

PUBP 4410/6401: Science and Technology Policy
Course Numbers: 94061/94062
Fall 2026

Day: Wednesday
Time: 5:00 pm-7:45 pm
Location: Swann 106

Instructors:

Chris Hayter

Contact: chayter3@gatech.edu
202-321-8730 (cell)

I will generally respond to you within four hours or less (with some exceptions)

Office: 307 D.M. Smith

Office Hours: I will always make time to meet with you. Contact me to set up a time.

Course Description (from Course Catalog): Examination of relationships between science, technology, and government, and their mutual influence on public and private decisions.

Required Course Materials

Bonvillian, William B. (2024). *Pioneering Progress: American Science, Technology, and Innovation Policy*, MIT Press. <https://direct.mit.edu/books/oa-monograph/5865/Pioneering-ProgressAmerican-Science-Technology-and> (Free access)

All other required readings will be distributed electronically via Canvas. Students are expected to complete assigned readings prior to the class session for which they are listed.

Course Goal:

Equip students with a working understanding of U.S. science and technology policy, including its purposes, economic and institutional foundations, historical development, organizations and people, political realities, and variation across policy and technology domains. Students will develop practical skills for analyzing policy initiatives, evaluating their impact, and developing and communicating feasible proposals for policy improvement.

Course Learning Outcomes:

- Understand the foundations and evolution of science and technology policy in the U.S. and beyond.
- Use conceptual frameworks and empirical evidence to analyze S&T policy initiatives and explain differences in impact.
- Use a human-centered design approach to develop, test, and reconfigure a feasible S&T policy solution.

Processes:

The course is organized around five interrelated themes: Conceptual Foundations of S&T Policy; U.S. S&T Policy: History and Evolution; People, Organizations, and Culture; Domain Cases; and Policy Improvement and Feasible Proposals. The textbook, additional readings, and guest speakers provide the knowledge and perspectives needed to engage these themes. Student teams will draw on this material and the course analytical framework to evaluate contemporary S&T policy initiatives in the U.S., China, and beyond. Teams will also develop and test a feasible policy proposal addressing a policy challenge of their choosing.

Students will focus on completing four types of work over the course of the semester:

- *Discussion Engagement:* Discussion of ideas and evidence from the textbook, additional readings, and guest speakers.
- *Policy Case Analyses:* Team evaluation and presentation of historical and contemporary S&T policy initiatives, including the Bayh-Dole Act, ARPA-E, Made in China 2025, Operation Warp Speed, and the Inflation Reduction Act, using the course themes, analytical framework, and empirical evidence.
- *Course Project:* Development, testing, and refinement of a feasible policy proposal addressing an S&T policy challenge of interest.
- *Peer Feedback:* Evaluation of case and final-project presentations and teammate assessment of individual contributions to case and semester-project teams.

Grading Policy:

Assignments/Distribution (percentage)

20	Course Case Work
20	Project Assignments
30	Final Project
15	Peer Reviews
15	Class Participation

Grading Scale:

Final grades will be assigned as a letter grade according to the following scale:

A 90-100%
B 80-89%
C 70-79%
D 60-69%
F 0-59%

Attendance Policy:

You are expected to attend all classes. According to Georgia Tech policy, excused absences (e.g., illness, family crises) require written documentation, which can be obtained through the Office of Student Life (see link below). Communication is a critical factor that we use to determine whether an absence is excused. If you have advance knowledge of an absence, please let us know before the event. Absences that occur without prior notification or where proper documentation is not provided will be considered unexcused. For each unexcused absence, 5 percent will be deducted from your final course grade. Please consult this link to understand our mutual expectations, rights, and responsibilities, including in instances of a medical or personal emergency. <http://www.catalog.gatech.edu/policies/student-absence-regulations/>

Academic Honor Code

All students are expected to comply with the Georgia Tech Honor Code. By enrolling in this course, you affirm your commitment to the ideals of honor and integrity: *"I commit to uphold the ideals of honor and integrity by refusing to betray the trust bestowed upon me as a member of the Georgia Tech community."* For more information, see the [Office of Student Integrity](#).

Academic honesty/integrity statement:

One serious kind of academic misconduct is plagiarism, which occurs when a writer, speaker, or designer deliberately uses someone else's language, ideas, images, or other original material or code without fully acknowledging its source by quotation marks as appropriate, in footnotes or endnotes, in works cited, and in other ways as appropriate (modified from WPA Statement on "Defining and Avoiding Plagiarism"). If you engage in plagiarism or any other form of academic misconduct, you will fail the assignment in which you have engaged in academic misconduct and be referred to the Office of Student Integrity, as required by Georgia Tech policy. We strongly urge you to be familiar with these Georgia Tech sites:

Honor Challenge — <https://osi.gatech.edu/students/honor-code>

Office of Student Integrity — <http://www.osi.gatech.edu/index.php/>

Student-Faculty Expectations Agreement

At Georgia Tech, we believe that it is important to continually strive for an atmosphere of mutual respect, acknowledgment, and responsibility between faculty members and students. See the [Student-Faculty Expectations Agreement](#) for a full description of both faculty and student expectations. Violations of these expectations may be addressed through the Office of Student Integrity.

Accommodations for Students with Disabilities

Students with disabilities requiring accommodations should contact the [Office of Disability Services](#) (ODS) as early in the semester as possible. Once accommodations are established, students are responsible for providing their instructor with an Accommodation Letter from ODS. Please contact us within the first two weeks of class so we can ensure accommodations are in place before graded work begins.

<USG Core Impacts Language>

PUBP 4410/6401: Science and Technology Policy

This is a Core IMPACTS course that is part of the Social Sciences area.

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help master course content, and support students' broad academic and career goals.

This course should direct students toward a broad Orienting Question:

- How do I understand human experiences and connections?

Completion of this course should enable students to meet the following Learning Outcomes:

- Students will effectively analyze the complexity of human behavior, and how historical, economic, political, social or geographic relationships develop, persist or change.

Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies:

- Intercultural Competence
- Perspective-Taking
- Persuasion