

INAF 6382 TECHNOLOGY, NATIONAL SECURITY & THE CITIZEN

Course Syllabus

CourseNo INAFU6382_001_61279
Location IAB 801
Time THU 06:10P-08:00P
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Office hours by appointment

ABOUT THE CLASS

While digital technology gives governments powerful new ways to protect their citizens, it also creates powerful opportunities for abuse. To complicate matters, governments aren't the only ones with access to these tools: technology also empowers individuals, activist groups, and non-state actors in ways that can either enhance or threaten the security of nations.

This course will explore these changes, examining how digital technology is transforming the national security landscape, altering roles and power relationships for governments, citizens, and social movements.

Specifically, this class will examine:

- NATIONAL SECURITY TECHNOLOGIES
Categories and specific tools in use for citizen engagement, surveillance, infrastructure control, and defense
- DEMOCRATIC & AUTOCRATIC GOVERNMENTS USE OF TOOLS
How governments, both democratic and autocratic, deploy these technologies in national security efforts, and its consequences on the rights of individuals and the broader social order
- CITIZENS, SOCIAL MOVEMENTS & NON-STATE ACTORS USE OF TOOLS
How citizens, social movements, and non-state actors wield similar tools to enhance, counterbalance, or undermine government security efforts
- REDEFINING POWER
How new technologies affect, alter, undermine, or enhance existing power structures and bolster or diminish the influence of citizens, organizations, and social groups on governments

Course material will be comprised of theoretical readings on state security responsibilities and citizens' rights, case studies of effective and counterproductive tactics, and present-day examples of the phenomena.

The goal of the course is to prepare students for work in the field. To that end, assignments consist of in-depth research that advances individual student professional goals, writing assignments in summary and memo form, and constant encouragement to apply every stitch of work you do in the class to move toward your future career.

COURSE FORMAT

Classes will consist of brief background lectures and in-depth discussions on weekly topics and ongoing research projects. Teams of students will be assigned responsibility for one class over the course of the semester to lead discussions and provide timely examples illustrating practical application of reading topics. **Active**

participation is required. To participate effectively, students are expected to attend each course, having thoroughly digested the readings and prepared to discuss.

Class will consist of:

- Short student presentation: relevant examples on topic (dates assigned first class)
- Background lecture
- Discussion

A list of readings can be found in the syllabus. Readings may be modified with advance notice.

PAPERS & RESEARCH PROJECT

You all know how to write academic essays. Let's move on. The goal for writing assignments in this course is to a. give you practice in the kinds of writing that will be useful in your careers; b. make you better writers in general; and c. ideally, get you published.

To that end, there are there will be **three graded papers and one graded in-class assignment:**

- **Policy paper conversion to talking points (4-5 p):** Each student will be assigned a policy paper to turn into plain language talking points
- **Op-ed (3-4 p)** opinion piece on key concepts from class
- **Talking points presentation + Q&A (3-5 minutes):** rapid-fire presentation and Q&A of sight-unseen TPs (from assignment #1)
- **GROUP PROJECT: Future threat strategy paper (15-20 p)** Identify a key emerging challenge in the technology, national security & citizen rights landscape and present a strategy paper that presents options for managing this threat

The goal for all writing assignments is deepen your understanding of your professional goals in relation to class topics. Rubrics and suggested topics will be provided, but specific topics will be chosen by the student and approved by the professor. Students are encouraged to expand upon one or two themes close to their professional interests for all assignments.

GRADING

Daily participation (short presentation, attendance, participation)	30% (10% each)
Talking points paper	15%
Op-ed	10%
TP presentation + Q&A	15% (7.5% each)
Future threat strategy paper / presentation	30% (20%, 10%)

ATTENDANCE, LATENESS, & PARTICIPATION

Class discussions require active participation and thus attendance. Absences will be excused only in case of unavoidable professional conflicts (e.g. conference attendance, job interviews) medical emergencies and other similar conflicts. Students are expected to make such issues known to the instructor as early as possible. Attendance will be taken at the start of class. If you are not on time, you may be marked absent. Don't be late.

