

**International Security
INTA 6103 OCY/QIS
Fall 2026 Course Syllabus
3 credit hours**

Instructor Information

Professors:

Dr. Jenna Jordan, Associate Professor and Associate Chair of International Affairs

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Friday 10am - 12:00pm, and by appointment

See canvas for link to meetings.

Dr. Lawrence Rubin, Associate Professor of International Affairs

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Monday 2 pm – 4pm, and by appointment.

<https://gatech.zoom.us/j/5312646091?pwd=ZHVTTVkrkw3TngxMFkrQzN1VTQzd09>

General Course Information

Course Description

This course explores the intersection between international relations and security. Students will examine the theoretical underpinnings of major policy debates about important issues confronting the international system. The course will cover the following topics: deterrence theory, coercion, emerging technologies, nuclear proliferation, terrorism, ethnic and religious conflict, civil wars, human security, biosecurity, and natural resource competition.

Prerequisite

None.

Course Learning Outcomes

Once completed, the students should have the following capabilities:

- Students will be able to demonstrate knowledge of principal contemporary global challenges in the field of international security
- Students will demonstrate knowledge of the influences that drive security policy formulation and execution.
- Students will demonstrate knowledge of the main applied topics in the field of International Security.

Required Course Materials

All course readings will be available online and through the library.

Course Requirements, Assignments & Grading

Assignment Distribution

Grading Type	Description of Graded Assignments	% Grade	Timing
Points	Midterm (Worth up to 100 points)	25	Once
Points	Reading Reflection (3) (Worth up to 100 points)	30	Selected Weeks
Points	Participation in Online Forums (3) (Worth up to 100 points)	15	Selected Weeks
Points	Final Exam (Worth up to 100 points)	30	Once

Description of Graded Components

Midterm: 25%

The midterm will consist of two essay questions, which will be based upon an assigned movie. The midterm will be open-book, and you will have one week to complete the assignment. The midterm should be no longer than 2,200 words for both question excluding citations and you should expect to allocate half of the words to each question. You **MUST** cite the assigned readings and include **page numbers** correctly to demonstrate close and careful engagement with the material.

Reading Reflection (2): 30%

This short paper is intended to engage critically with a central debate that emerges from the assigned readings since your last submission. While you may reference earlier material when relevant, the primary focus should be on the material covered in the current set of modules. There are often several debates or themes within a week's readings and you may choose which one to discuss. You are not expected to summarize all the debates. Instead, the paper should:

- Clearly and concisely summarize the key arguments on both sides of the selected debate;
- Analyze the logical strengths and weaknesses of these arguments;
- Use empirical evidence to support or challenge specific claims;
- Reflect on the broader implications of the debate for policy or scholarly understanding.

Your response should be no more than 850 words, excluding citations. You **MUST** cite the assigned readings and include the correct **page numbers** to demonstrate close and careful engagement with the material. You are welcome to use any standard citation style as you apply it consistently throughout the paper.

Discussions (3): 15%

- For each discussion assignment, instructors will post a prompt that students are required to respond to with an initial, substantive post of 200–500 words.
- Discussion forums are intended to foster interaction among students.
- Each student must post a reflection on the forum topic and respond to at least **TWO** other students' posts.
- Weekly participation is required for full credit, as outlined in the Grading Policy.
- Contributions should be thoughtful, constructive, and respectful—even when expressing disagreement or raising critical questions.

Final Exam: 30%

The final exam will consist of two essay questions and will be cumulative, covering material from the entire semester. It is open-book, and you will have one week to complete the assignment. The exam should be no longer than 3,000 words excluding references for both questions in total. You **MUST** cite the assigned readings and include **page numbers** correctly to demonstrate close and careful engagement with the material.

*Important note: All assignments should be double-spaced, 12-point font, with 1-inch margins.

Grading Policy

Your final grade 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%

Quiz Due Dates

Review dates in Canvas, and on the Course Schedule.

Timing Policy

- The Modules follow a logical sequence.
- Assignments should be completed by their due dates.
- You will have access to the course content for the scheduled duration of the course.

Grading and Feedback

Assignments will be graded within 10 days from submissions. If you wish to dispute your grade, you must fill out a form requested from the head TA within 48 hours of receiving your grade. Please note that the grade can go up or down and you may not receive a decision until the end of the semester to see if the grade change will make a difference.

