

HTS 6121/INTA 6122
Science, Technology and National Security
Professor Kristie Macrakis
Spring 2021

Meets: Wednesday, 5:00-7:45 pm, Online via BlueJeans (link on canvas)

Office: Online during Pandemic

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Virtual Office Hours: Wednesday, 1:30-2:30, after class and very gladly by appointment

This year's topic: Technology and the Rise of US Global Intelligence

This year's topic for the graduate seminar is Technology and the Rise of Global Intelligence. We will first examine the nature of secrecy and intelligence – its definition, history, philosophy and sociology. We will then turn to framing the topic using the historiography of the history and sociology of technology. Then we turn to the content of technological espionage in comparative perspective but focusing on tunnels, spy planes, satellites, submarines and cyber-espionage.

This is a research seminar. Students will be given ample opportunity to work on their own research while using the general materials on secrecy, technology and intelligence as a conceptual framework.

Requirements:

Blogs & Oral Reports on Weekly Readings, 33 1/3%

Oral Presentation/ Midterm Paper Proposal (due 17 March), 33 1/3 %

A Major Research Paper, 20-30 pages due 28 April online

33 1/3%

The Blog is due by 5 pm the Tuesday before class and should be about 300-500 words. You can also raise some questions at the end. The blog should demonstrate that you have read and thought about the reading and have interesting things to say about it.

Learning Outcomes:

- Students will learn how to read critically & improve their writing
- Students will be able to understand the role of science and technology in society and intelligence and national security
- Students will improve their presentation skills
- Students will know the difference between a primary & secondary source
- Be able to write a research paper displaying mastery of the scholarly apparatus such as footnoting and bibliographies

Georgia Tech Honor Code:

Plagiarism and cheating is not tolerated and will be penalized. All students are expected to follow the Georgia Tech honor code. See www.honor.gatech.edu

Access and Accommodations:

At Georgia Tech we strive to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Office of Disability Services to explore reasonable accommodations.

The Office of Disability Services can be contacted by:

Phone: 404.894.2563

Email: dsinfo@gatech.edu

Website: disabilityservices.gatech.edu

Gender and Race Etiquette:

This is an all-inclusive classroom. I expect everyone to respect gender preferences. Please let me know at the beginning of class if you'd like to be addressed by a pronoun that is not obvious from your name. LGBTQIA supported. No type of discrimination will be tolerated regarding sex, gender, race, religious preference, weight etc.

COVID-19 Procedures:

Papers, projects, tests and homework will only be accepted electronically unless the assignment is a physical artifact.

COVID-19 related absences: You are expected to attend the class sessions unless you have a compelling reason not to do so. If you have a COVID-19 related absence, please contact the instructor immediately. Please read and revisit COVID-19 student resources: <https://health.gatech.edu/coronavirus/students> as well as the COVID-19 Daily Health Check List: <http://health.gatech.edu/coronavirus/daily-checklist>

And Exposure Decision Tree: <http://health.gatech.edu/coronavirus/decision-tree>

If the instructor falls ill due to the corona virus, class will be canceled and you will be instructed on how to proceed.

This is an online class, but should we meet in person for any reason, please note:

Face coverings are required on Georgia Tech's campus and in this classroom and everyone is expected to adhere to social distancing of at least 6 feet. If you forget your face covering, each building has a supply. If you do not adhere to the Georgia Tech policy of wearing a face covering and socially distancing, you will be asked to leave the classroom. Here is the policy: <https://hr.gatech.edu/face-coverings>.

Required Books:

Adas, Michael. *Dominance by Design: Technological Imperatives and America's Civilizing Mission*. Cambridge, Mass: Belknap Press of Harvard University Press, 2009. 978-0674032163. \$22 amazon.

Andrew, Christopher. *For the President's Eyes Only: Secret Intelligence and the American Presidency from Washington to Bush*. New York: Harper Perennial, 1996. 978-0060921781. \$14 amazon.

Corea, Gordon. *Cyberspies: the Secret history of Surveillance, Hacking, and Digital Espionage*. New York: Pegasus: 2017. 978-1681774596

Greenwald, Glenn. *No Place to Hide: Edward Snowden, the NSA and the U.S. Surveillance State*. New York: Metropolitan, 2014. 978-1627790734. \$10 amazon.

Johnson, Chalmers. *The Sorrows of Empire: Militarism, Secrecy, and the End of the Republic*. New York: Holt, 2004. 978-0-8050-7797-1. Amazon, \$ 14 new.

