summary but a critical engagement that links material to current international issues. Proper essay paragraph structure and intext citations are required where applicable. You must reference the course readings at least three times per week to get maximum grades. Submissions not meeting these standards are ineligible for full credit. Each written response counts for one participation mark. See detailed criteria below.
2. Video Responses: A short (TikTok-style) video exploring a key academic issue from each lesson's content, suitable for a general audience. Videos must reference at least one academic, peer-reviewed source from our reading list and can be uploaded to Brightspace each week (or linked if hosted elsewhere). Public posting is not required. Each video counts for one participation mark.
3. Other forms of participation from this list: https://uwaterloo.ca/centre-for-teaching-excellence/Assessment-AI-Strategies excluding: True/False Questions, Quiz, Exams and Tests, Fill-in-the-Blank Questions, Close Reading with Questions, Diagram or Image-Based

Questions, Summary. If you have any questions, please contact the instructor about the viability of your participation.

Sample weekly participation submission:

Submit

Text submission

Text Submission

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1. Completed lesson 3 quiz
2. Completed lesson 4 quiz
3. 250 word written response for lesson 3 - Link here
4. titok video response for lesson 4 - Link here

Submit   Cancel

A Final calculation activity is **required** to receive your participation mark.

Beyond the two forms of participation each week, substantive improvement can result in a higher grade (the 80, 85 and 90 grades below are approximations, I withhold the right to assess the quality of the submission and adjust the grade accordingly). You should be able to demonstrate your responses to my feedback, engaging with different course material each week to demonstrate improvement throughout the course. See Brightspace for an example of how to calculate your participation grade.

Attendance Bonus (5% on final participation summary)

Students will receive a 1% bonus on their final participation summary for every two classes attended (attendance must be recorded through the Microsoft form each week during class time), with a maximum of 10 classes considered to earn the full 5% bonus. You can check your participation through the link in Brightspace weekly. You cannot receive more than 100% on the final participation mark.

Frameworks for presentations, media assessments, and final papers. All assignments in this course should orient their papers around one of these debates.

- Walled Gardens vs. Government Regulation — Focuses on governance models: private platform control versus public/legal oversight.
- Security Through Obfuscation vs. Security Through Openness — Focuses on epistemic and control strategies in cybersecurity: secrecy, proprietary knowledge versus transparency, academic and civic review.
- Innovation vs. Infrastructure — Focuses on temporal and material dynamics: agility, experimentation, and disruption versus stability, path dependence, and systemic inertia.

Term Assignment – Option 1 - Cyber Event Framing Assessment:

This assignment will critically engage with a cyber-event or issue to assess the political framing and response to the event. It should use one of the events in: Middleton, Bruce. A history of cyber security

attacks: 1980 to present. CRC Press, 2017, or from Marion, Nancy E., and Jason Twede. Cybercrime: An Encyclopedia of Digital Crime. ABC-CLIO, 2020 or another relevant topic approved by the instructor in advance. No one is allowed to present on the topic of Stuxnet. This assignment will assess the framing of the event be relevant parties (state agencies, private cyber-security actors, hackers, the cybersecurity community, citizen groups, the public at large, etc) to see how the frameworks of cyberpolitics are deployed. It must critically assess the framing of the event using academic sources and the textbook and can be presented in 2 ways.

> 1. A written report (essay) which assesses the framing of the issue, and the viability of the arguments given the academic debates on the issue. The written assignment should be a minimum of 1000 words, in proper essay format (with title page and bibliography) and have a minimum of 4 academic sources primarily from the course. Due the end of Week 7.
> 2. An in-class presentation. A brief description of the event (or relevant media) should be distributed to the class (subject to instructor prior approval and following class guidelines) and the presenter should outline their interpretation of the event for the class. The presenter will then prepare a short exercise, role playing or creative interactive exercise to raise issues and ideas that stem from the event and their critical interpretation of it. All exercises must be preapproved by the instructor and cannot be presented without the instructor's approval. A minimum of three academic sources is required, one from our course readings. All materials should be made available one week before the presentation, including the presentation slides.

For an example of a cyber framing event media assessment see the link in Brightspace

Term Assignment – Option 2 - Media Assessment

Media Assessment - This assignment will critically engage with the depiction of a key issue, event or incident in relation to cyberpolitics and cyber governance. All media options must be approved by the instructor before proceeding with the assignment. Media should be popular and publicly available, such as motion pictures, short films, documentaries or special reports, and have a clear argument that can be assessed academically using our course texts. Signup for the media assessment will take place on Brightspace. The media assessment must critically engage with the content and argument of the media for its use in understanding a contemporary argument about cyberpolitics and cyber governance. This critical assessment can be presented in 2 ways.

