

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 with [Browser Test](#).
- You have familiarized yourself with how to access course content in Blackboard using the [Student Quick Reference Guide](#).

SEC 6317 WMD, Proliferation, and National Security

Course Description/Overview

Course Description: The end of the Cold War brought in a new era of world politics and security issues for the United States. But with the "New World Order" and the end of the Soviet Union also came a new phenomenon – WMD and proliferation by a variety of both state and non-state actors. Countries such as China and North Korea, and non-state actors (many in the former Soviet Union and Warsaw Pact states) have taken advantage of the new set of paradigms currently in existence, to develop and proliferate WMD and the platforms that carry it (largely ballistic missiles). Equally as disturbing is the widespread proliferation of small arms to several volatile regions and nations on earth. This course will examine exactly what it is that makes up a WMD and/or proliferation threat, who many of the key players are that constitute this threat, and how the United States and the international community has reacted to it. The course will also examine several important recent case studies.

Course Textbooks/Daily Reviews

Required Texts:

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 WMD and proliferation.
- Analyze the reaction of the international community to the WMD and proliferation threat that is posed by state and non-state actors.
- Analyze and articulate the events and changing paradigms that have occurred since the end of the Cold War that have led to a growth of the

Grading Policies

Assignment	Percent of Grade	Due
First Essay	20%	Sunday at the end of week 2 before 2100 hrs. Central Time. 6-8 page essay
Midterm Powerpoint Presentatio	20%	Sunday at the end of week 5 before 2100 hrs. Central Time. 10-15 slide PowerPoint presentation
Discussion Thread participation	20%	Occurs in weeks with no written assignment
Final Essay	40%	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 1: WMD Defined and placed into context: The term "WMD" is often used by pundits in the press and policy makers in the United States and elsewhere. But what exactly is the definition of WMD? Most analysts would agree that WMD is a weapon or weapons that cause "mass destruction" (and the platforms that carry it), and typically these weapons

cause the highest amount of destruction among civilian populations - which is what makes them such a horrifying threat to both nation-states and non-state actors. It will be important in this lesson to take an in-depth look at what comprises a WMD threat, how it is formally defined by the policy and academic communities, and how dangerous respected analysts think it is to the international community.

- Lesson 2: Proliferation: Definitions and Policy:** Many of us have heard the term "proliferation" used by both those in the international press and academics. Thus, since one of the objectives of this course is to identify and discuss proliferation, it will be important for us to understand the accepted norms for what the proliferation threat is and how it is defined. Further, since proliferation (particularly of WMD and the platforms that can carry WMD) has been clearly identified in recent times as a threat to the security of the United States and its allies, it will also be important to address how the proliferation threat has made an impact on policy - and what possible actions have been addressed by those who specialize in this area in both the policy and academic fields.
- Lesson 3: How Does Proliferation Affect National Security?:** There are few issues that are as compelling to policy makers when it comes to national security, as the issue of proliferation. During political campaigns politicians often are intent on making critical analysis of those who currently serve in office - on both sides of the political spectrum - as it relates to proliferation. But to date, no American government in power has been able to successfully shut down (or some would say even slow down) the proliferation of WMD and the platforms that carry it. It will be the goal of this lesson to give the reader insights into some of the history of proliferation as it has affected national security, differing viewpoints on policies that should be initiated (from the left and the right), and policy alternatives that many will probably find quite interesting.
- Lesson 4: Case Study: WMD, Proliferation, and North Korea:** There are few countries that have been more of a thorn in the side of American policy makers than North Korea for the past 20 years. As our first case study in WMD and proliferation begins it will be obvious to students that we simply could not have a series of case studies that does not involve North Korea. Pyongyang covers the full "gambit" of nuclear, biological and chemical weapons - and proliferates them to other rogue states. It will be the goal of this lesson to give the reader insights into North Korea's WMD capabilities and proliferation, and to then offer up some very thoughtful readings on how America and her allies have responded (and will respond in the future) to this very grave and often out of control threat.
- Lesson 5: Case Study: WMD, Proliferation, and China:** China has an unusual relationship with the United States. It is thus interesting that one of the closest economic partners for America also has one of the largest stockpiles of WMD in the world - and proliferates WMD to rogue nations. As our second case study in WMD and proliferation begins, students will likely find much of this information very interesting - as it often does not make international headlines. Like North Korea, China covers the full "gambit" of nuclear, biological and chemical weapons - and proliferates them to other rogue states. It will be the goal of this lesson to give the reader insights into China's WMD capabilities and proliferation, and to then offer up some very thoughtful readings on how America and her allies have responded (and will respond in the future) to this very grave and seldom discussed threat.
- Lesson 6: Case Study: Black and Brown Market Proliferation and Dual Use Technology:** Since the end of the Cold War we have truly embarked on a "new world order." But the conclusion of the Cold War has brought both benefits to the global environment and new threats. One of the key threats that has emerged since the end of the Cold War is the proliferation of both small arms and WMD through "black and brown" markets. Often the agents and front companies dealing in these markets (which also include dual use technologies) are former officials or front companies who existed under the umbrella of

the former USSR or Warsaw Pact nations. These brown and black markets exist because they have willing customers in rogue states, third world nations (particularly in Africa), and even non-state actors - to include groups who engage in terrorism. It will be the goal of this lesson to examine many of the "black and brown" market entities that exist, the illicit activities that they are engaged in, and the reaction of the United States and elements of the international community.

