Fundamentals of Global Cybersecurity – JSIS B 480 /581
Spring 2024

Instructor: Dr. Jessica L. Beyer
Contact: jlbeyer@uw.edu
Weekly meeting times: Monday and Wednesday 12:30-2:20
Course Website: https://canvas.uw.edu/courses/1719771

Office Hours: Office hours are on Mondays and Wednesdays 11:00-12:00 in THO 318. I am also free by appointment at other times.

Course Description
The possible damage of a nation-state or lone hacker cyber-attack is grave—both in the potential to harm physical infrastructure as well as the potential harm to economies and political processes. Internationally, countries have been attempting to create international agreements to regulate the so-called weaponization of cyberspace. However, efforts have not been systematic and existing tensions continually challenge these efforts.

Many of the tensions at the international level are related to nation-state cybersecurity strategy and regional dynamics. For instance, the major cyber-powers continue to engage in espionage, attack, and cyber-weapon development in the shadows while arguing on the international stage for agreements limiting cyberattacks. Meanwhile, conflicting norms of speech and human rights further frustrate international level agreements. And, as new people arrive online across the world, whether through their phones or desktop computers, they and their data are immediately vulnerable.

This course will take an area and international studies approach to investigating this new security landscape. Over the course of the quarter, the class will address the cybersecurity strategies of major international actors, regional dynamics, famous cyberattacks, and the state of international cybersecurity. To pursue this topic, the course is structured geographically.

Learning Goals
My objectives for this class are that students:
*   Students will be conversant in the overall global landscape of nation-state cybersecurity policies and strategies.
*   Students will be conversant in global cybersecurity regional dynamics.
*   Students will be able to discuss international cybersecurity policy challenges and existing international agreements (or lack thereof) around cyberwar, cyberattack, and cyber-strategies.
*   Students will develop an understanding of international internet governance.
*   Students will gain experience in research, writing, and critical thinking.

Course structure:
*   Lectures/class are in-person.
*   There may be in-class assignments that you cannot make up if you are not in class, but I will assign enough of them that missing a couple won't hurt your grade.

- I will also record the lectures and put them on Canvas so people who are sick can stay home.
- Any guest speaker lectures will not be recorded.

Required Course Materials
All course readings are either accessible via the hyperlinks in the syllabus or, when this isn't possible, are uploaded to the course website under "Files." There is no book assigned for the course.

Course Learning Environment
Students are expected to treat other members of our community with respect.
We will be speaking about some difficult and contentious subjects during the quarter. As a group, we will represent a range of experiences, knowledge, beliefs, demographic groups, and nationalities. It is fine to disagree with an idea or to challenge an argument in a collegial way, but students must be empathetic to the experiences of their classmates.

Diverse backgrounds, embodiments, and experiences are essential to learning mission of a university. Students are expected to respect individual differences which may include, but are not limited to: age, cultural background, disability, ethnicity, family status, gender presentation, immigration status, national origin, race, religion, sex, sexual orientation, socioeconomic status, and veteran status. In addition, students are expected to engage respectfully in discussion of diverse worldviews and ideologies, including those course materials that are at odds with personal beliefs and values. (Adapted from The "Respect for Diversity" text is reprinted here from text that is required in UW, Bothell syllabi.)

Students should regularly check the course website and read any course emails.
Students are responsible for all materials, updates, and announcements covered during class sessions. You should also either be checking your UW email account regularly or forwarding that email to an address you monitor regularly.

Students are welcome to use their computers during class for class-related purposes.
However, if a student is distracting others with computer use in class, then they will be asked to stop using the computer.

Students are welcome to bring food and beverages to class (within reason).
If you do, please be respectful of your fellow students.

Students with issues, conditions, or concerns that could impact their experience in this course should let me know as soon as possible.
This is not required, but can help make the course experience more beneficial. I will be operating under a maximum flexibility standard this quarter. If you are having trouble meeting course objectives, please tell me. You do not have to tell me why. You just need to let me know that we may need to come up with an alternate schedule.

