

## INTA 2803 Syllabus

Science, Technology, and Global Development (INTA 2803, Section I, 3 credits)

Fall 2026

### Instructor Information

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**Instructor:** Jennifer Hamilton

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### General Course Information

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#### Description

This course centers around the guiding question: why do advancements in science and technology sometimes fail to produce sustained improvements in the human condition? The aim of the course is to enhance students' abilities to critically analyze both potential benefits and limitations of new technologies through political, social, economic, and environmental lenses. To this end, students will survey both historical case studies and cutting-edge research at Georgia Tech, identifying the benefits they provide – as well as barriers to their widespread adoption and their unintended adverse byproducts/consequences.

#### Course Learning Outcomes

Through this course, students will be able to

1. Evaluate tradeoffs in articulating and pursuing development objectives
2. Produce case studies to highlight the benefits, limitations, and potential harms of specific technologies for advancing development within specific communities
3. Recommend policy solutions to address the perspectives of communities who abstain from or resist technology adoption

#### Required Course Materials

Green, John. 2025. *Everything Is Tuberculosis: The History and Persistence of Our Deadliest Infection*. New York: Crash Course Books.

Cravens, Gwyneth. 2007. *Power to Save the World: The Truth about Nuclear Energy*. New York: Knopf.

### **Grading Policy:**

When assigning course grades, I will round your weighted average to the nearest whole number and assign a letter grade based on this breakdown: 0-59% F, 60-69% D, 70-79% C, 80-89% B, 90-100% A.

To dispute grades, you must submit a regrade request via email within the dispute window. The dispute window starts 24 hours after students receive the returned graded assignment and ends 72 hours after students receive the returned graded assignment. The regrade request must include a specific description of where and why I should have awarded additional points. I will not accept generalized requests to regrade assignments without this specific description. Upon regrading, I can either raise the grade, lower the grade, or keep it the same.

### *Assignments*

<b>Component</b>	<b>Weight</b>
<b>Attendance</b>	<b>10%</b>
<b>Learning Journal Entries</b>	<b>15%</b>
<b>Student-Led Case Study</b>	<b>40%</b>
Group Contract	1%
Case Selection	1%
Annotated Bibliography	10%
Preparatory Meeting	1%
Submission of Presentation Materials	2%
Reflection	15%
Peer Feedback	10%
<b>Guest Speaker Facilitation</b>	<b>15%</b>
Preparatory Meeting	1%
Annotated Bibliography	8%
Submission of Facilitation Materials	6%
<b>Final Assessment</b>	<b>20%</b>

## Description of Graded Components

**Attendance:** Students are expected to attend approximately 90% to earn a perfect attendance score. This policy applies regardless of the absence's status of excused or unexcused; in either case, students can complete makeup assignments to avoid penalties.

**Learning Journals:** Students will be prompted to make periodic entries into learning journals throughout the course (e.g., approximately once or twice per week). Each entry will be approximately one paragraph. It need not be highly polished, but it must be thoughtful. These assignments will be graded on an abbreviated scale: acceptable, needs improvement, or missing.

**Student-Led Case Study:** Depending on enrollment, students will work in pairs or teams on this assignment, submitting a **contract** for expectations within the team at project outset (completion grade). Each team will **select** a technology and a community upon which to focus (completion grade). The team will prepare an **annotated bibliography** of sources to explore the potential benefits and limitation of this technology to advance the human condition within the selected community (rubric-based grading). All team members will **meet** with the instructor in advance of their presentation to confirm progress and clarify expectations (completion grade). The team will submit relevant materials for their case study presentation (e.g., slides, discussion question) the evening prior to the course meeting (completion grade). Following their presentation, they will complete a **reflection** form encouraging consolidation of learning; within this form they will self-assess a case study grade. Students are also expected to submit **peer feedback** forms following each presentation (completion); students will receive peer feedback and instructor feedback prior to submitting the reflection.

