



STUDENT PROJECT SHEET

Case Study 3

Read the case study for this pathway on page 33 in *Law & Public Safety: An American Careers Program*.



Project Title:

Security in Cyberspace

Introduction

In the case study on page 33 of your student publication, there is an exchange between the owner of a software engineering company and an employee. Aaron, the employee, claimed he was a victim of a careful attempt to set him up for unethical, if not criminal behavior perpetrated while using a computer. A historic image of security and protective services includes Brinks trucks, armed guards at the doors of high-end retail stores, officers on site at concerts, etc. Security needs in cyberspace are different, but equally important. The electronic “tools” that all of us depend on and enjoy, in the hands of those who seek to misuse them, can do great harm to both companies and individuals. You have probably heard or read about some of those large and smaller incidents in the news. For this project, you will work with a partner to explore and consider the misuse of electronic tools.

Directions

Part 1

Begin by reading the case study. As you read, consider the three questions listed below.

1. What is the alleged crime?
2. Who is/are the victim(s)?
3. Who is/are the perpetrator(s)?

Then write two different conclusions to the case study. And, for each of the conclusions you wrote, answer the three questions. Are your answers different or the same? Are there other possible conclusions? Which do you think is the more or most likely conclusion?

Part 2

Describe the technological tools and eyewitness observations that a computer security specialist might need to provide evidence that a crime was or was not committed. For the purpose of this project, you don't need to identify the specific software. The computer security specialist would depend on the tools you list to prove or dismiss charges against the perpetrator(s) or victim(s) in the conclusion you chose from part 1. For example, the security team remembered admitting the same person into the building at various times of the day or night. Do you think the tools you listed exist? If so, how do you know? Can you think of technical capabilities that you might suggest to a software engineer that would strengthen the case? Compare your list and analysis with that of another group.

Part 3

You may have thought of the fact that just as security officers operating in real space and time are governed by constitutional and case law, there is a developing body of case law related to cybersecurity. Review the

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following cases to analyze and consider which ones apply most directly to Aaron’s current situation. List them in order of relevance, with a brief note to say what a computer security specialist should consider.

- *Katz v. United States* (1967)
- *Bobach v. Reno* (1996)
- *Smyth v. The Pillsbury Company* (1996)
- *United States v. Charbonneau* (1997)
- *EF Cultural Travel BV v. Explorica* (2001)

Discuss why you do or do not think that legislators need to be informed and educated regarding cybersecurity.

Part 4

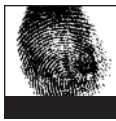
Work with the following list of skills and abilities taken from O*Net, an occupational information source at <http://www.onetonline.org>. Write one sentence for each item to describe how you think a computer security specialist would use that skill or ability to respond to the case study.

Skills

- Active learning
- Reading comprehension
- Systems evaluation
- Critical thinking
- Active listening
- Time management
- Systems analysis
- Troubleshooting
- Judgment and decision making
- Writing

Abilities

- Inductive reasoning
- Problem sensitivity
- Near vision
- Oral comprehension
- Deductive reasoning
- Oral expression
- Written comprehension
- Finger dexterity
- Information ordering
- Category flexibility



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Project Topic:
Cybercrime

Social Studies Topic:
Power, Authority and Governance

Related Article:
Tracking Cybercrime, page 35

Suggested Time:
One or two 50-minute class periods

Materials Needed:

- Student Project Sheet
- Internet access



Pages 33-41 from the student publication.

See page 3.5 for a list of standards related to this project.

Project Title: Security in Cyberspace

Teaching Suggestions

Part 1: Suggested Answers

- The alleged crime is selling trade secrets to a competitor.
- The victim is the software engineering company.
- The alleged perpetrator is Aaron.
- Conclusions will vary.

Part 2

Accept carefully considered and logical ideas. Use the following list of suggestions for technological tools if students need help to think of ideas:

- Surveillance cameras
- Computer network with time and date stamp
- Biometric sensors, including eye patterns, finger touch, voice recognition.

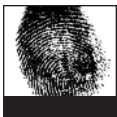
Part 3

Students who are interested can find more detailed information by reading the Electronic Communications Privacy Act (1986). Almost all of the cases listed involve some reasonable expectation of privacy related to the Fourth Amendment.

Students will need to research and find information about each court case before they can relate the court cases to the case study. We are providing the following summaries to assist you as you help them. An Internet search will give them multiple resource options. If students have difficulty choosing a resource, we are listing one site for each case. As students find cases, they will discover references to the Computer Fraud and Abuse Act passed by the United States Congress in 1986.