OTHER POLICIES

Laptops and other electronic devices may be used for note-taking. Web surfing, emailing and texting during class are strictly forbidden. Course lectures and notes will be posted on Courseworks.

Deadlines are provided to ensure timely progress and fair standards across the class. **Late papers will be subject to the reduction of a full letter grade for every day late.** Papers must be uploaded to Courseworks **before** class begins on the date papers are due.

ACADEMIC INTEGRITY STATEMENT

The School of International & Public Affairs does not tolerate cheating and/or plagiarism in any form. Those students who violate the Code of Academic & Professional Conduct will be subject to the Dean's Disciplinary Procedures. Cut and paste the following link into your browser to view the Code of Academic & Professional Conduct online.

http://sipa.columbia.edu/resources_services/student_affairs/academic_policies/deans_discipline_policy.html

Please familiarize yourself with the proper methods of citation and attribution. The School provides some useful resources online; we strongly encourage you to familiarize yourself with these various styles before conducting your research:

http://sipa.columbia.edu/resources_services/student_affairs/academic_policies/code_of_conduct.html

Violations of the Code of Academic & Professional Conduct should be reported to the Associate Dean for Student Affairs.

COURSE SCHEDULE & READINGS

*Instructor may be changed and additional readings may be assigned at instructor's discretion. Articles and chapters will be posted on Courseworks. **Books (in bold) must be procured by the student.***

CLASS	TOPICS	READINGS FOR THIS CLASS
UNIT 1: NATIONAL SECURITY TECHNOLOGIES		
#1: Introduction January 30	Overview of course & syllabus; discussion of assignments; assign presentation dates	
#2: The national security landscape February 6 Jenny Keltz, Lucas Rivers, Mohammed Khashaan, Victoria Cai	- Key government & citizen institutions in national security; organizational cultures; areas of collaboration and tension	- George, R. & Rishikof, H. (2011). <i>The national security enterprise: navigating the labyrinth</i> . Pgs. 1-8 “The national security enterprise: institutions, cultures, and politics”; Pgs 9 – 27 “History of the interagency process for foreign relations in the US”; Pgs. 267-333 “Section III: The outside players” - Wichowski, A. (2017) “Netstates rule the world. Ignore them at your peril.” <i>WIRED</i>
#3: Categories of national security technologies (pt I) February 13 Nabila Hassan, Paige Williams, Sarah Quirk	Tools for citizen engagement; tools for surveillance; role of public narrative in government-citizen security relationship	- Goodman, M. (2014). <i>Future crimes: everything is connected, everyone is vulnerable and what you can do about it</i> . Pgs. 65-80 “The surveillance economy” - Jarmon, J. (2014). “Industrial Age warfare and Information Age weapons. (Ch 3, p 37-53)