Moynihan, Daniel. *Secrecy: the American Experience*. New Haven: Yale University Press, 1999. 978-0300080797. \$ 27 new, \$ 11 used.

Richelson, Jeffrey T. *A Century of Spies: Intelligence in the Twentieth Century*. New York: Oxford University Press. 1997. 978-0195113907

Optional:

Bamford, James. *The Shadow Factory: the NSA from 9/11 to Eavesdropping on America*. Anchor, 2009. Available as a pdf online.

Date- Wednes days	Topic	Assignment	Supplementary Talks (only required for HSTS students)
20 January	Introduction to Course	Wilford. "Still Missing".PDF. Lowenthal. <i>Intelligence</i> .PDF Watch Film: Top Secret America: https://www.pbs.org/wgbh/frontline/film/topsecretamerica/	
27 January	History of Technology Framing	Adas. <i>Dominance by Design</i> . Introduction, Chs. 4-7, Epilogue. Pinch. "Social Construction of Facts." PDF.	Trevor Pinch Talk @ noon. https://bluejeans.com/911566306
3 February	Secrecy	Moynihan. <i>Secrecy</i> . Read whole book.	
10 February	Global U.S Intelligence	Andrew. <i>For the President's Eyes Only</i> . Intro.(everyone) 6-13 (reports) Johnson. <i>Sorrows of Empire</i> . Prologue, Ch. 6	
17 February	Eisenhower, Spy Planes & Satellites	Taubman. <i>Secret Empire</i> . PDF. Macrakis. "Technophilic Hubris." Pdf. Richelson. <i>A Century of Spies</i> . Ch. 18.	
24 February	Cyber-Spies	Corea. <i>Cyber-Spies</i> . Preface, Prologue, Introduction, chs. 1- 9,11,16 skim the rest or focus on chapters that interest you to highlight in class.	Jon Lindsay Talk @ noon https://bluejeans.com/473235599
3 March	Tunnels & Submarines	Macrakis. "Can a Tunnel become a Double Agent?" PDF Bennett. "Détente in Deep Water." PDF Project Azorian. CIA. PDF. Richelson, use index to find pages on tunnel.	
10 March	The NSA I	Aid. "The National Security Agency and the Cold War." PDF Bamford. "The NSA is Building..."PDF.	
17 March	Paper Proposals DUE	Brief Presentations/Workshop	

24 March	Break: No Class		
31 March	NSA II: The Snowden Revelations	Greenwald. <i>No Place to Hide</i> . Introduction. Concentrate on Ch. 3. Skim the rest. Snowden autobiography is highly recommended.	
7 April	Drones	Maass. "From U-2s to Drones." PDF Williams. "The CIA's Covert Predator Drone War." PDF	
14 April	Undersea Cables Student Reports I	Starosielski. Introduction. PDF.	Nicole Starosielski Talk @ noon https://bluejeans.com/835519705
21 April	Student Reports II		
28 April	Papers DUE/ Party?		

HTS Graduate Papers/Exams: Grading Rubric for Coursework

Please refer to this rubric when writing/grading paper/exams. The goal statement should consist of the argument being made based on the specific question that is answered. x2 and x3 are weighting factors, i.e. the maximum points for content knowledge is 12.

Points:

(4)

(3)

(2)

(1)

Goal Statement _____ X2	Stated clearly and supported throughout the paper	Does not take a stand or present arguments to be discussed	Difficult to discern; prose lacks clarity	Weak or absent argument; unsupported in text
Organization of Thought _____ X2	Work is clearly organized and easy for the reader to follow	Work demonstrates some organization and is readable	Disorganized approach to the question with major obstacles to the reader's comprehension	Lack organization of thought and reader cannot comprehend
Integration of appropriate course readings _____ X3	Thorough use of assigned material is evident, and integrated to support argument	Some use of assigned material is evident, and somewhat integrated	Few examples of assigned material are evident; does not adequately support argument	Few or no examples of class readings; does not support argument
Content Knowledge _____ X3	Clearly communicated answer to the question and demonstrates exemplary knowledge of the content.	Consistently communicated answer to the question and demonstrates satisfactory knowledge of the content.	Communicates a basic answer to the question and demonstrates minimal knowledge of the content.	Ineffectively communicates answer to the question and demonstrates limited knowledge of the content

Communication _____ X2	The final body of work had no grammar, spelling, and formatting errors.	The final body of work had few grammar, spelling and formatting errors.	The final body of work had many grammar, spelling, and formatting errors.	The final body of work had major grammar, spelling, and formatting errors.
Total Points				

GRADES: A: 40plus

B: 30plus

Fail: Less than 30