ISSC475
Bias in Surveillance

Course Summary

Course: ISSC475 **Title**: Bias in Surveillance
Length of Course: 8 **Faculty**:
Prerequisites: N/A **Credit Hours**: 3

Description:

Course Description:

The ISSC 475 course will examine the theories and methods that need to be understood regarding the bias that security and surveillance professionals may have in their surveillance practices. Learners will be provided with the phycological means and awareness of the mindsets that can alter an individual's surveillance methods. Furthermore, the course will utilize discussion questions that will challenge individual learners and their peers, while demonstrating how one's bias can alter their thinking and mindset(s).

Course Scope:

The scope of the course observes how the biases of an organization can alter a security and surveillance professional's surveillance practices. Learners will obtain the knowledge needed as to how and why security and surveillance professionals practice bias awareness. To obtain scholarly means regarding bias in surveillance, the scope of the course criterion will be observed via scholarly literature from the APUS Library database to provide validity and research possibilities of the topics that will be discussed in the course.

Objectives:

After successfully completing this course, you will be able to:

CO1: Evaluate the forms of ascertainment bias, when analyzing data and information from one's surveillance collections.
CO2: Evaluate the impact of groupthink when implementing surveillance methods in an organization.
CO3: Evaluate the effects of optimism bias in an individual's surveillance practices.
CO4: Observe how aggregation biases influence group and individual analysis.
CO5: Analyze how cognitive bias can alter the information that is evident in one's surveillance tactics.
CO6: Observe how evident data from surveillance methods can be manipulated via confirmation bias.
CO7: Observe the impacts of safety bias in surveillance methods.
CO8: Analyze the need to research forms of bias to enhance our surveillance practices.

Weekly Course Outline

Week 1: Introduction to Bias in Surveillance

Course Objectives(s)

CO1: Evaluate the forms of ascertainment bias, when analyzing data and information from one's surveillance collections.
CO2: Evaluate the impact of groupthink when implementing surveillance methods in an organization.
CO3: Evaluate the effects of optimism bias in an individual's surveillance practices.

Reading(s)
- Social Cybersecurity: A Policy Framework for Addressing Computational Propaganda
- The EU's Cybercrime and Cyber-Security Rulemaking: Mapping the Internal and External Dimensions of EU Security
- Surveillance Bias in Outcomes Reporting
- Zero-Bias Deep Learning for Accurate Identification of Internet-of-Things (IoT) Devices

Supplemental Reading:
- A Bayesian approach to improving spatial estimates of prevalence of COVID-19 after accounting for misclassification bias in surveillance data in Philadelphia, PA

Assignment(s)
Week 1 Discussion – Due Sunday

Week 2: Individual Bias and its Impact on Surveillance

Course Objectives(s)

CO5: Analyze how cognitive bias can alter the information that is evident in one's surveillance tactics.
CO6: Observe how evident data from surveillance methods can be manipulated via confirmation bias.
CO7: Observe the impacts of safety bias in surveillance methods.

Reading(s)
- User Awareness of Security Countermeasures and Its Impact on Information Systems Misuse: A Deterrence Approach
- Encouraging Employee Buy-In for Cybersecurity Monitoring Programs: A Social Influence Perspective – Chapter Two
- Privacy and Security in Cognitive Cities: A Systematic Review

Supplemental Readings:
- When online political trickery and gamesmanship morph into standard practice: Victim blaming, do-it-yourself cybersecurity, and wild west retribution
- Evaluating the impact of non-response bias in the Behavioral Risk Factor Surveillance System (BRFSS)

Assignment(s)
Week 2 Discussion – due Sunday

Week 3: Groupthink Bias and its Impact on Surveillance

Course Objectives(s)

CO2: Evaluate the impact of groupthink when implementing surveillance methods in an organization.
CO4: Observe how aggregation biases influence group and individual analysis.
CO8: Analyze the need to research forms of bias to enhance our surveillance practices.