Attendance Policy

This is a fully online course. Students are required to watch all videos online and complete *all* required readings. These lectures are essential to understanding the material. Students will be expected to reference lectures and readings in the course assignments.

Technology Requirements and Skills

Computer Hardware and Software

- High-speed Internet connection
- Laptop or desktop computer with sufficient capabilities.
- Windows for PC computers OR Mac iOS for Apple computers.
- Complete Microsoft Office Suite or comparable and ability to use Adobe PDF software (install, download, open and convert)
- Mozilla Firefox, Chrome and/or Safari browsers

Canvas

This class will use Canvas to deliver course materials and activities to online students. To log into to Canvas, go to [Canvas](#).

Technology Help Guidelines

30-Minute Rule: When you encounter struggles with technology, give yourself 30 minutes to 'figure it out.' If you cannot, then post a message to the discussion board; your peers may have suggestions to assist you. Your professors are not your first responders for technical or logistical questions. You are also directed to contact the Helpdesk 24/7.

When posting or sending email requesting help with technology issues, whether to the Helpdesk, message board, or me use the following guidelines:

- Include a descriptive title for the subject field that includes 1) the name of course 2) the issue. Do NOT just simply type "Help" into the subject field or leave it blank.
- List the steps or describe the circumstance that preceded the technical issue or error. Include the exact wording of the error message.
- When possible, always include a screenshot(s) demonstrating the technical issue or error message.
- Also include what you have already tried to remedy the issue (rebooting, trying a different browser, etc.).

Course Policies, Expectations & Guidelines

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

Reach out to Dr. Jordan and Dr. Rubin to request an extension due to illness, emergency, or religious holidays should. Extensions must be granted prior to the due date. If an extension has not been granted, late work will receive a deduction of a full grade per day until the assignment is submitted. If you know you will have a particularly busy work and/or personal week, please plan your educational schedule accordingly.

Please note also that at Georgia Tech, some exceptions are made for "approved Institute activities" (e.g. field trips and athletic events). See [Attendance](#) for more information. This arrangement must be made prior to the assignment deadline.

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. See [Student-Faculty Expectations](#) for an articulation of 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.

Subject to Change Statement

The syllabus and course schedule may be subject to change. Changes will be communicated via email, Canvas, or the Ed discussion announcement platform. It is the responsibility of students to check email messages and course announcements to stay current in their online courses.

Communication Policy

- Please use professional etiquette when communicating with your professors, your TAs, and your peers.
- Email course questions and personal concerns, including grading questions, to Drs. Jordan and Rubin privately. Logistical and grading questions should first go to the TAs. Do NOT submit posts of a personal nature to the discussion board.
- Email will be checked regularly, Monday – Friday. During the week, we will respond to all emails within 24 hours; on weekends and holidays, allow up to 48 hours. If there are special circumstances that will delay a response, we will make an announcement to the class.
- Student Forum/Q&A discussion boards will be checked twice per day Monday through Friday; Saturday and Sunday, these discussion boards will be checked once per day.
- The TAs and professors will offer many options for virtual office hours. You are welcome to attend any of them. Special topic hours will be announced in advance. Office Hours are subject to change but these changes will be announced in advance. For questions related to technology, please contact: [Digital Learning Support](#).

Online Student Conduct and (N)etiquette

Communicating appropriately in the online classroom can be challenging. To minimize this challenge, it is important to remember several points of “**internet etiquette**” that will smooth communication for both students and instructors:

- *Read first, Write later.* Read the ENTIRE set of posts/comments on a discussion board before posting your reply, in order to prevent repeating commentary or asking questions that have already been answered.
- *Avoid language that may come across as strong or offensive.* Language can be easily misinterpreted in written electronic communication. Review email and discussion board posts BEFORE submitting. Humor and sarcasm may be easily misinterpreted by your reader(s). Try to be as matter of fact and professional as possible.
- *Follow the language rules of the Internet.* Do not write using all capital letters, because it will appear as shouting. Also, the use of emoticons can be helpful when used to convey nonverbal feelings.
- *Consider the privacy of others.* Ask permission prior to giving out a classmate's email address or other information.
- *Keep attachments small.* If it is necessary to send pictures, change the size to an acceptable 250kb or less (one free, web-based tool to try is [picresize.com](#)).
- *No inappropriate material.* Do not forward virus warnings, chain letters, jokes, etc. to classmates or instructors. The sharing of pornographic material is forbidden.

