

Summer 2026

# Global Politics of Technology (INTA 3044)

## Course Details

Catalog details: Experiential Learning, 3.000 credits

## Course Instruction

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Office hours: By appointment

## Course Description

This course is centered around the question: How do states regulate technology that has consequences across and beyond their borders? Our starting point is understanding the role the state can play in developing technology. Theories of regulatory governance and the ‘regulatory state’ will be used to understand how governments interact with and influence technological innovation. Next, we’ll explore the tactics used by different European governments—as well as the European Union itself—to direct technological development and the ‘European Paradox’. Finally, we evaluate the key tension between regulations that exist within borders and technology that expands beyond. We’ll consider the role that inter-/supranational institutions have played to resolve this tension in the context of big tech, digital services, and space technology.

## Course Objectives

Upon completion of this course, students will be able to:

- Recognize and apply key theories in the field of regulatory politics, with a focus technological governance;
- Understand different policy approaches used in the European context to regulate and direct technological development;
- Examine and disambiguate the role of supra-/international institutions in regulating borderless technologies; and
- Analyze trends in technological development from the perspective of regulatory agencies.

## Course Materials

All readings for this course will be made available on Canvas at no additional cost to students. There is no need to purchase any textbooks. The readings will include a mix of open-access materials and library resources accessible through students’ Georgia Tech Library credentials.

## Grading

Class participation and all required assignments are graded on equally weighted points, totaling 100 points for the term.

### Grade Distribution

Requirement	Points
Class Participation	30
Discussion Leadership Five prepared discussion questions (5 pts.) Engagement and initiative leading session (15 pts.)	20
Policy Memos Two one-page memos (15 pts. each)	30
International Space Governance Quiz Short answers and identification	20
	<b>100</b>

### Grading Scale

For students electing to take this course for a grade, the thresholds for earning an *A*, *B*, *C*, or *D* letter grade are 90, 80, 70, and 60 points, respectively. Students who earn fewer than 60 points during the semester will fail this course.

For students electing to take this course without a grade, the threshold for earning an *S* assessment is 70 points. Students who earn fewer than 70 points will earn a *U* assessment.

## Assignments

All assignments submitted during the course of the term are due by their posted deadline in local time (CET), unless otherwise specified.

### Class Participation (30 pts.)

Throughout the term, students will be evaluated on their participation in class meetings, site visits, and post-site visit discussions. Students should see the section on Attendance and Participation for more details on how their participation grade is determined.

### Discussion Leadership (20 pts.)

Designated discussion periods during the course will be led by two student discussion leaders. Paired discussion leaders are jointly responsible for preparing and facilitating the discussion for that period and should coordinate with one another in advance.

Discussion leaders must collaboratively develop five thoughtful discussion questions that engage the session's topic and encourage critical debate. These questions should be explicitly grounded in the assigned readings, which all students are expected to have completed, while also integrating insights, examples, or perspectives from the suggested readings where relevant. Discussion leaders should remain mindful that not all students will have equal familiarity with all suggested materials and should frame questions accordingly.

During these sessions, discussion leaders will co-lead the conversation, sharing responsibility for introducing questions, guiding conversation, encouraging broad participation, and helping connect student comments back to key themes, arguments, and evidence from the readings. Effective discussion leadership involves not only posing questions, but also actively facilitating dialogue, managing time, and fostering an inclusive and intellectually rigorous discussion environment.

Both students in each pair are expected to contribute equally to preparation and in-class facilitation and will receive the same discussion leadership grade. Students will sign up for their discussion leadership slots during based on interest and availability during the first week of lectures in Atlanta. Discussion questions should be posted on Canvas as a new topic on the "Discussion" page.

### **Policy Memos (30 pts.)**

When asked to make a decision, policy leaders rely on brief, digestible materials to inform their understanding of the problem at hand and process evidence-based arguments. To develop their practice producing these materials, students will use the required and suggested readings from the course to analyze the core issue presented in the provided prompt and present their opinion on the matter, supported by both evidence and explanation. In some cases, students will benefit from sharing their interpretation of the prompt, including providing the key definitions and reasonable assumptions on which their analysis is based.

Throughout the course of the term, students will submit two 250- to 500-word policy memos, addressing a question introduced in advance.

Evaluation will be based on clarity, accuracy, and style, according to a rubric made available on Canvas. Submitted policy memos should always be contained on a single page, written in 11- or 12-point Times New Roman or Arial font, and use footnote citations in the "Notes" format from the [Chicago Manual of Style](#).

### **International Space Governance Quiz (20 pts.)**

Before departing Geneva, students will sit for an online quiz designed to assess their understanding of the course material, including topics from both required readings and class meetings. The exam will include short-answer and identification-based questions. To prepare students for the exam, a review document will be released on Canvas 48 hours before the quiz is set to begin.