> 1. A written report (essay) which assesses the media for its arguments about cyberpolitics and cyber governance, as it relates to course materials. The viability of the arguments given the academic debates on the issue is the focus. It does not need to be comprehensive it simply needs to focus on three key arguments in the media. The written assignment should be a minimum of 1000 words, in proper essay format (with title page and bibliography) and have a minimum of 4 academic sources, primarily from course readings. **Due the end of Week 7.**
> 2. An in-class presentation. A section or short part (maximum 5 minutes) of media should be distributed to the class (subject to instructor prior approval and following class guidelines) and the presenter should outline their interpretation of the argument for the class. The presenter will then prepare a short exercise, role playing or creative interactive exercise to raise issues and ideas that stem from the media and their critical interpretation of it. A minimum of 4 academic sources are required for the assignment, primarily from course readings.

For methodological foundation of media assessments see:
Weber, Cynthia. "International Relations Theory: A Critical Introduction." (2021).
Michael Shapiro. Chapter 1 "Philosophy, Method and the Arts." In Studies in Transdisiplinary Method: After the Aesthetic Turn, 2012.
Halberstam, Judith. "Low theory," The queer art of failure. Duke University Press, 2011.

Country based Presentation

The student presentation is a two-part exercise. During the first-class students will select a policy from the 'country-based' text for the week of their provocation- this is *Romaniuk, Scott N., and Mary Manjikian, eds. Routledge companion to global cyber-security strategy. Routledge, 2021.* Each student will find at least one link to an academic article on a recent cyberpolitical event in that country and post it for the class at least one week prior to the class in which they present. Failure to post a reading for the class will make it impossible to achieve full marks on the assignment. Each student will prepare a very short (5 minutes maximum) exercise to stimulate class discussion on an issue related to that country's policy. THIS IS NOT A SUMMARY. Students should prepare a short exercise, role playing or creative interactive exercise to raise issues and ideas that stem from the discussion questions or their reading for the week. Students do not necessarily need to present orally to the class, as long as they provide clear instructions and facilitate the exercise. No one is allowed to present on Stuxnet as their topic. The goal of the exercise is to raise analytical issues and concerns with the course material rather than summarize or re-present the material. All exercises must be preapproved by the instructor and cannot be presented without the instructor's approval. A minimum of three academic sources is required, and at least one from the course readings. All materials should be made available one week before the presentation, including the presentation slides.

Essay: Due November 27, 2025.

Length: 2000-3000 words (8- 10 pages), typed and double spaced. Pages should be numbered, and the type of font should be no smaller than 12 characters per inch (e.g., Arial 12). Students must submit their papers through the assignment tab in OWL and all papers may be processed by Turnitin. The instructor may require that 10% of randomly selected students will have to meet to discuss their paper in person after completion.

Option 1: Critical book assessment. Students will choose a book from the course outline list above as the focus of their paper. They will review the book with the critical insights of the course and the textbook to examine the implicit or explicit assumptions about cyberpolitics. In doing so, students should provide a critical reading utilizing other academic sources about the veracity of the claims in the book. This is NOT A BOOK REVIEW; it is an opportunity to examine the claims and arguments made with evidence by both the author and critical academic counterevidence from your research. The sources should be primarily academic for argumentation, but non-academic sources can be used for evidence. A minimum of six sources from our course readings are required in your analysis.

Option 2: Essay on cyberpolitical issues of final grade

Length: 2000-3000 words (8- 10 pages), typed and double spaced. Pages should be numbered, and the type of font should be no smaller than 12 characters per inch (e.g., Arial 12). Students must submit their papers through the assignment tab in OWL and all papers may be processed by Turnitin.

Topics: Students choose their own essay topics, but such choices must be approved by the instructor. No one is allowed to write on Stuxnet. The essay must have, as part of its introduction, a statement of its thesis (central argument). This thesis must be supported by a careful analysis of relevant data and arguments in the body of the paper. The assignment must be in proper formal essay format (no bullet points, short form or colloquial language, can use subheadings to identify sections, use proper citation and should NOT INCLUDE ANY FORM OF ANNOTATED BIBLIOGRAPHY. Dictionaries, encyclopedias, and Wikipedia should not be used, and use of web material is subject to instructor's prior approval. A basic structure for the essay will include:

 1)   Title, topic and thesis question or area of interest for potential research.