NOTE: The instructor reserves the right to remove posts that are not collegial in nature and/or do not meet the Online Student Conduct and Etiquette guidelines listed above.

University Use of Electronic Email

A university-assigned student e-mail account is the official university means of communication with all students at Georgia Institute of Technology. Students are responsible for all information sent to them via their university-assigned e-mail account. If a student chooses to forward information in their university e-mail account, he or she is responsible for all information, including attachments, sent to any other e-mail account. To stay current with university information, students are expected to check their official university e-mail account and other electronic communications on a frequent and consistent basis. Recognizing that some communications may be time-critical, the university recommends that electronic communications be checked minimally twice a week.

Plagiarism & 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. All students enrolled at Georgia Tech, and all its campuses, are to perform their academic work according to standards set by faculty members, departments, schools and colleges of the university; and cheating and plagiarism constitute fraudulent misrepresentation for which no credit can be given and for which appropriate sanctions are warranted and will be applied. For information on Georgia Tech's Academic Honor Code, please visit <http://www.catalog.gatech.edu/policies/honor-code/> or [Academic Honor Code](#).

Any student suspected of cheating, plagiarizing, or using any AI software 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.

Students are prohibited from submitting written work generated by and written by artificial intelligence tools such as ChatGPT or Grammarly. Asking ChatGPT to write a response for you is plagiarism for the simple reason that you did not write the answer or the essay. Citing sources that do not exist is a serious infraction as well. Furthermore, ChatGPT generates a written response using the writing of others without any credit or citations of the authors or websites. Student papers flagged as having been AI generated will be reported to the Office of Student Integrity. If you use programs such as Grammarly to check your grammar, please note this in your submission.

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, contact the Office of Disability Services at (404) 894-2563 or <http://disabilityservices.gatech.edu/>, 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.

Course Outline (All times EDT)

Module	Release Dates	Course Activities	Due Dates
Module 1: The Origins of Security Studies and Realism	May 18, 8:00 AM		
Module 2: Causes of War and the Security Dilemma	May 25, 8:00 AM	Discussion #1	First post: May 29, 11:59 PM Second post: May 31, 11:59 PM
Module 3: Coercion and Escalation	May 25, 8:00 AM		
Module 4: Grand Strategy and National Interest	June 1, 8:00 AM	Reading Reflection #1	Due June 7, 11:59 PM
Module 5: International Institutions	June 8, 8:00 AM		
Module 6: Power	June 15, 8:00 AM	Discussion #2	First post: June 19, 11:59 PM Second post: June 21, 11:59 PM
Module 7: Examining Today's Nuclear Challenges	June 22, 8:00 AM		
Module 8: International Terrorism	June 22, 8:00 AM	Midterm	Due June 28, 11:59 PM
Module 9: Counterterrorism	June 29, 8:00 AM		
Module 10: Civil Wars	July 6, 8:00 AM		
Module 11: Emerging and Disruptive Technologies	July 6, 8:00 AM	Reading Reflection #2	Due July 12, 11:59 PM

Module 12: Cybersecurity	July 13 8:00 AM	Discussion #3	
Module 13: Space Security	July 20, 8:00 AM		First post: July 24, 11:59 PM Second post: July 26, 11:59 PM
Module 14: Economic Statecraft and Energy	July 20, 8:00 AM	Reading Reflection #3	Due July 26, 11:59 PM
Module 15: Non-Traditional Security: The Environment	July 27, 8:00 AM		
Final Exam	Posted July 24, 8:00 AM	Final Exam	Due August 3, 11:59 PM

Required Reading by Week

Please note: Readings can be accessed via “Reading Lists” in Canvas or under Modules.