- *Katz v. United States* (1967) – Transmitting gambling information over a public phone to clients in other states. The issue was decided around the fact that federal agents planted an eavesdropping device in the phone booth. You can find specific information at <http://www.oyez.org>. Choose the “search cases” option, and enter the name of the case.
- *Bobach v. Reno* (1996) – A person who sends e-mails to an electronic storage server can no longer expect that the messages will be private. <http://www.peo7.com/htmlFiles/Exceptions384.htm>
- *Smyth v. The Pillsbury Company* (1996) – An employee did not have a reasonable expectation of privacy for e-mails sent on the company system. <http://www.rbs2.com/email.htm>
- *United States v. Charbonneau* (1997) – There is no reasonable expectation of privacy for contents of an email message sent to a chat room. http://www.lclark.edu/faculty/tomas/objects/Proetto_Case.pdf

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- *EF Cultural Travel BV v. Explorica* (2001) – Employees of a travel agency quit to form a new company. They used confidential information from their former employee’s Web site to adjust their prices for a better competitive position. They set Explorica’s prices slightly lower than EF Cultural Travel’s prices. Your students can find more detailed information at <http://www.ca1.uscourts.gov/pdf.opinions/01-2000-01A.pdf>.

Be aware and make your students aware that case law relating to technology is growing at a fast pace. When students who are interested search for “cyberspace law cases,” they will find many new briefs and decisions.

Part 4

As students write the descriptions, encourage them to recognize the value of these transferable skills and abilities.

Career Cluster Statements

Essential Knowledge and Skills

Academic Foundations

- Demonstrate language arts knowledge and skills required to pursue the full range of post-secondary education and career opportunities.

Communications

- Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.
- Demonstrate use of the concepts, strategies and systems for obtaining and conveying ideas and information to enhance communication in the workplace.

- Locate, organize and reference written information from various sources to communicate with co-workers and clients/participants.

- Evaluate and use information resources to accomplish specific occupational tasks.

Problem Solving and Critical Thinking

- Employ critical-thinking skills independently and in teams to solve problems and make decisions.
- Employ critical-thinking and interpersonal skills to resolve conflicts with staff and/or customers.
- Conduct technical research to gather information necessary for decision making.

Information Technology Applications

- Operate Internet applications to perform workplace tasks.
- Operate writing and publishing applications to prepare business communications.

Systems

- Describe the nature and types of business organizations to build an understanding of the scope of organizations.
- Implement quality control systems and practices to ensure quality products and services.

Leadership and Teamwork

- Employ leadership skills to accomplish organizational goals and objectives.
- Employ organizational and staff development skills to foster positive working relationships and accomplish organizational goals.
- Employ teamwork skills to achieve collective goals and use team members' talents effectively.

Ethics and Legal Responsibilities

- Apply ethical reasoning to a variety of workplace situations in order to make ethical decisions.

Employability and Career Development

- Identify and demonstrate positive work behaviors and personal qualities needed to be employable.
- Identify and explore career opportunities in one or more career pathways to build an understanding of the opportunities available in the cluster.

Technical Skills

- Employ information management techniques and strategies in the workplace to assist in decision making.

Cluster Knowledge and Skills

Academic Foundations

- Apply English language arts knowledge and skills to law, public safety, security and corrections careers to enable pursuit of a full range of careers and postsecondary education opportunities associated with the cluster.

Problem Solving and Critical Thinking

- Formulate ideas, proposals and solutions to address law, public safety, security and corrections-related problems to ensure effective and efficient delivery of safety and/or security services to targeted consumers.
- Apply critical-thinking strategies to team discussions around solutions that address law, public safety, security and corrections-related problems to contribute to formulating effective solutions.

Ethics and Legal Responsibilities

- Analyze and summarize the legal responsibilities associated with different roles and functions within law, public safety, security and corrections organizations in order to demonstrate a commitment to professional, ethical behavior.
- Analyze and synthesize information related to the various laws, ordinances, regulations and organizational rules that apply to careers in law, public safety, security and corrections in order to demonstrate understanding of expectations for employees in the field.

Employability and Career Development

- Analyze the characteristics of different career fields within the Law, Public Safety, Corrections & Security career cluster to develop a personal perspective on the nature of the work, entry-level requirements, career paths and challenges.

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Social Studies Standards

- Predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.
- Apply key concepts such as time, chronology, causality, change, conflict and complexity to explain, analyze and show connections among patterns of historical change and continuity.
- Systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims and searching for causality.
- Articulate personal connections to time, place and social/cultural systems.
- Identify and analyze examples of tensions between expressions of individuality and efforts used to promote social conformity by groups and institutions.
- Examine persistent issues involving the rights, roles and status of the individual in relation to the general welfare.
- Analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security and balance competing conceptions of a just society.
- Make judgments about how science and technology have transformed the physical world and human society and our understanding of time, space, place and human-environment interactions.
- Analyze how science and technology influence the core values, beliefs and attitudes of society, and how core values, beliefs and attitudes of society shape scientific and technological change.
- Explain the origins and interpret the continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality and the rule of law.
- Identify, analyze, interpret and evaluate sources and examples of citizens' rights and responsibilities.

Integrated Academic Standards

Language Arts

- Use the general skills and strategies of the writing process.
- Use the stylistic and rhetorical aspects of writing.
- Use the general skills and strategies of the reading process.

Science

- Understand the scientific enterprise.