

Course Syllabus and Policy Requirement Statement

In order to access your course materials, you must agree to the following, by clicking the "Mark Reviewed" button below.

By checking the "Mark Reviewed" link below, you are indicating the following:

- You have read, understood, and will comply with the policies and procedures listed in the class syllabus, and that you have acquired the required textbook(s).
- You have read, understood, and will comply with class policies and procedures as specified in the online Student Handbook.
- You have read, understood, and will comply with computer and software requirements as specified in the Student Orientation Course.

SEC 6315 Rogue Nations and National Security:

Course Description/Overview

The end of the Cold War brought in a new era of world politics and security issues for the United States. But with the fall of the Berlin Wall and the end of the Soviet Union also came a new phenomenon – Rogue States. Countries such as Iran, North Korea, Syria, Cuba, and others have refused to change their governments in modern times, and continue to conduct policies that are hostile to the United States and its allies. This course will examine exactly what it is that makes up a rogue state, why the politics of rogue states are dangerous to the United States and its allies, and how these hostile policies can be countered. The course will also examine several important recent case studies.

Course Objectives/Learning Outcomes

Objectives: As a result of completing this course, the student will be able to:

- Comprehend the definitions, criteria, and various aspects of rogue nation-states.
- Analyze the reaction of the international community to the various rogue states in existence - in the geo-political context.
- Analyze the events and changing paradigms in various rogue states that have influenced United States foreign policy.

Grading Policies

Assignment	Percent of Grade	Due
Discussion Thread participation	20%	(occurs in weeks with no written

		assignment)
First Essay	20%	Due Sunday at the end of week 2 before 2100 hrs. Central Time. 6 - 8 pages essay.
Midterm Powerpoint Presentation	20%	Due Sunday at the end of week 5 before 2100 hrs. Central Time. 10-15 slide Powerpoint presentation.
Final Essay	40%	Due Friday at the end of week 8 before 2100 hrs. Central Time. 12-15 page essay.

Late assignments will be graded accordingly.

Angelo State University employs a letter grade system. Grades in this course are determined on a percentage scale:

- A = 90 – 100 %
- B = 80 – 89 %
- C = 70 – 79 %
- D = 60 – 69 %
- F = 59 % and below.

Course Organization:

Lesson One: **What Constitutes a Rogue State?:** The term "rogue nation" is often used by pundits in the press and policy makers in the United States and elsewhere. But what exactly is the definition of a rogue state? Most analysts would agree that a rogue state is one that sponsors terrorism, illegal and/or illicit activities (to include crime), a nation that seeks to develop WMD for use against its neighbors and/or proliferation, a state that seeks to cause regional or international instability through a variety of means, and finally, a state that abuses the human rights of its own citizens. It will be important in this lesson to take an in-depth look at what comprises a rogue state, how rogue states fit into the international community, and what the foreign policy implications are for all of this.

Lesson Two: **U.S. Policy Toward Rogue States:** Rogue nations have presented policy dilemmas to several Presidential administrations for a number of years since the Cold War ended. The U.S. government has had a variety of visions when it came to addressing these policy dilemmas and the nation-states who were the source of many of the national security challenges that Washington has faced since 1990. It will be the purpose of this lesson to conduct a review of past U.S. policies toward rogue states, and then gain a view of what the current policies are.

Lesson Three: **Addressing a Rogue State: Cuba:** Rogue nations are a compelling policy dilemma for the United States. But often things are not as clear cut as they may seem. Cuba is a nation that was clearly an enemy of the United States during the Cold War. But some today say that Cuba is no longer a rogue nation, and the United States should renew ties with Havana. This lesson will examine the society and government of Cuba, its activities that may or may not be considered those of a rogue nature, and the human rights issues, in what is now a nation-state that is one of the last vestiges of communism on earth.

Lesson Four: **Addressing a Rogue State: Burma:** Burma is a nation that has often fallen off the radar for those who look at foreign policy. Yet, as a country, it meets many of the paradigms associated with a rogue regime. The purpose of this lesson will be to examine the role Burma plays in its region, the stability of its government, its well known human rights violations, its participation in international crime, and its nuclear ambitions.

Lesson Five: **Addressing a Rogue State: Syria:** Syria is a nation that in recent years has indicated it wants closer ties to the United States. But Syria is also a classic case of a rogue state. The government is autocratic and the military dominates much of what occurs in the country. Human rights is a major concern for both the international community and non-governmental groups who monitor what goes on there. And Syria has shown no hesitance in both seeking to acquire WMD and in supporting terrorist groups that disrupt stability in the region. The purpose of this lesson will be to gain insights into the key issues that are important for understanding contemporary issues in Syria and what the future may hold.

Lesson Six: **Addressing a Rogue State: Iran:** There is no nation that has been more at odds with the United States (short of going to war) more than Iran since 1979. The events following the fall of the Shah, Iran's brinkmanship and provocations in the Gulf region, it's efforts to acquire WMD, and its support to terrorist groups have all been factors that have given Iran the well deserved reputation of a rogue state. In addition, the human rights violations that are becoming very apparent to outsiders are quite troubling to many in the international community.

Lesson Seven: **Addressing a Rogue State: North Korea:** North Korea is a country that has been a source of contention for the United States since it invaded South Korea in 1950. The Cold War saw a time period where Pyongyang willingly acted as the USSR's proxy state for a variety of rogue activities. With the end of the Cold War, North Korea continues to engage in activities that are both illegal, and threatening to the interests of the United States and/or its allies. The purpose of this lesson will be to conduct an analysis of the multi-faceted aspects of what makes North Korea a rogue state.