Reading(s)
- Setting Up the Organization for Optimal Information Processing – Chapter Seven
- Information in cyberspace - Actuality and challenges
- Preventing cyber intelligence failures by analyzing intelligence failures and intelligence reforms

Supplemental Readings:
- Algorithm vs. Algorithm – Chapter One

Assignment(s)
Week 3 Lab

Week 4: When Bias Prohibits Surveillance

Course Objectives(s)

CO2: Evaluate the impact of groupthink when implementing surveillance methods in an organization.
CO3: Evaluate the effects of optimism bias in an individual's surveillance practices.
CO8: Analyze the need to research forms of bias to enhance our surveillance practices.

Reading(s)
- A New Normal? The Cultivation of Global Norms as Part of a Cybersecurity Strategy
- Early Detection of Fake News on Social Media
- Building a better Hal 9000: Algorithms, the market, and the need to prevent the engraining of bias
- Cybersecurity

Assignment(s)
Midterm Exam – due Sunday

Week 5: When a Bias in Surveillance is Beneficial

Course Objectives(s)

CO2: Evaluate the impact of groupthink when implementing surveillance methods in an organization.
CO3: Evaluate the effects of optimism bias in an individual's surveillance practices.
CO7: Observe the impacts of safety bias in surveillance methods.

Reading(s)
- Foundations of Information Ethics
- Applied Technology Integration in Governmental Organizations: New E-Government Research

Supplemental Readings:
- Cybersecurity Perception and Behavior, Insights from a Global Workforce: A Quantitative Comparative Study
- Adversarial "Intended" Use of Technology and the Need for New Threat Models addressing Human Harms
- What Are the Cybersecurity Risks of Artificial Intelligence Generated Steganography?

Assignment(s)
Week 5 Discussion – due Sunday

Week 6: Conflict and Conflict Resolution
Course Objectives(s)

CO1: Evaluate the forms of ascertainment bias, when analyzing data and information from one's surveillance collections.
CO2: Evaluate the impact of groupthink when implementing surveillance methods in an organization.
CO8: Analyze the need to research forms of bias to enhance our surveillance practices.

Reading(s)
- Online manipulation and agential risk
- Contrary to Myth, Older Adults Multitask With Media and Technologies, But Studying Their Multitasking Behaviors Can Be Challenging
- Information Security and Ethics: Concepts, Methodologies, Tools, and Applications – Chapter 1.7
- Strategy and organizational cybersecurity: A knowledge-problem perspective
- Strategic Policy Issues

Assignment(s)
Week 6 Discussion – due Sunday

Week 7: Foreign Relations

Course Objectives(s)

CO4: Observe how aggregation biases influence group and individual analysis.
CO7: Observe the impacts of safety bias in surveillance methods.
CO8: Analyze the need to research forms of bias to enhance our surveillance practices.

Reading(s)
- Stop and Risk: Policing, Data, and the Digital Age of Discrimination
- Predicting judging-perceiving of Myers-Briggs Type Indicator (MBTI) in online social forum
- The Exclusionary Rule in the Age of Blue Data

Assignment(s)
Week 7 Discussion – due Sunday

Week 8: The Need for Further Research of Bias in Surveillance

Course Objectives(s)

CO1: Evaluate the forms of ascertainment bias, when analyzing data and information from one's surveillance collections.
CO5: Analyze how cognitive bias can alter the information that is evident in one's surveillance tactics.
CO8: Analyze the need to research forms of bias to enhance our surveillance practices.

Reading(s)
- A Systematic Review of Defensive and Offensive Cybersecurity with Machine Learning
- Developing a Simulated Intelligent Instrument to Measure User Behavior toward Cybersecurity Policies
- The Useful Role of Bias and Ambiguity in Intelligence Analysis and Cybersecurity Attribution – Chapter 3, 4, & 5

Assignment(s)
Final Exam – due Sunday

Evaluation
Discussion(s) – 40 percent

Each week, a discussion question is provided, and posts should reflect an assimilation of the readings. Students are required to provide a substantive initial post by Thursday at 11:55 p.m. ET and respond to 2 or more classmates by Sunday 11:55 pm ET. Discussion posts are graded on timeliness, relevance, knowledge of the weekly readings, and the quality of original ideas.

