

Weight: 15%

Deadline: 2100 on Mar 7

The linked video and articles discuss how cyber techniques can be used to destabilize and overthrow a government. Writing groups should analyze the case study presented, paying particular attention to where the speaker's strategies align with concepts advanced by the classical thinkers studied in this course.

Groups will write 1600-2000 word essays discussing Chris Rock's thought experiment. Students may find it helpful to take notes while watching the video. Papers should briefly describe and contextualize the case study (two or three paragraphs maximum), and then analyze how the plans laid out in the lecture matched or diverged from guidance provided by the readings. Where possible, papers should link the theorists to specific incidents in the case study.

Students may draw upon any of the major writers discussed in class. This paper is an opportunity to consider how those theorists might be used by strategists in a contemporary environment. A strong essay will synthesize insights from several of the classical thinkers, noting where their work is particularly salient (or where it appears to be contradicted by the case study). It is important to draw explicit connections between guidance offered by the classical thinkers and elements of the case study. Students may wish to focus on factors such as the role of intelligence, controlling populations, and uncertainty in their discussions. Students may also wish to offer an assessment of the strategy described in the case study: was it effective? Is it possible to identify elements of the case study which could have been improved by a better understanding of the classical thinkers?

Instructions

1. Watch the following video:

Rock, C. (September 2, 2016). *How to overthrow a government* [Video file].

Retrieved from <https://www.youtube.com/watch?v=m1lhGqNCZlA>

Be advised: the presentation was made at a hacking convention, and the language is sometimes profane.

2. Read these two articles:

Simone, A. (August 29, 2016). Meet the hacker who can overthrow a government. *Practically Unhackable*. Retrieved from <https://medium.com/un-hackable/q-a-meet-the-hacker-that-can-overthrow-a-government-with-just-a-laptop-531a6bcc3b12>

Baldwin, R. (September 8, 2016). How to hack a government. *Engadget*. Retrieved from <https://www.engadget.com/2016/08/09/hack-governments-chris-rock-def-con-2016>

3. Students will be expected to provide APA-formatted citations for references to any written materials, but do not need to cite the video directly, unless it is quoted. The video should be included on the reference page.
4. Essays should be submitted to D2L by 2100 on March 7. Students who anticipate difficulties meeting deadlines should consult with the instructor as soon as possible.
5. Any of the texts used in class are appropriate sources for this assignment. Students are encouraged to pay particular attention to the core texts.
6. The following rubric will be used to assess the essay.

	10	8	6	4	2
Argument and Analysis	Clear, easily identifiable logical flow to the argument, which is well-reasoned and well-supported. Weaknesses in argument are addressed.	Argument is generally clear, generally logical, broadly well-reasoned, and mostly well-supported. Some weaknesses in argument are addressed.	Argument is sometimes clear, logical, well-reasoned, and sometimes supported. Flaws in the logical flow evident. Few weaknesses in argument are addressed.	Argument is confused, or lacking clear reasoning, strong logic, or regular support. Logical flow difficult to discern. Weaknesses in argument abundant and significant.	Essay so poorly argued that no organizing logic evident. No relevant evidence offered to support the argument.
Citations and Evidence	Citations conform to the APA Style Manual, with no errors. Relevant evidence is used extensively and accurately.	Citations generally conform to the APA Style Manual, with one or two errors. Relevant evidence is used regularly and mostly accurately.	Citations somewhat conform to the APA Style Manual, with three or more errors. Relevant evidence is sometimes used, or is generally accurate.	Citations are present, but do not conform to the APA Style Manual. Evidence is often irrelevant, misunderstood, or inaccurate.	Citations are inconsistent, partial, or absent. Little or no accurate or relevant evidence is employed.
	5	4	3	2	1
Thesis	The thesis is clear, specific, original and well placed.	The thesis is generally strong, but lacks one of clarity, specificity, originality, or placement.	The thesis is apparent, but lacks two of clarity, specificity, originality, or placement.	The thesis is lacking or deficient in three aspects of clarity, specificity, originality, or placement.	Thesis is absent or unintelligible.
Structure and Mechanics	Structure clearly consistent with introduction and thesis. Few if any errors of grammar, word choice, punctuation, sentence structure, or spelling.	Structure generally consistent with introduction and thesis. Occasional unclear transitions or unfocused paragraphs. Occasional errors of grammar, word choice, punctuation, sentence structure, or spelling.	Structure often inconsistent with introduction and thesis. Transitions are abrupt or unfinished. Paragraphs often lack focus. Some errors of grammar, word choice, punctuation, sentence structure, or spelling.	Structure is quite confused. There is little apparent relationship with the thesis. Transitions rarely coherent. Paragraphs poorly structured. Frequent and persistent errors of grammar, word choice, punctuation, sentence structure, or spelling. Frequent fragments or run-on sentences.	No coherent structure discernible in essay or in paragraphs. Mechanical problems dominate essay and impair comprehensibility.