Lesson Eight: **Assessment:** This week is set aside for the student to complete a 12 - 15 page essay assignment. The purpose of this assignment is to measure student mastery of the course objectives.

Course Bibliography and Required Readings:

"2008 Human Rights Report: Syria," Bureau of Democracy, Human Rights, and Labor, **United States Department of State**, Washington, DC: February 25, 2009.

Bechtol, Bruce E. Jr., [North Korea and Regional Security in the Kim Jong-un Era: A New International Security Dilemma.](#) (London, UK: Palgrave MacMillan, 2014).

Bechtol, Bruce E., Jr., [The Last Days of Kim Jong-Il The North Korean Threat in a Changing Era,](#) (Washington, DC: Potomac Books, 2013). (This book is available on Kindle)

Byman, Daniel, "[Iran's Support for Terrorism in the Middle East](#)," Testimony before the Senate Committee on Foreign Relations, July 25, 2012.

Carol Morello, "[U.S. takes Cuba off list of state sponsors of terrorism,](#)" **Washington Post**, May 29, 2015.

- Caryl, **Christian**, "[Foreign Policy: Burma's Nuclear Ambitions](#)," **National Public Radio**, June 14, 2010.
- Chubin, Shahram, "[The Politics of Iran's Nuclear Program](#)," United States Institute of Peace, The Iran Primer, 2011.
- Cordesman, **Anthony H**, "[If It's Syria: Syria's Military Forces and Capabilities](#)," **Center for Strategic and International Studies**, Washington DC, April 15, 2003.
- Cupitt, Richard T., "[Viewpoint: Target Rogue Behavior, Not Rogue States](#)," **The Nonproliferation Review/Winter 1996**, 46-54.
- Fisher, Max , "[Defying History: How Kim Jong Un Could Hold Onto Power for Decades](#)," The Atlantic, August 6, 2012.
- Gartenstein-Ross, Daveed, and Joshua D. Goodman, "[The Attack on Syria's al-Kibar Nuclear Facility](#)," **inFocus** • VOLUME III: NUMBER 1, Spring, 2009.
- Henriksen, Thomas H., [America and the Rogue States](#), (New York: Palgrave Macmillan, 2012). (This book is available on Kindle).
- Kim Sang-joon , "[The Validity of Rogue State Politics](#)," **Journal of Politics & International Affairs**, Spring, 2008.
- Latell, **Brian**, "[The Cuban Military and Transition Dynamics](#)," **Institute for Cuban and Cuban American Studies**, University of Miami, 2003.
- Lennon, Alexander, and Camille Eiss (Editors) [Reshaping Rogue States: Preemption, Regime Change, and U.S. Policy Toward Iran, Iraq, and North Korea](#), (Cambridge Mass: MIT Press 2004). (This book is available on Kindle)
- Marc R. Rosenblum and Faye Hipsman, "[Normalization of Relations with Cuba May Portend Changes to U.S. Immigration Policy](#)," **Migration Policy Institute**, January 13, 2015.
- Mary Beth Nikitin, Carla E. Humud, and Christopher M. Blanchard, "[Armed Conflict in Syria: Overview and U.S. Response](#)," U.S. Library of Congress. Congressional Research Service, Washington, DC: October 9, 2015.
- Niksch, **Larry**, "[Burma-U.S. Relations](#)," U.S. Library of Congress. **Congressional Research Service**, Washington, DC: October 4, 2007.
- Richter, Paul, "[Cuba still on U.S. list of state sponsors of terrorism](#)," Los Angeles Times, May 30, 2013.
- Rubin, Barry, "[U.S Foreign Policy and Rogue States](#)," **The Middle East Review of International Affairs**, Volume 3, Number 3, 1999.
- Saunders, Elizabeth N., "[Setting Boundaries: Can International Society Exclude Rogue States?](#)" **International Studies Review** (2006) 8, 23–53,
- Shara Aranoff, "[Benefits and Barriers to Expanded U.S.-Cuba Trade](#)," **Global Policy Watch**, September 17, 2015.
- Sharp, **Jeremy M**, "[Syria: Issues for the 112th Congress and Background on U.S. Sanctions](#)," U.S. Library of Congress. **Congressional Research Service**, Washington, DC: December 21, 2010.
- "[Situation in Myanmar \(Burma\)](#)," Senate Foreign Relations Sub-Committee, Panel Hearing, October 3, 2007.

Sullivan, *Mark P.*, "[Cuba: Issues for the 113th Congress](#)," U.S. Library of Congress. *Congressional Research Service*, Washington, DC: July 31, 2014.

Wilkinson, *Daniel*, and *Nik Steinberg*, "[Cuba: A Way Forward](#)," *Human Rights Watch* (also published in the *New York Review of Books*), April 28, 2010.

Wolfgang Wagner, "[Rehabilitation or Exclusion? A Criminological Perspective on Policies towards 'Rogue States'](#)," Paper presented to the 8th Pan – European Conference on International Relations 18-21 September 2013, Warsaw, Poland.

Wylter, *Liana Sun*, "[Burma and Transnational Crime](#)," U.S. Library of Congress. *Congressional Research Service*, Washington, DC: January 21, 2010.

Communication

Office Hours/Contacting the Instructor

See the Instructor Information section for contact information.

University Policies

Academic Integrity Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding and complying with the university [Academic Honor Code](#) and the [ASU Student Handbook](#).

Accommodations for Disability

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA), and subsequent legislation.

Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student's responsibility to initiate such a request by emailing studentservices@angelo.edu, or by contacting:

Office of Student Affairs
University Center, Suite 112
325-942-2047 Office
325-942-2211 FAX

Student absence for religious holidays

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.