<p>#4: Categories of national security technologies (pt II)</p> <p>February 20</p> <p>Aidan Berkey, John Dees, Spencer Davis, Sarah Fu</p>	<p>Tools for infrastructure control; tools for defense</p>	<p>*ASSIGNMENT 1 DUE*</p> <p>- National Research Council. (March 26, 2014). “Emerging and readily available technologies and national security: a framework for addressing ethical, legal, and societal issues.” Pgs. 15 - 114 “Framing the issues,” “Foundational technologies,” “Application domains”</p> <p>- DARPA (March 2017). “Changing how we win: DARPA technologies that are making a difference today”</p>
<p>UNIT 2: USE OF TOOLS: GOVERNMENTS, CITIZENS, SOCIAL MOVEMENTS</p>		
<p>#5: Government use of tools</p> <p>February 27</p> <p>Katherine von Ofenheim, Liz Olson, Rachel Weir, Sean Steinberg, Yerkebulan Kadirov</p>	<p>Characteristics of democratic, autocratic governments use of surveillance, engagement, infrastructure and defense technologies</p>	<p>- Navarria, G. (2014). “Can democracy survive the rise of surveillance technology?” <i>Democratic Theory</i>, Volume 1, Number 2, pgs. 78-84</p> <p>- Castells, M. (2012). Networks of outrage & hope: social movements in the internet age. Pgs 1-19 “Networking minds, creating meaning, contesting power”; Pgs 218-237, “Changing the world in a network society”</p>
<p>#6: Citizens & social movements use of tools</p> <p>March 5</p> <p>Nishadee Perera, Megan O'Neill, Amitoj Singh, Zhou Zhang</p>	<p>Characteristics of citizens & social movements use of surveillance, engagement, infrastructure and defense technologies</p>	<p>- Coleman, G. (2014) <i>Hacker, hoaxer, whistleblower, spy: The many faces of Anonymous</i>. “And now you have got our attention,” “Project Chanology - I came for the lulz but stayed for the outrage.”</p> <p>- Wichowski, A. (2017). “Secrecy is for losers’: why diplomats should embrace openness to protect national security.”</p>
<p>#7: Non-state actors</p> <p>March 12</p> <p>Erika Banuelos, Michelle Cao, Samea Shanori, Tiffany Venmahavong</p>	<p>Political, technological, ideological, & financial entity use of tools</p>	<p>*ASSIGNMENT 2 DUE*</p> <p>- Beebe, S. & Kaldor, M. (2010). <i>The ultimate weapon is no weapon: human security and the new rules of war and peace</i>. Pgs. 19-50, “The Twenty-first century risks” and “The twentieth-century mindset.”</p> <p>- Fussell (2017) “One Mission: How leaders build a team of teams.” Pg 25-61; Pgs 76-108</p> <p>Malcomson, S. (2016) Chapter 3 “The Splinternet” Splinternet: How geopolitics and commerce are fragmenting the world wide web (Can be purchased in print at: http://www.orbooks.com/catalog/splinternet-by-scott-malcomson/)</p>

MARCH 19 - NO CLASS – SPRING RECESS

UNIT 3: REDEFINING POWER

<p>#8: Foreign policy influence & imbalance</p> <p>March 26</p> <p>Ashley Fox, Haeyoon Kim, Matthew Armelli, Rebecca Federman, Loan Chu</p>	<p>Impact & implications for foreign policy, power relationships bilaterally, multilaterally</p>	<p><i>Guardian</i> (2017). 'It's digital colonialism': how Facebook's free internet service has failed its users"</p> <p><i>NYTimes</i>, "As U.S. Confronts Internet's Disruptions, China Feels Vindicated"</p> <p>- McAllistair, White (2013) "Did Russia (nearly) have a Facebook revolution in 2011? Social media's challenge to authoritarianism" <i>Politics</i></p>
<p>#9: Emerging forms of power</p> <p>April 2</p> <p>Kevin Maguire Jr., Wonjae Kim, Qingyi Zhu, Wonny Kim</p>	<p>Power gains and losses among govts, citizens, social groups</p>	<p>- Nye, J. (2011). <i>The future of power</i>. Pgs. 3-24 "What is power in global affairs"?</p> <p>-Galbraith, <i>The Anatomy of Power</i> , p1-13; 38-71</p> <p>- Shirky, C. (2011) "The political power of social media," <i>Foreign Affairs</i></p>
<p>#10 Talking points presentation</p> <p>April 9</p>		
<p>#11 Guest Speakers</p> <p>April 16</p>		
<p>#12: Impact & implications</p> <p>April 23</p>	<p>The big "so what": what it all means for security & power distribution among citizens, movements and nations moving forward</p>	<p>- CNN (2017), "Google's Jigsaw will 'tackle toughest geopolitical challenges'"</p> <p>- https://jigsaw.google.com/projects/</p> <p>- "So You Really Want To Join ISIS?" Medium</p>
<p>#13 Final Presentations</p> <p>April 30</p>		<p>*ASSIGNMENT 4 DUE ON THE LAST CLASS*</p>