Parents, please know that you can bring your children of any age to class if you need to.

Assignments

Over the course of the quarter the course content, readings, guest speakers, and due dates schedules could change slightly.

Assignment	Purpose	Due Date	% of grade
In-class work and first week assignment.	Short assignments help facilitate collegial learning.	Due dates throughout the quarter.	15%
Research assignment 1	Research assignments help students gather the research needed to produce a successful short paper.	4/12 @ 11:59pm via course website.	20%
Research assignment 2	Research assignments help students gather the research needed to produce a successful short paper.	5/3 @ 11:59pm via course website.	20%
Research assignment 3	Research assignments help students gather the research needed to produce a successful short paper.	5/24 @ 11:59pm via course website.	20%
Short Paper	This short paper is an opportunity to synthesize research into a one-page brief.	6/5 @ 11:59pm via course website.	25%

Note for graduate students: You have the same assignment structure, but with additional tasks for each assignment. You also have an additional reading assignment.

In-class work and first week assignment make up 15% of the final grade.

The first week assignment is due the first week of the class. It is a questionnaire on the course website as an assignment.

In-class assignments will be in-class participation assignments. These assignments will be graded as either completed or not completed. You can't make them up if you aren't in class, but it is okay to miss a couple.

Keep in mind that during any in-class discussion you could be evaluated based on the tone of participation. Contribution to class can be positive, negative, or neutral. Negative participation includes being disrespectful to classmates or me.

The **Research Assignments** are each 20% of the final grade. Research assignment directions will be uploaded to the course website by the end of week 2. Their topics will be:
- Assignment 1: Internet access and use patterns, due 4/12 @ 11:59pm via course website.
- Assignment 2: International Internet governance, due 5/3 @ 11:59pm via course website
- Assignment 3: Domestic policies, due 5/24 @ 11:59pm via course website.

At the start of the quarter, students will pick a part of the world and country to focus on. This place will be the topic of all assignments.

Except: THESE PAPERS MAY NOT BE ON THE USA, PEOPLE'S REPUBLIC OF CHINA, IRAN, RUSSIA, OR NORTH KOREA. *(Unless, you are either a graduate student studying one of these countries or can make a compelling case for why you should be able to focus on one of them.)*

All research assignments will be due via the course website by 11:59pm on the due date.

Short Paper is 25% of the final grade. It is due 6/5 by 11:59pm via the course website. Students will draw on their overall research from the quarter to write a single page cybersecurity profile of their country.

There is no final exam in this course.

The syllabus may change over the quarter, including readings and due dates – please keep track of course emails and the course website because of this.

News Sources
You will need to keep up on current cybersecurity news. All of the major news sources (e.g., New York Times) have some cybersecurity coverage. I would also read a technology focused source as well and/or a source from the part of the world you are focusing on in this class. Some possible sources are: Wired Threat Level, Ars Technica, 404 Media, The Hill-Cybersecurity, Geekwire, Hacker News, etc. I subscribe to the WA Post "Cybersecurity 202" and "Technology 202" newsletters and find them quite informative.

The UW has given you a New York Times subscription! Here is how to access it: https://gis.lib.washington.edu/about/news/announcements/uw-libraries-announces-new-york-times-digital-subscription

There are other sources that you have access to as a UW student as well, such as the Economist (https://guides.lib.uw.edu/research/business/economist), Financial Times (https://guides.lib.uw.edu/research/business/financial-times), and the Wall Street Journal (https://hub.washington.edu/about/in-the-hub/new-york-times/).

Graduate Student Reading
Graduate students must read all of the sources listed below and, **in addition**, you must choose two lengthy sources related to the intersection between your area of expertise and technology. These could be two books or they could be longer reports including those written by think tanks, research groups, or government agencies. They could include major cybersecurity frameworks from government actors. I am happy to help you identify potential readings. I would expect to see you cite these materials in your final short paper.