2)   One dominant approach to study the issue. The dominant approach will provide the explanatory foundation of the thesis, more than one approach can be used, but the primary approach should be linked to the explanatory assertion of the thesis.

 3)   Three key distinct arguments with evidence in support of the thesis. Remember to follow the paragraph structure in the course outline. The data should primarily come from course readings, the pre-approved suggested readings, and suggested texts. Students must engage with at least six course texts to complete the assignment, and most of your academic sources should come from the required and optional readings in the course outline.

4)   A conclusion that mirrors your title, topic and thesis question. It is always a good idea to rewrite your introduction after you have written your conclusion. Your conclusion should provide the clear foundation that you have established throughout the essay, to demonstrate the validity of your thesis. Therefore, your thesis and your conclusion should match one another. Failure to have consistent argumentation will result in the inability to achieve full grades.

5)   Properly cited research. In text citation is preferred (author date system, as outlined below in 'guidelines for success in class). There should be no proxy urls (https://www.lib.uwo.ca/) no search urls (http://search.proquest.com/scholarly-journals/) or Dropbox urls (https://www.dropbox.com/). Citations need to be consistently formatted, readily available, in English, with precise page numbers (no inclusion of p.23-44, or consistent citation across pages (i.e. p.118-119). Lack of data is a lack of foundation. In the era of LLMs, inaccurate citations will be treated as no citation at all. LLMs routinely summarize sources without accessing the underlying data. Failure to directly quote sources with quotation marks followed by an explanation in your own words will constitute a lack of sufficient citation. Paraphrasing is no longer sufficient justification for including a citation; you must use specific and precise language, including nouns (specific people, places, and things), as generalized summaries of sources are often hallucinated, inaccurate, and incomplete when suggested by LLMs.

6) A title page with your name, a title for your paper that reflects the thesis and topic of your paper, the date of submission and the course number on it. If you cannot clearly and simply identify the title and topic of your paper, it is often an indicator of a lack of focus.

Papers submitted before the deadline can revise and resubmit the assignment. For details on revision and resubmission see the 'revise and resubmit' tab in OWL.

Zoom Etiquette

1. Please pay attention to video, microphone and screensharing settings. Keep chat rooms and images appropriate for an academic setting. Any inappropriate actions, imagery, discussion or chat messages may result in your removal from the meeting at my discretion. Audio recordings may be available as an alternative to synchronous discussion.
2. Please test all WIFI, video and audio before the meetings. Zoom buttons for raising your hand, responding yes and no, asking host to adjust speed, requesting a break and more.
3. Please be conscious of your speaking time and that of others, if you are continuing in a manner that is not fair to your peers, I reserve the right to intervene and put us back on a more focused discussion.

Recording synchronous content (office hours or other meetings)

All of the remote learning sessions and Zoom meetings (including office hours) for this course **may** be recorded. The data captured during these recordings may include your image, voice recordings, chat logs and personal identifiers (name displayed on the screen). The recordings may be used for educational purposes related to this course, including evaluations and assisting with preparation of your assignments (you can request a copy of the meeting). The recordings may be disclosed to other individuals participating in the course for their private or group study purposes. Please contact the instructor if you have any concerns related to session recordings. Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation, or the participant has the prior written permission of the instructor.

Notes: The Department's rules regarding plagiarism and the submission of similar essays to two or more different instructors are appended to this course outline and should be noted. (See 'Criteria for Evaluation of Written Assignments' below).

Guidelines for Success in Class
 Since there seldom are definitive answers to the questions we will be asking about cyberpolitics, and much of what you will learn in this course will be enhanced by the ideas and perspectives of your colleagues. But for this to work, everyone must participate fully and constructively. Be mindful of the following points, and you will be successful:

> • Come to all classes having read the assigned readings for that week and prepared to participate in discussion. It is useful to remember that some week's readings may be more relevant to your research interests than others, and focusing on readings that are most salient to your interests will ensure maximum usefulness in the course.
> • Participate in discussions, but do not over-participate. Everyone must be given an opportunity to take part in discussions. Constructive participation involves the raising of relevant points and ideas. Online participation will be considered as well in participation marks.
> • Demonstrate respect for the ideas presented by others at all times. This is essential to open discussion and the free exchange of ideas. This does not mean that you must agree with others. Informal debate will teach you even more about your own position while simultaneously exposing you to different viewpoints. Make use of such opportunities, but no disrespectful behavior will be tolerated.
> • Raise questions when you have them. Raising useful questions counts as participation. You can use minute papers, online forums, e-mail, facebook or in class lecture to raise questions you

encounter throughout the course. Uncertainties are usually shared by others – when you raise your questions in class everyone learns while you build your own participation grade.

