

Week 4 HW

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Week 3 ASYNC Video Discussion

In Ben and Luke's video, I liked the conversational, lightheartedly adversarial approach to the topic. I also liked the template and music you used for the presentation, which were engaging. Altogether I think I could have shown this video to my students and they wouldn't have gotten bored. I did feel that the positions you each took were a little ambiguous at times, even with deliberate signposting about when your positions were "changing." I also wasn't totally clear about the connection to predictive policing, though the mention of *Minority Report* did enliven your presentation for me. After all, the topic was about corporate-led policing, not law enforcement policing. I did, however, appreciate the nod to our group's topic.

The video from Claire and Tiffany was also very effective and interesting. I liked the early analogy to a child stealing another child's backpack and demanding their lunch money. I think that makes the concept of ransomware much more relatable to our students and, even if they haven't experienced this kind of treatment themselves, attunes them to the situation as one involving bullying and therefore deserving a commensurate response. To me, Claire and Tiffany made a compelling argument for not paying a ransom while still acknowledging that there are situations in which it might be "ethical," like the sub-question asks, for someone to still pay a ransom. For example, I hadn't thought about the fact that paying a ransom for data might make you a target for future attacks. All in all, you both made this question real—not the abstract discussion of whether it would or would not be "ethical" to pay a ransom, but a set of real considerations and recommendations addressed to situations in which a person or organization might actually be asked to pay a ransom.

Week 3 ASYNC Video Responses

Response to Phil/Ben/Luke

Regarding Luke's response, I know this isn't the topic of any of our videos, but you mentioned a really thought-provoking problem. To be fair, most movies and sitcoms are dramatized from real life as experienced by writers and the stories they are aware of or are told by friends, family, and others, including the Internet. I think there are some considerations with AI generating stories from virtual therapy sessions, however. First, as you point out, it could be possible that the stories you tell could be adapted directly into stories. To me, this seems unlikely if there are a lot of data being used as training input, and also, all stories we see and hear should come with some level of personal connection—that's what makes them good stories. The other consideration is that AI generates content much faster than writers do, so I guess it's possible that more people's private information could be released/adapted/dramatized more quickly as a result of GAI.

Response to Ben

Ben, I totally agree that Apple standing its ground against the FBI a decade ago was an important precedent. It reminds me that the decisions that Big Tech makes are increasingly significant in moral and legal discourse. If Apple

had caved and produced the GovtOS they were opposed to, we would be in a totally different world today.

It's really interesting to hear that you have personal/professional experience dealing with CALEA. I think it's important to note that CALEA doesn't require companies (including VoIP companies as of 2005) to capture 100% of voice traffic; it just requires them to have the infrastructure to easily capture voice traffic from targeted individuals when there is a court order (a warrant) to do so.

Response to Shayne

I'm also really curious about and interested in corporate-led content moderation on social media, which you mentioned, Shayne. Like you, I assumed this was the (sub)topic and was surprised that the discussion went to flagging of illegal (not just family-unfriendly) content. But I probably shouldn't have been all that surprised, because that's what the two catalyst articles from the NY Times were about! Anyway, I guess that highlights our assumption that "policing" meant the social justice term for "condemning, flagging, or removing content that is objectionable," not the legal term for "prosecuting users for content that is flat-out illegal." It's important for us to have shared definitions of the terms we use.

RegexOne Practice Problems

1.

Exercise 1: Matching Numbers

Task	Text	
Match	3.14529	✓
Match	-255.34	✓
Match	128	✓
Match	1.9e10	✓
Match	123,340.00	✓
Skip	720p	

`^-?[\d,]*\.\d*e?\d*$`

Continue >

Solve the above task to continue on to the next problem, or read the [Solution](#).

2.