**Guest Speaker Facilitation:** Students will sign up to facilitate a guest speaker from Georgia Tech who is using science and technology to advance the human condition. Students will **meet** with the instructor to clarify expectations and develop a plan for preparation (completion grade). Students will individually prepare annotated bibliographies to demonstrate they have studied the guest speaker's work and its potential benefits and limitations within the target community (rubric-based grading). Finally, students assigned to the same guest speaker will jointly prepare and **submit** a guest speaker introduction and questions in advance of the guest speaker appearance (criterion-based grading).

**Final Assessment:** The final assessment will be an open-resource assignment involving open-ended questions and prompts designed to assess critical thinking and perspective-taking skills developed during the course. Students will receive explicit examples questions and prompts throughout the course (rubric-based grading).

## Course Policies

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### **Attendance and/or Participation**

Attendance is a graded component of the course; see expectations detailed above. Students should expect to actively contribute to the course via comments or questions during most course meetings.

### **Student Conduct**

Development studies is a field with ample disagreement, and I expect disagreement to become evident during class discussions. Discussion of contentious issues is central to intellectual development. However, there are appropriate and inappropriate ways to engage in disagreement to produce a constructive learning atmosphere. You are free to disagree with one another, as well as with leading theorists in the discipline. However, you must justify such disagreement with reference to ideas and evidence, not with reference to identities or origins. Ad hominem attacks will not be tolerated; you must engage respectfully. When conveying normative (value-based) judgments or personal experiences, you should identify these contributions as such; for example, “I” statements are appropriate in these instances.

You must adhere to the requirements outlined in the Georgia Tech Student Code of Conduct and the Sexual Misconduct Policy, thereby contributing to the establishment of a respectful and productive learning community. Disruptive conduct includes (but is not limited to) routinely arriving late or departing early in a disruptive or inconsiderate manner; repeatedly interrupting or interjecting during class without being called upon; repeated audible disruptions such as ringing or dinging cell phones or side conversations; clear disengagement with learning activities in order to text or conduct non-course related activities online; harassment of or threatening behavior toward the instructor or classmates, either verbally or physically; or repeated use of profane language, except when directly quoting material relevant to course conduct. Failure to cease disruptive activity upon instructor request will result in dismissal for the remainder of the class meeting; repeat offenses will result in referral to the Dean of Students.

### **Academic Integrity**

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. Review [Georgia Tech's Honor Code](#) and the student [Code of Conduct](#). We will draft a collaborative and binding agreement regarding the use of generative AI for course assignments as a collective exercise within the first unit; the use of generative AI prior to this exercise is prohibited. If you are uncertain what constitutes a violation of academic integrity, it is

imperative on you to clarify in advance; ignorance is not an acceptable excuse for violations.

Any student suspected of cheating or plagiarism on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

### **Accommodations for Students with Disabilities**

If you are a student with learning needs that require special accommodation, [contact the Office of Disability Services](#) (404-894-2563) as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

### **Student-Faculty Expectations Agreement**

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. [The Student-Faculty Expectations](#) articulate some basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

## Campus Resources for Students

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### **Undergraduate Student Academic Success Resources:**

Academic Success and Advising (a unit in the Office of Undergraduate Education & Student Success) provides free support for your courses. Students can attend scheduled supplemental review (PLUS) sessions, stop by Drop-In Tutoring, or schedule a one-on-one appointment through Knack. To explore what options work best for you, please visit us online at [success.gatech.edu/tutoring](https://success.gatech.edu/tutoring), email us at [tutoring@gatech.edu](mailto:tutoring@gatech.edu), or come see us at Clough Undergraduate Learning Commons, Suite 283.

### **Student Well-Being:**

Even the best and brightest students face challenges during their academic careers, whether related to coursework or other aspects of life. Prioritizing your physical and mental well-being can help ensure your best performance as a student. The Office of the Vice President for Student Engagement and Well-Being has compiled a comprehensive list of wellness-related resources available to students, which you can access [here](#).