Schedule of the Course + Course Readings

WEEK 1: 3/25-3/29
- **Topic:** The Internet

- **Due this week:**
    - <mark>First week assignment via Canvas.</mark>

- **Readings:**
    - "How the Internet Travels Across Oceans," https://www.nytimes.com/interactive/2019/03/10/technology/internet-cables-oceans.html
        - You will need a subscription to access this – and the UW has given you one for the whole year! Here is how to access it: https://gis.lib.washington.edu/about/news/announcements/uw-libraries-announces-new-york-times-digital-subscription
    - Tobin, M. & Liu, J. (2024). "Why Taiwan Is Building a Satellite Network Without Elon Musk." NYT. March 14, https://www.nytimes.com/2024/03/14/business/taiwan-starlink-satellite.html
    Reed, S. (2024). "Damage to Cables Under Red Sea Highlights Mideast Conflict's Broader Threat." NYT. March 5, https://www.nytimes.com/2024/03/05/business/red-sea-middle-east-conflict.html

WEEK 2: 4/1-4/5
- **Topic:** International Treaties and Internet Governance

- **Due this week:**
    - Nothing

- **Readings:**
    - List of Advanced Persistent Threats, FireEye: https://www.fireeye.com/current-threats/apt-groups.html
        - If you are curious, here is another list - https://attack.mitre.org/groups/
    - Thomas Rid and Ben Buchanan, "Attributing Cyber Attacks." Journal of Strategic Studies, 2014. On course website.
    - "The War on Pineapple: Understanding Foreign Interference in 5 Steps." Cybersecurity and Infrastructure Security Agency, DHS. June 2019: https://www.dhs.gov/sites/default/files/publications/19_0717_cisa_the_war-on-pineapple-understanding-foreign-interference-in-5-steps.pdf

WEEK 3: 4/8-4/12
Topic: East Asia

- **Due this week:**
    - <mark>Research Assignment 1 is due 4/12 @ 11:59pm via course website.</mark>

- **Readings:**

- Davidson, H. (2024). "Explainer: what is Volt Typhoon and why is it the 'defining threat of our generation'? The Guardian. Feb 13, https://www.theguardian.com/technology/2024/feb/13/volt-typhoon-what-is-it-how-does-it-work-chinese-cyber-operation-china-hackers-explainer
  - If you want to read the CISA advisory: https://www.cisa.gov/news-events/cybersecurity-advisories/aa24-038a
- Mozur, P., Bradsher, K., Liu, J., & Kronik, A. (2024). "Leaked Files Show the Secret World of China's Hackers for Hire." NYT. February 22, https://www.nytimes.com/2024/02/22/business/china-leaked-files.html
- Sang-Hun, C. & Yaffe-Bellany, D. (2022). "How North Korea Used Crypto to Hack Its Way Through the Pandemic." NYT. June 30, https://www.nytimes.com/2022/06/30/business/north-korea-crypto-hack.html
- Handler, S. (2022). "The US-Japan-South Korea trilateral cybersecurity relationship." Atlantic Council, https://www.atlanticcouncil.org/content-series/the-5x5/the-5x5-the-us-japan-south-korea-trilateral-cybersecurity-relationship/

WEEK 4: 4/15-4/19
- **Topic:** Southeast Asia

- **Due this week:**
  - Nothing

- **Readings – read three of these (your choice!):**
  - Sanger, D. (2023). "Chinese Malware Hits Systems on Guam. Is Taiwan the Real Target?" NYT. May 24, https://www.nytimes.com/2023/05/24/us/politics/china-guam-malware-cyber-microsoft.html
  - Recorded Future, "Myanmar Coup and Internet Censorship Pushes Civilians to Underground Forums, Dark Web." On course website.
  - Yan Jau, Chan (2022). Cyber-Attacks as an Evolving Threat to Southeast Asia's Maritime Security." CSIS. December 7, https://amti.csis.org/cyber-attacks-as-an-evolving-threat-to-southeast-asias-maritime-security/
  - Burgess, M. (2023). "China is Relentlessly Hacking its Neighbors." Wired Magazine. On course website.
  - Csernatoni, R. & Manantan, M. (2023). "EU-ASEAN Cooperation on Cybersecurity and Emerging Technologies." Carnegie Europe. July 4, https://carnegieeurope.eu/2023/07/04/eu-asean-cooperation-on-cybersecurity-and-emerging-technologies-pub-90082
  - Recorded Future. (2021). "Chinese State-Sponsored Cyber Espionage Activity Supports Expansion of Regional Power and Influence in Southeast Asia." Recorded Future Report. December 8, https://go.recordedfuture.com/hubfs/reports/cta-2021-1208.pdf

