

INTA 4803/8803 Syllabus

Development and Security: Statecraft at the Nexus of Development, Diplomacy, and Defense, INTA 4803/8803, Section A, 3 Credits

Fall 2026

Instructor Information

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General Course Information

Description

This course examines the intersection of development, national security, and foreign policy. It explores how development programs function as instruments of statecraft in addressing instability, violent extremism, fragile governance, and humanitarian crises. Students will analyze the strategic use of development assistance by governments and international actors, assess the effectiveness and ethical implications of development-security integration, and evaluate real-world case studies across regions.

The course is grounded in the “three Ds” framework (development, diplomacy, and defense) and emphasizes how these domains interact in complex operational environments.

Course Learning Outcomes

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

- Analyze the relationship between development policy and national security strategy
- Evaluate development interventions as tools of statecraft in fragile and conflict-affected environments
- Assess ethical and strategic trade-offs in the development-security nexus
- Interpret and apply key policy documents and frameworks
- Develop and communicate policy-relevant analysis through written and oral formats
- Apply course concepts in simulated and real-world decision-making contexts

Required Course Materials

- Joanna Spear & Paul D. Williams (Eds.), *Security and Development in Global Politics* (2012). Required – available at Georgia Tech Barnes and Noble bookstore
- Donald Kagan, *The Peloponnesian War* (2004). Required – available at Georgia Tech Barnes and Noble bookstore
- Caroline Thomas, *Global Governance, Development, and Human Security: The Challenge of Poverty and Inequality*, 2004. Recommended – available at Georgia Tech Barnes and Noble bookstore
- U.S. National Security Strategy (2017 and 2022 edition) *
- AFRICOM Commander’s Posture statement*
- Su-Ming Khoo, *Ethical dilemmas in the development-security nexus**
- Council on Foreign Relations, *A Brief History of U.S. Foreign Aid**

*Items marked with asterisk will be provided as PDF documents on the Canvas portal

Grading Policy:

| Component | Weight |
|---|--------|
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| Participation & Engagement | 15% |
| Weekly Reading Journals | 15% |
| CFR Soft Power Simulation | 15% |
| In-Class Presentation | 20% |
| Midterm Exam | 15% |
| Final Project (Policy Memo or Case Study) | 20% |

Grading Scale:

A = 90–100

B = 80–89

C = 70–79

D = 60–69

F = Below 60

Assignments

- Participation and engagement in discussions and activities
- Weekly reading journals (2–3 paragraphs each)
- Participation in simulation exercise
- In-class presentation
- Midterm exam (in class)
- Final project (policy memo or case study)

Description of Graded Components

- Participation: This is a discussion-based course. Students are expected to actively engage with readings, peers, and in-class exercises.
- Weekly Reading Journals: Students will submit short (2–3 paragraph) summaries synthesizing key arguments, concepts, and questions from the readings. These are designed to promote consistent engagement with the reading and serve as a resource for the student’s midterms
- CFR Simulation: Students will participate in an in-class policy simulation developed by the Council on Foreign Relations focused on soft power and strategic decision-making. This exercise emphasizes applied learning and collaborative problem-solving.
- In-Class Presentation: Each student will present a development-security case study, applying course frameworks to real-world challenges.
- Midterm Exam: Evaluates understanding of foundational concepts, frameworks, and readings. This will be done in-class. Students will be able to refer to their reading summaries only as part of this exam.
- Final Project: A cumulative assignment requiring students to produce a policy-relevant analysis or case study that integrates course concepts.

Course Policies

Attendance and/or Participation

Attendance will count towards your participation grade. Students will be allowed one unexcused absence during the semester. Regular attendance and participation in the class discussion tends to have a direct impact on students’ abilities to synthesize the readings for written assignments and presentations. In the event of a need for unexpected prolonged absences from class, there may be extra credit opportunities.

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](#).

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.

Core IMPACTS

[Core IMPACTS](#) is the University System of Georgia's General Education curriculum. If you are teaching a course that counts towards Core IMPACTS, you should include a syllabus statement about the Core area and associated [career competencies](#). [This resource](#) developed by the Center for Excellence in Teaching and Learning and Online Education at Georgia State University includes template syllabus statements for each of the Core IMPACTS areas that you may adapt for your course.

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.

Pre- &/or Co-Requisites

There are no pre- or co-requisites for this course.

Extra Credit Opportunities

There may be extra credit opportunities throughout the semester. Students are encouraged to identify relevant opportunities as well as those identified by the faculty.

Collaboration, Group Work, and Use of Generative AI

Students are welcome to collaborate with each other on the substance of the readings and approaches to the weekly reading journal entries. However, all submitted work must be reflective of the individual student's own thoughts/inputs. Students will be able to draw on their own previously submitted reading journals for the in-class midterm.

Extensions, Late Assignments, & Re-Scheduled/Missed Exams

Make-up midterm exams will be allowed for illness, approved Institute activities or religious observances. Extensions will be allowed only when discussed prior to the submission deadline. After the submission deadline passes, late assignments will be accepted, with point deductions.

Campus Resources for Students

Undergraduate Student Academic Success Resources:

- Academic Support: 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, email us at tutoring@gatech.edu, or come see us at Clough Undergraduate Learning Commons, Suite 283.

Graduate Student Academic and Professional Success Resources:

A list of resources for graduate students is given on the [Office of Graduate and Postdoctoral Education](#) website. Specific information for [current graduate students](#) includes

- [Academic Resources](#) such as the Communications Center, Language Institute, Library, Catalog, Registrar, resources for conducting research, Advocacy and Conflict Resolution resources, and how to manage unexpected situations that may impact your academic performance;
- [Student Resources](#) such as Campus Services, Child Care/Family programs, Health & Wellness, Career Services, and the Student Resource Guide; and
- [Professional Development](#) such as the programming from the Career Center and other professional development resources and events”

Student Well-Being:

At Georgia Tech, we are concerned about your overall physical, social, and mental well-being. A [comprehensive list](#) of wellness related resources has been compiled and maintained by the Office of the Vice President for Student Engagement and Well-being ([student-resource-guide \(gatech.edu\)](https://student-resource-guide.gatech.edu))