Criteria for Evaluation of Written Assignments

These criteria will be used in evaluation of written work. Please be sure to read them carefully.

Paragraph structure

Basic paragraph structure is an important part of writing. Failure to use basic paragraph structure will result in repetitive, unstructured, illogical arguments. Paragraphs help to structure our thought, our ability to make claims and provide a framework for writing. The topic sentence and concluding sentence of each paragraph should be in your own voice (no direct references, quotations or citations). A basic paragraph structure should follow this template:

- Topic/introduction, in one or two sentences
- Major point with evidence one or two sentences (one sentence with academic citation and one sentence explaining the relevance in your own words)
- Major point with evidence one or two sentences (one sentence with academic citation and one sentence explaining the relevance in your own words)
- Major point with evidence one or two sentences (one sentence with academic citation and one sentence explaining the relevance in your own words)
- Summarizing sentence of overall significance to the overarching thesis of the paper and
- Concluding sentence which restates topic sentence and bridges to next paragraph.

Failure to use basic paragraph structure throughout your work will result in the inability to receive full marks.

These paragraph formatting requirements are not arbitrary. There is a specific reason that I want you to use peer-reviewed academic sources, a MINIMUM of THREE DIFFERENT ACADEMIC SOURCES per paragraph. WHY?

- First, the difference between opinion and argument is the provision of evidence.
- Second, for an academic argument to have veracity, it needs to have an arm's length perspective, it needs to draw on peer-reviewed sources because individual interpretation is prone to error.
- Next, if we have more than one academic source per paragraph if one of those sources is weak or questionable the other two will supplement it.
- Moreover, multiple sources prevent summary or representation of someone else's ideas as your own, if you must interpret multiple data sources.
- Finally, academic sources have explanatory frameworks that link them to underlying theoretical concepts and ideas. News sources, data points, and journalism provide evidence without analysis, academic work provides analysis with evidence. If you don't have that consistently throughout your writing, you are going to run into problems of the veracity of your claims because they lack substantiation.

Formatting

All work should be double spaced using 12-point font (even on policy briefs). Page numbers should always be included. Never use bullet points anywhere – they condense ideas when I need to see the logic and academic argumentation that underpin your claims.

Quotations

Quotations longer than 4 lines should be indented. Try to avoid quotations longer than 4 lines. Assume that I do not read an indented 4line quotation and make sure the sentence immediately following the quotation summarizes its significance to your argument in your own words. Never include quotations or sources in your introduction or conclusion, your introduction and conclusion should outline the paper structure in your own words.

Citations and Bibliography

We will use the author date system. It keeps footnotes and endnotes to a minimum.
Text references will be short with the Surname, Date and page number (i.e. Žižek 2002: 342).
Use this formatting everywhere, including sources from our reading list and in the response papers and any written work.
Works by the same author in the same year should be cited as Žižek 2002a, Žižek2002b, etc.
Et al. can be used by sources with three or more authors. The full list must be in the bibliography.
If you have more than one source in the same sentence you just include them with a semi-colon in chronological order i.e (Žižek 2002: 345; D'Amelio 2018: 212; Swift 2020: 445)

If any of your sentences, paragraphs, or quotations lack a specific foundation, you will not receive credit for those submissions.

Lack of data is a lack of foundation. In the era of LLMs, inaccurate citations will be treated as no citation at all. LLMs routinely summarize sources without accessing the underlying data. **Failure to directly quote sources with quotation marks followed by an explanation in your own words will constitute a lack of sufficient citation. Paraphrasing is no longer sufficient justification for including a citation**; you must use specific and precise language, including nouns (specific people, places, and things), as generalized summaries of sources are often hallucinated, inaccurate, and incomplete when suggested by LLMs.