WEEK 5: 4/22-4/26
- **Topic:** South Asia

- **Due this week:**
  - Nothing

- **Readings:**
  - White House. (2022). Quad Joint Leaders' Statement. White House Press Release, May 24, https://www.whitehouse.gov/briefing-room/statements-releases/2022/05/24/quad-joint-leaders-statement/
  - Recorded Future. (2023). "Hacktivism: India vs. Pakistan" Recorded Future Report. December 13, https://www.recordedfuture.com/blog/india-pakistan-cyber-rivalry
  - Antoniuk, D. (2024). "India-linked hackers target Pakistan with spyware in new campaign." Recorded Future. February 1, https://therecord.media/india-linked-hackers-target-pakistan-with-spyware
  - Group 1B (2023). "Molted skin: APT SideWinder 2021 campaign that targeted over 60 companies in the Asia-Pacific." Group 1B Press Release. February 15, https://www.group-ib.com/media-center/press-releases/sidewinder-apt-report/

WEEK 6: 4/29-5/3
- **Topic:** Middle East

- **Due this week:**
  - Research Assignment 2 is due 5/3 @ 11:59pm via course website.

- **Readings:**
  - Shires, J. & McGetrick, M. (2021). Rational Not Reactive: Re-evaluating Iranian Cyber Strategy. Belfer Center. https://www.belfercenter.org/sites/default/files/files/publication/Rational%20Not%20Reactive.pdf
  - Bergman, R. & Mazzetti, M. (2022). "The Battle for the World's Most Powerful Cyberweapon." NYTimes. January 28, https://www.nytimes.com/2022/01/28/magazine/nso-group-israel-spyware.html
  - Noone, G. (2022). "The controversial rise of biometric technology among the displaced." Tech Monitor. October 20, https://techmonitor.ai/digital-identity/biometrics-safe-data-protection

WEEK 7: 5/6-5/10
- **Topic:** Africa

- **Due this week:**
  - Nothing

- **Readings – read two of these (your choice!):**
  - Ajijola, A. & Allen, N. (2022). "African Lessons in Cyber Strategy." Africa Center for Strategic Studies. March 8, https://africacenter.org/spotlight/african-lessons-in-cyber-strategy/
  - Allen, N. (2021) "Africa's Evolving Cyber Threats." Africa Center for Strategic Studies." Africa Center for Strategic Studies. January 19, https://africacenter.org/spotlight/africa-evolving-cyber-threats/
  - "Evidence of Russia-Linked Influence Operations in Africa." Stanford Internet Observatory. October 8, 2019, https://cyber.fsi.stanford.edu/io/news/prigozhin-africa

- Signé, L. and Signé, K. 2021. "How African states can improve their cybersecurity." Brookings. March 16, https://www.brookings.edu/techstream/how-african-states-can-improve-their-cybersecurity/