Module 1: The Origins of Security Studies and Realism

- Carr, E. H. (2021). “The Realist Critique,” In *the Twenty Years’ Crisis 1919–1939, an Introduction to the Study of International Relations* (2nd Edition ed., pp. 62–83). Macmillan and Co. Limited.
- Mearsheimer, J. J. (2001). *The Tragedy of Great Power Politics* (New York: Norton), chapters 1 and 2.
- Morgenthau, H. J. (1978). “Six principles of political realism,” in *Politics Among Nations: The Struggle for Power and Peace* (New York: Alfred A. Knopf)
- Rosato, S. (2015). The Inscrutable Intentions of Great Powers. *International Security*, 39(3), 48–88.
- Waltz, K. N. (1979). Anarchic orders and balances of power. In *Theory of International Politics* (New York: McGraw-Hill), chapter 6.

Module 2: Causes of War and the Security Dilemma

- J. David Singer (1961). “The Level-of-Analysis Problem in International Relations,” *World Politics* 14, no. 1 (October): 77–92
- Jervis, R. (1978). “Cooperation Under the Security Dilemma,” *World Politics*, 30 (2), 167–213.
- Schelling, T. C. (2009). “The diplomacy of violence” in *Arms and Influence* (pp. 1–34). Yale University Press.
- Van Evera, S. (1998). “Offense, Defense, and the Causes of War,” *International Security*, 22(4), 5–43.

Module 3: Coercion, Signaling, Escalation

- Paul, T., Morgan, P. M., & Wirtz, J. J. (2009). “Three items in one: Deterrence as concept, research program, and political issue,” in *Complex Deterrence: Strategy in the Global Age* (Chicago: University of Chicago Press).
- Schelling, T. C. (1981). “The threat that leaves something to chance,” in *The Strategy of Conflict* (Harvard University Press), pp. 187–203).
- Schelling, T. C. (2009). *Arms and Influence* (Yale University Press, 1966), pp. 69 – 125.
- Carson, Austin and Keren Yarhi-Milo, “Covert Communication: The Intelligibility and Credibility of Signaling in Secret,” *Security Studies*, Vol. 26, No. 1 (2017): 124-156.
- Adamsky, D. (2024). *Russian grand strategy: Between praxis and delusion* (Policy Paper No. 54). Institut français des relations internationales (Ifri).
https://www.ifri.org/sites/default/files/migrated_files/documents/atoms/files/pp54adamsky.pdf

Module 4: Grand Strategy and National Interest

- Avey, P. C. (2019, April 10). [Disentangling grand strategy: International relations theory and U.S. grand strategy](#). *Texas National Security Review*.
- Balzacq, T., Dombrowski, P., & Reich, S. (2019). Introduction: Comparing Grand Strategies in the Modern World, in *Comparative grand strategy: A framework and cases* (Oxford: Oxford University Press).
- Betts, R. K. (2019). The grandiosity of grand strategy. *The Washington Quarterly*, 42 (4): 7–22.
- Joshua Rovner (2025) Strategy and grand strategy in the Peloponnesian War, *Adelphi Series*, 65:514-515, 25-46,
- Morgenthau, H. J. (1949). The primacy of the national interest. *The American Scholar*, 18(2), 207–212.
- Miskel, James F. “National Interests: Grand Purposes or Catchphrases?” *Naval War College Review*, vol. 55, no. 4, 2002, pp. 96–104.

- Recommended: Grand Strategy from Obama to Trump, [War on the Rocks](#), podcast.

Module 5: International Institutions

- Drezner, D. W. (2009). "The power and peril of international regime complexity," *Perspectives on Politics*, 7 (1): 65–70.
- Ikenberry, G. J. (1998). "Institutions, Strategic Restraint, and the Persistence of American Postwar Order," *International Security*, 23 (3), 43.
- Mearsheimer, J. J. (1994). "The false promise of international institutions," *International Security*, 19 (3): 5.
- Christopher Hemmer and Peter J. Katzenstein. 2002. "Why is There no NATO in Asia? Collective Identity, Regionalism, and the Origins of Multilateralism," *International Organization* 56 (3): 575–607
- Nye Jr., J. S. (2017). "Will the liberal order survive? The history of an idea," *Foreign Affairs* 96 (1): 10-16.
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Module 6: Power

- Mearsheimer, J. J. (2014). "Wealth and Power," in *The Tragedy of Great Power Politics (Updated Edition)* (Chapter 3). W. W. Norton & Company.
- Nye, Jr., J. S. (2009). "Get smart: Combining Hard and Soft Power," *Foreign Affairs* 88 (4): 160-163.
- Barnett, M. and Raymond Duvall. (2005). "Power in International Politics," *International Organization* 59 (1): 39–75.
- Farrell, H. and Abraham Newman. (2019). "Weaponized Interdependence," *International Security* 44 (1): 42–79.