Bibliography (style: Modified Harvard)

A bibliography must be included in all written work, it should include the complete details of the work and included an 'Accessed' date if it is an online source.
Sample bibliography

Bastos, Marco T., and Dan Mercea. "The Brexit botnet and user-generated hyperpartisan news." Social Science Computer Review 37.1 (2019): 38-54.
Dobber, T., R. F. Fahy, and FJ Zuiderveen Borgesius. "The regulation of online political micro-targeting in Europe." Internet Policy Review 8.4 (2019): 4.
Grieder, William. "How the swindlers of Silicon Valley avoid paying taxes." The Nation, October 17, 2017, https://www.thenation.com/article/how-the-swindlers-of-silicon-valley-avoid-paying-taxes/. Accessed August 1, 2020.
Gill, Stephen. "Transnational class formations, European crisis and the silent revolution." Critical Sociology 43.4-5 (2017): 641.

Analytical Content and Paragraph structure:

Higher grades will be given to work that demonstrates the ability to interpret, critically assess and

develop insights of the material. To determine whether or not your argument is analytical, ask yourself "Am I demonstrating to the reader my insights in an academic way?" If you are simply summarizing or describing in detail phenomena, your work is unlikely to have high analytical content.

> *Helpful signs you are not developing analytical content: Excessive quotes; beginning or ending a paragraph with a quote; short (fewer than 4 sentences) paragraphs; no sources in a long paragraph; lack of similar argument in introduction and conclusion.*

Development of an Argument:

Higher grades will be given to work that has a clearly stated argument and a set of logically developed and reasonably comprehensive points in support of that argument. Academic arguments need not be personal (though in certain instances they can be – check with the instructor), rather they demonstrate the logical progression of the position you are developing. The key here is to attempt to convince your reader of the soundness or feasibility of your argument. Nuanced arguments recognize obvious criticisms and seek to address them logically. Consistency of an argument throughout a paper is important.

> *Helpful signs your argument may be in trouble: Using the same author or quote more than a few times in successive paragraphs; your introduction and conclusion are not similar; you introduce material in the introduction and the conclusion that cannot be found elsewhere; you have quotes in your conclusion; your attempt to address obvious criticisms contradicts your thesis, you adopt multiple theoretical frameworks; you cannot find any sources that agree with your central claims.*

Grammar, Spelling, and Style:

Higher grades will be given to written work that is grammatically correct and is clearly and accurately written, while lower grades will be given to work that is difficult to read or understand due to excessive grammatical and/or spelling errors.

> *While different approaches work for different people, it is recommended that you try the following every time you have a written assignment: after completing your assignment, put it away for a while (ideally, for a few days); when you pick it up again, read it carefully, slowly, and aloud (when we are familiar with a paper we tend to skim it during proof-reading, thereby missing errors – so make sure you are reading it word for word). Mistakes in grammar may not always look wrong, but they usually sound wrong. If you need some help with writing style or grammar, there are many resources available on campus.*

General

All students must complete all course requirements. Failure to do so (e.g., by not handing-in an assignment or by missing an examination without due cause) will subject the student to the appropriate University regulations. Students must also keep a duplicate copy of their assignments.

Policy on communication

The forums should be your primary place for questions, issues and concerns with the course. I strive to be accessible and responsive to student inquiries. However, repeated or persistent e-mails/texts/phone calls will overload my capacity to respond to all students equally. As such, I reserve the right to answer initial questions but forego multiple responses or inquires for a 24hour cool-down period. I appreciate your understanding in this matter.

Policy on Children in the classroom[1]

"It is my belief that if we want women in academia, that we should also expect children to be present in some form. Currently, the university does not have a formal policy on children in the classroom. The policy described here is thus, a reflection of my own beliefs and commitments to student, staff and faculty parents.

All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. Because not all women can pump sufficient milk, and not all babies will take a bottle reliably, I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime.

For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.

I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.
In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.

Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have finally gone to sleep. The struggles of balancing school, childcare and often another job are exhausting! I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all student in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance. Thank you for the diversity you bring to our classroom!"

Policy on non-service animals in the classroom

Western University established a [Pets and Therapy Animals policy in May 2020](#) that limits the presence of pets in campus buildings. Service and therapy animals are permitted inside all Western locations, in accordance with accessibility policies, however animals for companionship are not allowed.