Exercise 2: Matching Phone Numbers

Task	Text	Capture Groups
Capture	415-555-1234	415 ✓
Capture	650-555-2345	650 ✓
Capture	(416)555-3456	416 ✓
Capture	202 555 4567	202 ✓
Capture	4035555678	403 ✓
Capture	1 416 555 9292	416 ✓

`\((?\d{3})\)?[\s\d-]*` [Continue >](#)

Solve the above task to continue on to the next problem, or read the [Solution](#).

3.

Exercise 3: Matching Emails

Task	Text	Capture Groups
Capture	tom@hogwarts.com	tom ✓
Capture	tom.riddle@hogwarts.com	tom.riddle ✓
Capture	tom.riddle+regexone@hogwarts.com	tom.riddle ✓
Capture	tom@hogwarts.eu.com	tom ✓
Capture	potter@hogwarts.com	potter ✓
Capture	harry@hogwarts.com	harry ✓
Capture	hermione+regexone@hogwarts.com	hermione ✓

`([\w\.]*)+(\w*)?@.*` [Continue >](#)

Solve the above task to continue on to the next problem, or read the [Solution](#).

4.

Exercise 4: Capturing HTML Tags

Task	Text	Capture Groups
Capture	<code><a>This is a link</code>	<code>a</code> ✓
Capture	<code>Link</code>	<code>a</code> ✓
Capture	<code><div class='test_style'>Test</div></code>	<code>div</code> ✓
Capture	<code><div>Hello world</div></code>	<code>div</code> ✓

`<(\w*)\.*>` [Continue >](#)

Solve the above task to continue on to the next problem, or read the [Solution](#).

1

5.

Exercise 5: Capturing Filename Data

Task	Text	Capture Groups
Skip	<code>.bash_profile</code>	
Skip	<code>workspace.doc</code>	
Capture	<code>img0912.jpg</code>	<code>img0912</code> <code>jpg</code> ✓
Capture	<code>updated_img0912.png</code>	<code>updated_img0912</code> <code>png</code> ✓
Skip	<code>documentation.html</code>	
Capture	<code>favicon.gif</code>	<code>favicon</code> <code>gif</code> ✓
Skip	<code>img0912.jpg.tmp</code>	
Skip	<code>access.lock</code>	

`^(.*)\.(png|gif|jpg)$` [Continue >](#)

Solve the above task to continue on to the next problem, or read the [Solution](#).

¹ Not sure if this is a regular expression or kaomoji.

6.

Exercise 6: Matching Lines

Task	Text	Capture Groups
Capture	The quick brown fox...	The quick brown fox... ✓
Capture	jumps over the lazy dog.	jumps over the lazy dog. ✓

`^\s*(.*)\s*$` Continue >

Solve the above task to continue on to the next problem, or read the [Solution](#).

7.

Exercise 7: Extracting Data From Log Entries

Task	Text	Capture Groups
Skip	W/dalvikvm(1553): threadid=1: uncaught exception	
Skip	E/(1553): FATAL EXCEPTION: main	
Skip	E/(1553): java.lang.StringIndexOutOfBoundsException	
Capture	E/(1553): at widget.List.makeView(ListView.java:1727)	makeView ✓ ListView.java 1727
Capture	E/(1553): at widget.List.fillDown(ListView.java:652)	fillDown ✓ ListView.java 652
Capture	E/(1553): at widget.List.fillFrom(ListView.java:709)	fillFrom ✓ ListView.java 709

`\.(\w*)\((.*):(\d*)\)` Continue >

Solve the above task to continue on to the next problem, or read the [Solution](#).

8.

Exercise 8: Extracting Data From URLs

Task	Text	Capture Groups
Capture	ftp://file_server.com:21/top_secret/life_changing_plans.pdf	ftp file_server.com 21 ✓
Capture	https://regexone.com/lesson/introduction#section	https regexone.com ✓
Capture	file://localhost:4040/zip_file	file localhost 4040 ✓
Capture	https://s3cur3-server.com:9999/	https s3cur3-server.com 9999 ✓
Capture	market://search/angry%20birds	market search ✓

[Continue >](#)

Solve the above task to continue on to the next problem, or read the [Solution](#).