Module 7: Examining Today's Nuclear Challenges

- Gavin, F. J. (2015). "Strategies of inhibition: U.S. grand strategy, the nuclear revolution, and nonproliferation," *International Security* 40(1), 9-46.
- Kroenig, M. (2013). "Nuclear superiority and the balance of resolve: Explaining nuclear crisis outcomes," *International Organization* 67(1), 141-171.
- Mehta, R. N., & Whitlark, R. E. (2017). "The Benefits and Burdens of Nuclear Latency," *International Studies Quarterly*, 61(3), 517–528.
- Sagan, S. D. (1996). "Why do states build nuclear weapons? Three models in search of a bomb," *International Security*, 21 (3), 54.
- *On Deterrence*, Sandia National Laboratory - <https://www.youtube.com/watch?v=tQBLpJFi6f0>

Module 8: International Terrorism

- Rapoport, D. (2004). "The four waves of modern terrorism," in *Attacking Terrorism: Elements of a Grand Strategy*. (Georgetown: Georgetown University Press), pp. 46–73.
- Crenshaw, M. (1990). "The logic of terrorism: Terrorist behavior as a product of strategic choice," in Walter Reich, ed. *Origins of Terrorism* (Woodrow Wilson Center Press), Ch.1
- Kydd, Andrew and Barbara F. Walter, "The Strategies of Terrorism," *International Security*, Vol. 31, No.1 (2006): 49-80.
- Davis, J. "Financing Terrorism," Podcast: Parts 1 and 2 with Marieke de Goede (<https://www.uu.nl/en/research/institutions-for-open-societies/security-in-open-societies-sos/podcast-series-terrorism-and-political-violence>)

Module 9: Counterterrorism

- Jordan, J., Kosal, M. E., & Rubin, L. (2016). "The strategic illogic of counterterrorism policy," *The Washington Quarterly*, 39 (4), 181–192.
- Mir, A. (2018). "What explains counterterrorism effectiveness? Evidence from the U.S. drone war in Pakistan," *International Security*, 43 (2), 45–83.
- Mueller, J. (2005). "Six rather unusual propositions about terrorism," *Terrorism and Political Violence*, 17 (4), 487–505.
- Cragin, Kim R. (2013). "Resisting Violent Extremism: A Conceptual Model for Non-Radicalization," *Terrorism and Political Violence* 26 (2).

Module 10: Civil Wars

- Ahmad, A. (2015). "The security bazaar: Business interests and Islamist power in civil war Somalia," *International Security*, 39 (3), 89–117.
- Fortna, V. P. (2015). "Do terrorists win? Rebels' use of terrorism and civil war outcomes," *International Organization*, 69 (3), pp. 519 - 556
- Posen, B. R. (1993). "The security dilemma and ethnic conflict," *Survival*, 35 (1), 27–47.
- Staniland, P. (2012). "Organizing insurgency: Networks, resources, and rebellion in South Asia," *International Security*, 37 (1), 142–177.

Module 11: Emerging and Disruptive Technologies

- Zhao, E Tong. (2018). "Conventional Challenges to Strategic Stability: Chinese Perceptions of Hypersonic Technology and the Security Dilemma," in *The End of Strategic Stability?: Nuclear Weapons and the Challenge of Regional Rivalries*, Lawrence Rubin and Adam N. Stulberg, eds. (Georgetown University Press).
- Gamberini, S. J., & Rubin, L. (2021). "Quantum sensing's potential impacts on strategic deterrence and modern warfare," *Orbis*, 65 (2), 354–368.
- Horowitz, M. C. (2020). "Do emerging military technologies matter for international politics?" *Annual Review of Political Science*, 23 (1), 385–400.
- Kosal, M. E. (2020). "Emerging life sciences and possible threats to international security," *Orbis*, 64 (4), 599–614.
- Matthew Kroenig, "Will Emerging Technology Cause Nuclear War: Bringing Geopolitics Back in," *Strategic Studies Quarterly* (Winter 2022)
- Scharre, P., & Horowitz, M. (2018, June 19). "Artificial intelligence: What every policymaker needs to know," Center for a New American Security. <https://www.cnas.org/publications/reports/artificial-intelligence-what-every-policymaker-needs-to-know>
- Murphy, Dennis, and Lawrence Rubin. "The Fourth Industrial Revolution and International Security." *Survival* 67, no. 1 (2025): 159–172. <https://doi.org/10.1080/00396338.2025.2459023>.