Point of View

The readings, class lectures, and my comments in class will suggest a particular point of view. This perspective is my own and does not have to be yours! I encourage you to disagree with the ideas in the readings and lectures as well as the perspectives of your colleagues in the course. Please express yourself! A significant part of a university education is learning about the complexity of various issues; therefore, it is important that we listen and respect one another but we do not have to agree. A richer discussion will occur when a variety of perspectives are presented in class for discussion.

Academic Sources

A key aspect of the university experience is developing your ability to assess the validity of sources. Academic sources such as those found on Google Scholar should be your primary source of arguments, ideas and claims made in the course. While it may be appropriate to provide anecdotal, non-academic, news, theories from outside the academy as data points, all arguments must be situated in triangulated academic research. By triangulation (you may see a Δ on your assignments) this is the idea that academic peer review provides a foundation for the veracity of the claims being made. if you rely too heavily on one source (i.e. that more than 3 footnotes in a row are from the same source) you may be veering towards summary or plagiarism of that source as it lacks proper verification from other academics who agree with those assessments . Moreover, most sources have implicit or explicit frameworks, understandings, biases which you may not be able to assess without triangulation. While there is no explicit number of sources required on assignments, you will be unable to achieve full marks if you do not have academic arguments with academic sources. This is a standard expectation of all assignments in this class.

Discussion Guidelines[2]

In our structured and unstructured discussions and dialogues, we also will have many opportunities to explore some challenging, high-stakes issues and increase our understandings of different perspectives. Our conversations may not always be easy; we sometimes will make mistakes in our speaking and our listening; sometimes we will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences. Always we will need respect for others. Thus, an important secondary aim of our course necessarily will be for us to increase our facility with the sometimes-difficult conversations that arise inside issues of social inequality as we deepen our understandings of multiple perspectives – whatever our backgrounds, experiences, or positions.

Late Assignments - Formal Guidelines

Late papers will be accepted but will be subject to a late penalty of 10 per cent per day to a maximum of 5 days, after which they will not be accepted and a mark of 0 will be recorded. In the interest of fairness to all students, there will be no exceptions to this unless you have arranged in advance for an extension. All extensions must be arranged in advance of the day on which a paper is due. **Papers submitted after deadlines (including excused late papers) will be marked, but comments may not be provided.**

Policy on the use of LLMs (AI, ChatGPT, Bard, etc) in the classroom [3]

Unless otherwise noted during class activities, you may only use ChatGPT or any other Generative technology to *aid* or *nuance* your thinking, communication, and learning; but not to *replace* or *subvert* it. See the table below for some examples of allowable and non-allowable uses of Generative technology in this class (NOTE: This is not an exhaustive list of examples). Generative technology may be used to assist in assessment throughout the course, if you wish to opt out of the use of generative technology, please let me know.

How generative technology may be used in assessment:
1. Pre-assessment - to provide structural or overall feedback before I begin any grading.
2. Applying rubric - using the rubric from the course outline to apply to submitted assignments to assess the degree of compliance before or during I complete any grading.
3. During assessment - to double-check the veracity of claims being made about your submission during my assessment of your material.

4. Post assessment - to find additional examples or instances in your submissions to assist in my feedback.
5. Refining assessment - suggesting forms of constructive criticism, actionable items, and overarching themes or issues to assist in your assessment.
6. Checking for unauthorized AI use, following University guidelines (and those attached below).

How generative technology will NOT be used in assessment:
No grades will be assigned solely with generative technology at any point in this course. Assessment will always be done by the instructor in accordance with the course outlines, because of the unpredictability and unreliability of current generative technology.
No personal or individual identifiers will ever be included in the assessment of material by any generative technology.

Example of an Allowable Use	Why is this Allowed?	Things to Keep in Mind
Prompting Generative technology to **generate ideas** for a class project.	This might enhance your thinking by **exposing you to other ideas** than you might come up with on your own.	It is important to start with **brainstorming your own ideas first** (to aid your creative thinking), rather than letting Generative technology do that initial work for you. Also, beware that Generative technology might introduce biases (tends towards liberal consensus) into the topic when prompted to generate ideas.
Using Generative technology for writing support (e.g., to improve **writing quality, clarity, and expression**).	Generative technology writing technologies, like ChatGPT, can provide ideas for how to revise a sentence or word, begin a paragraph, or express your thinking more clearly. Used in this way, Generative technology might support the development of your communication skills.	Make sure to **get your thoughts written down first** rather than asking Generative technology to write the first draft. Writing and thinking are interconnected processes, if you prompt Generative technology to write the first draft for you, you are not actively engaging in thinking about the material. NOTE: We also have a wonderful Writing Center on campus that provides writing support!
Using Generative technology as a **study or assignment aid.**	Generative technology can offer study tips, provide example text/quiz practice questions, design a personalized study guide, design flashcards, give directions for how to complete an assignment, create learning simulations and interactive	Generative technology tools are known for making up information and presenting biased output. Make sure to double-check the accuracy, credibility, and reliability of any AI-generated information that you use to support your studying or assignment completion.