## **Course Guidelines**

The following subsections describe the course's guidelines with respect to academic integrity (including the use of Generative AI), accommodations for students with disabilities, the student-faculty

expectations agreement, the use of electronics during class meetings, inclusion, class absences, grade appeals, and issues of mental health or wellness that may affect students' performance in the course.

## 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. Any student suspected of cheating or plagiarizing on a policy memo, the midterm exam, or the final assignment will be reported to the Office of Student Integrity (OSI), which will investigate the incident and identify the appropriate penalty for violations. For more information on the Honor Code, visit the [OSI website](#).

## Use of Generative AI

Students may use generative AI programs, e.g. ChatGPT, to help generate ideas and brainstorm with proper citation. Students should be aware that the material generated by these programs may be inaccurate, incomplete, biased or otherwise problematic.

Per the Institute's Honor Code, students may not submit any work generated by an AI program as their own. If students include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor). **If students choose to use AI platforms in their assignments, they must write a note to clarify: (a) where in the process they used AI; (b) what prompt was used to generate the material; and (c) which platform(s) were used.** See [this Q&A](#) for how to cite AI properly. Failure to properly cite will be considered a violation of the course policy.

Generative AI derives its output from other sources yet often does not fully cite where it pulls the information from. This is plagiarism. Students should be aware that the material generated by these programs may be inaccurate, incomplete, biased or otherwise problematic. As most assignments in this class will require students to relay their own thoughts and analyses, **if the instructor suspects the heavy use of AI to complete an assignment the student may be asked to demonstrate their knowledge orally** in an informal one-on-one meeting with the professor to make sure the ideas are their own. Uncited, high use of AI (as identified by TurnItIn) will be reported to OSI for further adjudication.

As part of this class is developing communication skills, it is highly recommended to avoid using generative AI to ensure that you engage with the process of writing and learning the content.

## Accommodations for Students with Disabilities

Students with learning needs that require special accommodation should contact the Office of Disability Services at (404) 894-2563 or via [their website](#) as soon as possible to discuss their needs and to obtain an accommodations letter. Students with special accommodations should make an appointment with the instructor as soon as possible to discuss their learning needs.

## Student-Faculty Expectations

The Georgia Tech community believes that it is important to continually strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. These beliefs are described in detail in Georgia Tech's [Rules and Regulations 21](#). Ultimately, simple

respect for knowledge, hard work, and cordial interactions will help build the environment we seek. We remain committed to the ideals of Georgia Tech, agree to abide by these principles in our time here, and will encourage each other to uphold these responsibilities.

## **Electronics Policy**

Students may use laptops or other similar electronic devices during meetings for note-taking purposes. The instructor, however, reserves the right to forbid these items in class in cases when they become a distraction from class discussion. Only students with written permission from the Office of Disability Services may record class meetings. Even in those cases, students cannot infringe on the privacy of their peers and the instructor, and any such records should be deleted at the end of the term.

## **Inclusion**

This class is designed to be an inclusive and welcoming environment for everyone, regardless of their background, ideas, or life experiences. All participants should treat one another with the dignity and respect that every person deserves, recognizing and valuing differences in ethnicity, race, gender, sexual orientation, religion, socioeconomic background, origin, or any other aspect of identity. Because the instructor receives students' legal names through the Georgia Tech roster, students who prefer to be addressed by a different name or gender pronoun should contact the instructor at the beginning of the semester.

## **Late Submissions Policy**

Students are encouraged to submit all assignments by their corresponding deadlines. Late assignments may be accepted at the instructor's discretion and will incur a penalty of one point per 24 hours of lateness.

Late penalties will be waived for policy memo assignments—no questions asked—if the student emails the instructor before the original deadline and organizes an acceptable alternative due date. Further, students cannot apply for extensions to an extension. It is the student's responsibility to keep track of outstanding assignments.

## **Absences**

In-person attendance is expected and essential for classroom participation. However, there are valid reasons why students may be unable to attend class, such as illness, the death of a friend or family member, or disabilities. Students who anticipate being unable to attend class are asked to notify the instructor prior to the affected class meeting, when possible. Additionally, if a student is feeling unwell, they are advised to stay home and rest in the interest of the health and safety of the entire class.

## **Appeals**

It is uncommon for students to contest a grade. However, if a student believes that the grade received does not accurately reflect the quality of their work, they may submit a one-page memo in the style of the course's policy memo explaining why the assignment merits re-evaluation. This memo should include as much detail as possible. Upon receiving the memo, the instructor will re-evaluate the work. Please note that the grade may remain the same, increase, or decrease following the re-assessment.

## Mental Health and Wellness Resources

Students in need of assistance are encouraged to contact the Center for Mental Health Care and Resources at (404) 894-2575 or visit [their website](#). Georgia Tech provides various resources for students seeking mental health services or crisis support. In the event of an immediate, life-threatening emergency on campus, students should call the Georgia Tech Campus Police at (404) 894-2500. For additional resources on managing stress, anxiety, relationships, sleep, and more, students are advised to review this [list of free online tools](#) compiled by the Center for Mental Health Care and Resources.