Module 12: Cybersecurity

- Gartzke, E., & Lindsay, J. R. (2017). "Thermonuclear cyberwar," *Journal of Cybersecurity*, 3 (1), pp. 37-48.
- Nye, J. S. (2017). "Deterrence and dissuasion in cyberspace," *International Security*, 41(3), 44–71.
- Schneider, J. G. (2019). "Deterrence in and through cyberspace," in *Cross-Domain Deterrence: Strategy in an Era of Complexity*, Erik Gartzke and Jon Lindsay, eds. (Oxford University Press), 95–120.

- Valeriano, B., Jensen, B., & Maness, R. C. (2018). "How rival states employ cyber strategy," in *Cyber strategy: The evolving character of power and coercion* (Oxford University Press), pp. 22–52.

Module 13: Space Security

- Borowitz, M. J., Rubin, L., & Stewart, B. (2020). National Security Implications of Emerging Satellite Technologies. *Orbis*, 64 (4), 515–527.
- Johnson-Freese, J., & Burbach, D. (2019). The outer space treaty and the weaponization of space. *Bulletin of the Atomic Scientists*, 75 (4), 137–141.
- Michael Byers and Aaron Boley. (2022, Jan. 17). "Cis-lunar space and the security dilemma," *Bulletin of the Atomic Scientists*
<https://thebulletin.org/premium/2022-01/cis-lunar-space-and-the-security-dilemma/>
- Miller, G. D. (2021). "Deterrence by debris: The downside to cleaning up space. *Space Policy*, 58, 101447.
- Bateman, A. (2023). "Trust but Verify: Satellite Reconnaissance, Secrecy, and Arms Control during the Cold War," *Journal of Strategic Studies* (2023)
- Moltz, J. (2019). "The changing dynamics of Twenty-First-Century space power," *Journal of Strategic Security*, 12 (1), pp. 15–43.

Module 14: Economic Statecraft and Energy

- Early, B. R., & Preble, K. (2018). "Enforcing economic sanctions: Analyzing how OFAC punishes violators of U.S. sanctions," *SSRN Electronic Journal*.
- Greenhill, K. M., & Krause, P. (2018). "Economic sanction in theory and practice: How smart are they?" in *Coercion: The Power to Hurt in International Politics* (Oxford: Oxford University Press), pp. 271–287.
- Mohaptra, N. K. (2013, May). "CRP working paper 11 Mohaptra energy security Russia — Centre for rising powers." University of Cambridge.
- Sovacool, B. K., Ghosh, A., Kern, F., Klare, M. T., & van de Graaf, T. (2018). "Energy, coercive diplomacy, and sanctions," in *The Palgrave Handbook of the International Political Economy of Energy* (Palgrave Macmillan), pp. 487–504.
- Stulberg, A. N. (2015). "Out of gas?: Russia, Ukraine, Europe, and the changing geopolitics of natural gas," *Problems of Post-Communism*, 62 (2), 112–130.

Module 15: Non-Traditional Security: The Environment

- Busby, J. W. (2020). "Beyond internal conflict: The emergent practice of climate security," *Journal of Peace Research*, 58 (1), 186–194.
- Adamson, Fiona B. and Greenhill, Kelly M. "Globality and Entangled Security: Rethinking the Post-1945 Order," *New Global Studies*, vol. 15, no. 2-3, 2021, pp. 165-180.
- Busby, J. W., & Hadden, J. (2014, November 19). "Nonstate actors in the climate arena," *The Stanley Foundation*.
- Department of Defense. (2019). "Report on effects of a changing climate to the department of defense."
- Eiran, E., Elias, M., & Troen, A. M. (2021, January 22). "Food should be treated as a national security issue," *Foreign Policy*.
- Estevens, J. (2018). "Migration crisis in the EU: Developing a framework for analysis of national security and defence strategies," *Comparative Migration Studies*, 6 (1).