	scenarios to help you think more deeply about the class content, and provide a rubric so you can self-assess your own work.	
Prompting Generative technology to help **make information easier to understand** (e.g., explaining technical or academic jargon, providing concrete examples of an abstract idea).	Generative technology could potentially be used in ways that reduce cognitive load (see Cognitive Load Theory), such as breaking material into smaller chunks, summarizing and simplifying material, providing an outline of an article to support pre-reading, translating text into your native language, making content more accessible, scaffolding learning, and providing concrete examples.	If Generative technology are used in ways that reduce germane load (the cognitive effort required to make connections between new information and prior knowledge) it can negatively impact learning. For example, if you ask a Generative technology technology to automatically summarize a complex academic article instead of reading and summarizing it yourself, you will miss out on the opportunity to fully engage with, and critically examine, the author's ideas (read: No One is Talking About AI's Impact on Reading). This is a critical skill for college, the workplace, and engaged citizenship!
Using AI and Generative technology is recommended **due to different abilities.**	Generative technology can be used to make learning more accessible and digitally accessible for differently abled individuals (e.g., transcripts of recorded audio, closed captions for videos, alt text to describe images for blind/visually impaired individuals, interpretations of complex visual data).	If you have a self-identified or registered disability, consider how Generative technology tools might aid your thinking, communication, and learning.

Example of a Non-Allowable Use	Why is this NOT Allowed?
Prompting a Generative technology technology to **respond to a discussion forum prompt** for you.	Discussion prompts are meant to incorporate your voice and your thoughts. Participating in discussions is about building community and relationships as well as actively engaging in your own thinking and learning to communicate with others. Using Generative technology for this activity subverts both the social and learning goals of the activity.
Using a Generative technology technology (e.g., Slidesgo) to **design a class presentation** for you.	Designing a presentation requires you to actively engage in thinking and learning about the material and consider how best to communicate that information to an audience. Prompting Generative technology to do this work for you subverts your learning and the opportunity to develop your creative communication skills.
Modifying AI-generated work slightly to **make it appear as if you created it**.	Making minor adjustments to AI-generated work only supports surface-level learning, rather than deep learning (learn more), because the focus is on minor adjustments rather than truly understanding the material.

Prompting Generative technology to **analyze data for you** and submitting the data analysis as your own.	Research has shown that using Generative technology to provide solutions for you (or in this case, provide data analysis output for you) prevents you from actively engaging with, and learning, the material (read: Generative AI Can Harm Learning). Using Generative technology in this way subverts your learning. Additionally, Generative technology tools are not calculators or math machines, they are predictability machines (they guess which words go together to make the most plausible human-sounding response).
Copying AI-generated text word for word into your written work but **citing it as written by AI**.	Please read "The Case For Not Citing Chatbots As Information Sources" and "Generative AI Has an Intellectual Property Problem" and, instead, find an original source to cite. When you put in the effort to find an original source to cite, you are deepening your thinking and learning about that topic and you are giving credit to human authors/artists.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Any assignment that is found to have used generative AI tools in unauthorized ways can result in: a failure to receive full grades, the need to resubmit the assignment, need to orally present the assignment in office hours, or a failure to complete the requirements of the course. When in doubt about permitted usage, please ask for clarification.

4212 SEMINAR TOPICS AND READINGS (open to discussion and change based on class consensus in week 1)

Week 1 - Intro to course- History of the internet

- Mary Manjikian, Introduction to Cyber Politics and Policy, Sage, Los Angeles, 2021. Chapter 1.
- Warner, Michael. "Cybersecurity: A pre-history." Intelligence and National Security 27.5 (2012): 781-799.

Week 2 - The Internet, Technology Studies and International Relations

- Mary Manjikian, Introduction to Cyber Politics and Policy, Sage, Los Angeles, 2021. Chapter 2.
- Valeriano, Brandon, and Ryan C. Maness. "International relations theory and cyber security." The Oxford Handbook of International Political Theory (2018): 259.