WEEK 8: 5/13-5/17
- **Topic:** Russia, East Europe, Central Asia

- **Due this week:**
  o Nothing

- **Readings – read two of these (your choice!):**
  - Recorded Future (2021). "Dark Covenant: Connections Between the Russian State and Criminal Actors," https://go.recordedfuture.com/hubfs/reports/cta-2021-0909.pdf
  - Lily, B. and Cheravitch, J. (2020). The Past, Present, and Future of Russia's Cyber Strategy and Forces. 2020 12th International Conference on Cyber Conflict. NATO CCDCOE. <u>On course website.</u>
  - Wolff, J. (2021). Understanding Russia's Cyberstrategy. Foreign Policy Research Institute. https://www.fpri.org/article/2021/07/understanding-russias-cyber-strategy/
  - Howard, L. (2023). "The Ukraine War & Cyberattacks Targeting Refugees and Humanitarian Organizations." JSIS Website. August 7, https://jsis.washington.edu/news/the-ukraine-war-cyberattacks-targeting-refugees-and-humanitarian-organizations/

WEEK 9: 5/20-5/24
- **Topic:** Western Europe/European Union/NATO

- **Due this week:**
  o Research Assignment 3 is due 5/24 @ 11:59pm via course website.

- **Readings:**
  - Benrizri, I., Evers, A., Togawa Mercer, S., Jessani, A. (2023). "A Comparative Perspective on AI Regulation." Lawfare. July 17, https://www.lawfaremedia.org/article/a-comparative-perspective-on-ai-regulation
  - What is GDPR and how will it affect you? https://www.theguardian.com/technology/2018/may/21/what-is-gdpr-and-how-will-it-affect-you
  - Gourd, C. (2022). "WTF is DSA? What Europe's new content moderation law means for the internet." October 27, https://www.politico.eu/article/5-things-to-know-about-the-eu-content-moderation-law-digital-services-act/
  - What is the Five Eyes intelligence pact? https://www.cnn.com/2017/05/25/world/uk-us-five-eyes-intelligence-explainer/index.html
  - NATO Cooperative Cyber Defense Centre of Excellence, read through the website, https://ccdcoe.org/

WEEK 10: 5/27-5/31
- **Monday is Memorial Day = No class**

- **Topic:** Americas

- **Due this week:**
  - Nothing

- **Readings**:
  - Biden National Cybersecurity Strategy. (2023). https://www.whitehouse.gov/wp-content/uploads/2023/03/National-Cybersecurity-Strategy-2023.pdf
  - Lin, H. (2023). "Where the New National Cybersecurity Strategy Differs From Past Practice." Lawfare. March 6, https://www.lawfareblog.com/where-new-national-cybersecurity-strategy-differs-past-practice
  - DHS Cybersecurity Strategy Fact Sheet, https://www.dhs.gov/sites/default/files/publications/DHS-Cybersecurity-Fact-Sheet.pdf
  - Vulnerabilities Equities Policy and Process for the United States Government November 15, 2017. On course website.
  - Hurel, L.M. & Deviancy, J. (2023). "Raising the Political Priority of Cybersecurity in Latin America." Council on Foreign Relations. March 16, https://www.cfr.org/blog/raising-political-priority-cybersecurity-latin-america

There is no final exam for this class. BUT, the short paper is due 6/5 @ 11:59pm.

<div align="center">**Important Course Policies**</div>

Respect for Diversity
Diverse backgrounds, embodiments, and experiences are essential to the critical thinking endeavor at the heart of a university. Students are expected to respect individual differences which may include, but are not limited to: age, cultural background, disability, ethnicity, family status, gender presentation, immigration status, national origin, race, religion, sex, sexual orientation, socioeconomic status, and veteran status. In addition, students are expected to engage respectfully in discussion of diverse worldviews and ideologies, including those course materials that are at odds with personal beliefs and values. (Adapted from The "Respect for Diversity" text is reprinted here from text that is required in UW, Bothell syllabi.)

Grade complaints
Students who are unhappy with a grade they have received are encouraged to talk to me about it using the following procedure: (1) Wait 24 hours. (2) Email me and let me know in respectful terms that you are concerned about your grade. In the email, state your concern clearly. (3) Tell me the outcome that you would like to see.

Academic integrity and plagiarism
It is the responsibility of all students to understand what constitutes plagiarism. Students will be held responsible for intentional *and* unintentional plagiarism.