Week 3 Lab Assignment – 20 percent

Complete the free personality test via the link https://www.16personalities.com/free-personality-test. Take a screen capture of your personality type result and advise if your personality traits would make you more prone to bias in surveillance from an individual mindset or if you would be more prone to bias in surveillance from a groupthink.

Midterm Assignment – 20 percent

Based on the material that has been discussed in the course, you will be asked to answer five written response questions, regarding biases in surveillance methods.

Final Exam – 20 percent

Based on the material that has been discussed in the course, you will be asked to answer five written response questions, regarding biases in surveillance methods.

Assessment Components

Discussions	40%
Assignments	40%
Lab	20%

Materials

Book Title: Various resources from the APUS Library and the Open Web are used. Please visit https://apus.libguides.com/er.php?b=c to locate the course eReserve.

Author: No Author Specified

Publication Info:

ISBN: N/A

Course Guidelines

Citation and Reference Style

Attention Please: Students will follow the APA format as the sole citation and reference style used in written work submitted as part of the coursework to the University. Assignment completed in a narrative essay or composition format must follow the citation style cited in the APA Format.

Tutoring

Tutor.com offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours* of tutoring provided by APUS. Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for 'Tutor' to create an account.

Late Assignments

- Students are expected to submit classroom assignment by the posted due date and to complete the course according to the published class schedule. The due date for each assignment is listed under each assignment.
- Late work may result in a deduction up to 15% of the grade for each day late, not to exceed 5 days.
- As a working adult I know your time is limited and often out of your control. Faculty may be more flexible if they know ahead of time of any potential late assignments.

Turnitin

Faculty may require assignments be submitted to Turnitin.com. Turnitin.com will analyze a paper and report instances of potential plagiarism for the student to edit before submitting it for a grade. In some cases professors may require students to use Turnitin.com. This is automatically processed through the assignments area of the course.

Academic Dishonesty

Academic Dishonesty incorporates more than plagiarism, which is using the work of others without citation. Academic dishonesty includes any use of content purchased or retrieved from web services such as CourseHero.com. Additionally, allowing your work to be placed on such web services is academic dishonesty, as it is enabling the dishonesty of others. The copy and pasting of content from any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite.

Submission Guidelines

Some assignments may have very specific requirements for formatting (such as font, margins, etc) and submission file type (such as .docx, .pdf, etc) See the assignment instructions for details. In general, standard file types such as those associated with Microsoft Office are preferred, unless otherwise specified.

Disclaimer Statement

Course content may vary from the online to meet the needs of this particular group.

Communicating on the Discussion

- Discussions are the heart of the interaction in this course. The more engaged and lively the exchanges, the more interesting and fun the course will be. Only substantive comments will receive credit. Although there is a final posting time after which the instructor will grade comments, it is not sufficient to wait until the last day to contribute your comments/questions on the discussion. The purpose of the discussions is to actively participate in an on-going discussion about the assigned content.
- "Substantive" means comments that contribute something new and hopefully important to the discussion. Thus, a message that simply says "I agree" is not substantive. A substantive comment contributes a new idea or perspective, a good follow-up question to a point made, offers a response to a question, provides an example or illustration of a key point, points out an inconsistency in an argument, etc.
- As a class, if we run into conflicting refer points, we must respect everyone's own opinion. Hateful and hurtful comments towards other individuals, students, groups, peoples, and/or societies will not be tolerated.

University Policies

Consult the Student Handbook for processes and policies at APUS. Notable policies:

- Drop/Withdrawal Policy
- Extension Requests
- Academic Probation
- Appeals
- Academic Dishonesty / Plagiarism
- Disability Accommodations
- Student Deadlines
- Video Conference Policy

The mission of American Public University System is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.