Week 3 - A realist View of Cyberspace

- Mary Manjikian, Introduction to Cyber Politics and Policy, Sage, Los Angeles, 2021. Chapter 3.
- A short history of cyber warfare7 RICHARD STIENNON in Green, James A., ed. Cyber warfare: a multidisciplinary analysis. Routledge, 2015.

Week 4 - Liberal Internationalism, Cooperation and Regimes

- Mary Manjikian, Introduction to Cyber Politics and Policy, Sage, Los Angeles, 2021. Chapter 4.

- Townes, Miles. "The spread of TCP/IP: How the Internet became the Internet." Millennium 41.1 (2012): 43-64.

Week 5 – Constructivism

- Mary Manjikian, Introduction to Cyber Politics and Policy, Sage, Los Angeles, 2021. Chapter 5.
- Brito, Jerry, and Tate Watkins. "Loving the cyber bomb-the dangers of threat inflation in cybersecurity policy." Harv. Nat'l Sec. J. 3 (2011): 39.

Week 6 – Governance

- Mary Manjikian, Introduction to Cyber Politics and Policy, Sage, Los Angeles, 2021. Chapter 6.
- Mueller, Milton L. "Against Sovereignty in cyberspace." International Studies Review 22.4 (2020): 779-801.

Week 7 – Cybercrime

- Mary Manjikian, Introduction to Cyber Politics and Policy, Sage, Los Angeles, 2021. Chapter 7.
- Marion, Nancy E., and Jason Twede. Cybercrime: An Encyclopedia of Digital Crime. ABC-CLIO, 2020. Introduction

Week 8 - Private actors

- Mary Manjikian, Introduction to Cyber Politics and Policy, Sage, Los Angeles, 2021. Chapter 8.
- Raymond, Mark. "Managing decentralized cyber governance: the responsibility to troubleshoot." Strategic Studies Quarterly 10.4 (2016): 123-149.

Week 9 - States and Private Actors in The Provision of Cybersecurity

- Mary Manjikian, Introduction to Cyber Politics and Policy, Sage, Los Angeles, 2021. Chapter 9.
- Venturini, Tommaso. "From fake to junk news, the data politics of online virality." in Ruppert, Evelyn, Engin Isin, and Didier Bigo. Data politics. Routledge, 2019. Chapter 7.

Week 10 - Ethics, Norms, Rules

- Mary Manjikian, Introduction to Cyber Politics and Policy, Sage, Los Angeles, 2021. Chapter 10.
- Artyushina, Anna. "Is civic data governance the key to democratic smart cities? The role of the urban data trust in Sidewalk Toronto." Telematics and Informatics 55 (2020): 101456.

Week 11 - Cyber Conflict

- Mary Manjikian, Introduction to Cyber Politics and Policy, Sage, Los Angeles, 2021. Chapter 11.
- Rid, Thomas. "Cyber war will not take place." Journal of strategic studies 35.1 (2012): 5-32.

Week 12 - Artificial Intelligence and Autonomy

- Mary Manjikian, Introduction to Cyber Politics and Policy, Sage, Los Angeles, 2021. Chapter 12.

- Bretl, Timothy, Ludovic Righetti, and Raj Madhavan. "Epstein, Project Maven, and Some Reasons to Think About Where We Get Our Funding [Ethical, Legal, and Societal Issues." IEEE Robotics & Automation Magazine 26.4 (2019): 8-13.]

APPENDIX TO UNDERGRADUATE COURSE OUTLINES DEPARTMENT OF POLITICAL SCIENCE
https://politicalscience.uwo.ca/undergraduate/docs/outlines/2025-26/APPENDIX%20TO%20UNDERGRADUATE%20COURSE%20OUTLINES1.pdf

Accessibility at Western: Please contact poliscie@uwo.ca if you require any information in plain text format, or if any other accommodation can make the course material and/or physical space accessible to you.
Mental Health at Western: If you or someone you know is experiencing distress, there are several resources here at Western to assist you. Please visit http://www.uwo.ca/uwocom/mentalhealth/ for more information on these resources and on mental health.

Other relevant links:

Requests for Relief from Academic Decisions
Undergraduate Procedures
Scholastic Offences
Undergraduate Procedures
Senate Review Board Appeals
Procedures
Course Numbering Policy, Essay Courses, and Hours of Instruction