Common forms of plagiarism are:
- Using another person's words without quoting and citing.
- Paraphrasing another person's words without citing.
- Using another person's ideas without citing, including any ideas that are either written down or spoken.
- Reordering words in a sentence from a text without quoting or citing.
- Using all or parts of another person's written work.
- Buying a paper online.
- Having a friend write the paper.
- Using an AI tool to compose the paper such as ChatGPT.

It is also not uncommon for students to run out of time and plagiarize out of fear they will fail an assignment. It is far better to come to the instructor and explain the situation than to plagiarize.

It is also not uncommon for students to accidentally plagiarize because they either do not understand what plagiarism is or because their previous academic environment had different norms of citation. Students will be held responsible in all cases, even when the plagiarism is accidental. When in doubt, either ask or review the rules. This guide can be helpful:
http://writingcenter.unc.edu/handouts/plagiarism/

Use of Artificial Intelligence Tools to Complete Coursework
You are permitted to use AI tools to assist you completing some coursework, including idea generation, searching for information as part of the research process, and proofreading. However, you may not use AI tools to create a written submission for any assignment and such action will be considered plagiarism.

We will talk about how these tools generate the responses they generate in class—but, it is a bad idea to assume that the information they produce is true. Using something like ChatGPT as research support can be helpful, but using it to write for you or do all your research for you is likely to result in you submitting incorrect information.

Jackson School Information for Students

Land Acknowledgement: We acknowledge that the University of Washington exists on Coast Salish territory, the traditional homelands of the Duwamish, Suquamish, Tulalip and Muckleshoot nations, and other Natives peoples.

UW Libraries: Schedule an online consultation with a librarian, or use chat for immediate help. Learn about No Contact Pick-Up Service and Book Returns. Access your library account to stay up-to-date. Visit https://www.lib.washington.edu

Writing Centers: The Political Science/JSIS/LSJ Writing Center offers specialized help for JSIS classes. More information is available here: https://depts.washington.edu/pswrite/

The Odegaard Writing & Research Center is open to all members of the University of Washington community and feature exceptional tutors and librarians, not to mention convenient hours. Schedule an appointment or drop-in. The Research Help staff provide guidance with all stages of the research process, including defining a research question, exploring background information, narrowing or broadening a topic, finding appropriate sources, and identifying useful and credible information. http://www.lib.washington.edu/ougl/owrc.

Access and Accommodations: Your experience in this class is important to me. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. If you have already established accommodations with Disability Resources for Students (DRS), please activate your accommodations via myDRS so we can discuss how they will be implemented in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), contact DRS directly to set up an Access Plan. DRS facilitates the interactive process that establishes reasonable accommodations. Contact DRS at https://disability.uw.edu

Religious Accommodation: Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at Religious Accommodations Policy: https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/

Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request form: https://registrar.washington.edu/students/religious-accommodations-request/

The UW Food Pantry: A student should never have to make the choice between buying food or textbooks. The UW Food Pantry helps mitigate the social and academic effects of campus food insecurity. We aim to lessen the financial burden of purchasing food by providing students with access to food and hygiene products at no-cost. Students can expect to receive 4 to 5 days' worth of supplemental food support when they visit the Pantry. For information including operating hours, location, and additional food support resources visit www.uw.edu/anyhungryhusky

Safety and Mental Health: College is a time to grow not just your intellectual capacity and resources but also your emotional resources and resilience. Cultivating relationships with your classmates, academic counselors, and instructors will help you feel anchored, seen, and heard. Additionally, take time to develop a practice that nurtures your mental wellbeing: it may be journaling, taking walks, downtime with friends and family, joining an RSO or a faith-based community. To support you, free of charge, UW has a centralized website (https://wellbeing.uw.edu) which links to three different centers:
1. The Counseling Center offers a number of resources for students ranging from meditation classes, stress management workshops, individual and group counseling, and crisis services. See http://www.washington.edu/counseling
2. LiveWell offers resources for student coaching, survivor support and advocacy, handling alcohol or drug issues, and suicide prevention. http://depts.washington.edu/livewell
3. Call SafeCampus at 206-685-7233 anytime – no matter where you work or study – to anonymously discuss safety and well-being concerns for yourself or others. SafeCampus's team of caring professionals will provide individualized support, while discussing short- and long-term solutions and connecting you with additional resources when requested. Available 24/7.

Grade Appeal Procedure: A student who believes he or she has been improperly graded must first discuss the matter with the instructor. If the student is not satisfied with the instructor's explanation, the student may submit a written appeal to Director of OAS with a copy of the appeal also sent to the instructor. The Director consults with the instructor to ensure that the evaluation of the student's performance has not been arbitrary or capricious. Should the Director believe the instructor's conduct to be arbitrary or capricious and the instructor declines to revise the grade, the Director, with the approval of the voting members of the JSIS faculty, shall appoint an appropriate member, or members, of the faculty of the Jackson School to evaluate the performance of the student and assign a grade. The Dean and Provost should be informed of this action. Once a student submits a written appeal, this document and all subsequent actions on this appeal are recorded in written form for deposit in a School file. (Source: UW General Catalog Online, "Student Guide/Grading")

Concerns About a Course, an Instructor, or a Teaching Assistant: If you have any concerns about a Jackson School course or your instructor, please see the instructor about these concerns as soon as possible. If you are not comfortable talking with the instructor or not satisfied with the response that you receive, you may contact the chair of the program offering the course (names available from the Office of Student Services, Thomson Hall 111).

If you have any concerns about a teaching assistant, please see the teaching assistant about these concerns as soon as possible. If you are not comfortable talking with the teaching assistant or not satisfied with the response that you receive, you may contact the instructor in charge of the course. If you are still not satisfied with the response that you receive, you may contact the chair of the program offering the course (names available from the Office of Student Services, Thomson Hall 111

Grading: This course uses the JSIS Standard Grading Scheme, which converts percentage grades into 4.0 grades:

Letter Grade	Numeric Grade	Percent
A	4.00	98-100
A	3.90	96-97
A-	3.80	94-95
A-	3.70	92-93
A-	3.60	91
A-	3.50	90
B+	3.40	89
B+	3.30	88
B+	3.20	87
B	3.10	86
B	3.00	85
B	2.90	84
B-	2.80	83
B-	2.70	82
B-	2.60	81
B-	2.50	80
C+	2.40	79
C+	2.30	78
C+	2.20	77
C	2.10	76
C	2.00	75
C	1.90	74
C-	1.80	73
C-	1.70	72
C-	1.60	71
C-	1.50	70
D+	1.40	69
D+	1.30	68
D+	1.20	67

D	1.10	66
D	1.00	65
D	0.90	64
D-	0.80	62-63
D-	0.70	60-61

2.7 or higher is required for graduate students to earn "S" in "S/NS" grading

2.0 or higher is required for undergraduate students to earn "S" in "S/NS" grading

Below 0.7 = 0.0

Academic Integrity: The University takes academic integrity very seriously. Behaving with integrity is part of our responsibility to our shared learning community. If you're uncertain about if something is academic misconduct, ask me. I am willing to discuss questions you might have.

- Acts of academic misconduct may include but are not limited to:
- Cheating (working collaboratively on quizzes/exams and discussion submissions, sharing answers and previewing quizzes/exams)
- Plagiarism (representing the work of others as your own without giving appropriate credit to the original author(s))
- Unauthorized collaboration (working with each other on assignments)

Concerns about these or other behaviors prohibited by the Student Conduct Code will be referred for investigation and adjudication by (include information for specific campus office). Students found to have engaged in academic misconduct may receive a zero on the assignment (or other possible outcome).

Conduct: The University of Washington Student Conduct Code (WAC 478-121) defines prohibited academic and behavioral conduct and describes how the University holds students accountable as they pursue their academic goals. Allegations of misconduct by students may be referred to the appropriate campus office for investigation and resolution. More information can be found online at https://www.washington.edu/studentconduct/