Lesson 7: International Action (treaties and organizations) Against WMD and Proliferation: Clearly, dealing with the challenge of WMD and proliferation is best dealt with through cooperation within the international community. But this is an issue that because of its very nature is fraught with various elements and entities that can cause only partial success at best. It will be the goal of this lesson to introduce the reader to some of the international organizations, inspection regimes and agencies that have been involved in the fight against WMD and proliferation. This lesson will also examine the effectiveness of these various efforts, and many of the readings will offer policy recommendations.

Lesson 8: 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:

"[2009 National Security and Proliferation Briefing Book](#)," Peace and Security Initiative, November, 2008.

"[A Comprehensive Approach to Combating Illicit Trafficking](#)," Institute for Foreign Policy Analysis, June 2010.

"[Ballistic and Cruise Missile Threat](#)," National Air and Space Intelligence Center, 2013.

Caves, John P. Jr., "[Globalization and WMD Proliferation Networks: The Policy Landscape](#)," Strategic Insights, Volume V, Issue 6 (July 2006).

"[China's Nuclear Weapon Development, Modernization and Testing](#)," Nuclear Threat Initiative, September 26, 2003.

"[Combating Weapons of Mass Destruction](#)," JP-3-40, Department of Defense, June 10, 2009.

"[Comprehensive Test Ban Treaty \(CTBT\)](#)," Women's International League for Peace and Freedom, 2010 Ministerial Meeting, September 12, 2010.

Croddy, Eric "[Chinese Chemical Warfare Capabilities](#)," Paper presented at the conference entitled, "China and Weapons of Mass Destruction: Implications for the United States," Paper published by the sponsor of the conference in, National Intelligence Council Conference Report, November 5, 1999.

"Duyeon Kim on *BBC World News*: [Renewed North Korean Threats](#)." March 27, 2013.

Ellis, Jason D., "[The Best Defense: Counterproliferation and U.S. National Security](#)," The Washington Quarterly • 26:2, SPRING 2003.

Fidler, David P., "[Weapons of Mass Destruction and International Law](#)" ASIL Insights, American Society of International Law, February, 2003.

Kan, Shirley A., "[China and Proliferation of Weapons of Mass Destruction and Missiles: Policy Issues](#)," Congressional Research Service, CRS Report for Congress, February 3, 2011.

Macfarlane, Allison, "[All Weapons of Mass Destruction Are Not Equal](#)" Audits of the Conventional Wisdom, MIT Center for International Studies, July, 2005.

Mallin, Maurice A., "[The Role of Science and Collaboration to Advance National Security](#)," Paper presented at the "Pacific Northwest International Conference on Global Nuclear Security - the Decade Ahead," Portland, Oregon, April 11-16, 2010.

McCullum, Hugh, "[NO QUESTIONS ASKED: THE ILLEGAL ARMS PIPELINE TO AFRICA](#)," AfricaFiles' At Issue Ezine, Vol. 5 (January-May 2007).

Nilsen, Ashley, "[The New Face of Illicit Trafficking Networks](#)," Paper presented at the "Pacific Northwest International Conference on Global Nuclear Security - the Decade Ahead," Portland, Oregon, April 11-16, 2010.

"[NORTH KOREA'S CHEMICAL AND BIOLOGICAL WEAPONS PROGRAMS](#)," International Crisis Group, Asia Report N°167 – June 18, 2009.

"[Nuclear Posture Review](#)," Department of Defense, April, 2010.

Panofsky, Wolfgang K. H., "[Dismantling the Concept Of 'Weapons of Mass Destruction'](#)" Arms Control Today, April, 1998.

Parrish, Scott, and Tamara Robinson, "[Efforts to Strengthen Export Controls and Combat Illicit Trafficking and Brain Drain](#)," The Nonproliferation Review/Spring, 2000.

"[Reducing Biological Risks to Security: International Policy Recommendations for the Obama Administration](#)," Center for Arms Control and Non-Proliferation, January 15, 2009.

Reed, Thomas C., and Thomas Graham Jr., "[Symposium: Nuclear Proliferation and Arms Control Policy](#)," Atomic Heritage Foundation, March 14, 2009.

Reiss, Mitchell B., "[North Korea and the Non-proliferation Regime \(ARI\)](#)," Real Instituto Elcano, November 16, 2009.

Revere, Evans J.R., "[FACING THE FACTS: TOWARDS A NEW U.S. NORTH KOREA POLICY](#)," Center for Northeast Asian Policy Studies, The Brookings Institution, October 2013.

"[Reducing Illicit Arms Flows and the New Development Agenda](#)," Small Arms Survey, Number 50 (March 2015).

Sokolski, Henry, "[Interview: Non-Proliferation Policy Education Center](#)," Washington Journal, C-Span, September 25, 2009.

Spring, Baker, "[The Nuclear Posture Review's Missing Objective: Defending the U.S. and Its Allies Against Strategic Attack](#)," Heritage Foundation Backgrounder, No. 2400, April 14, 2010.

Valencia, Mark A, "[The Proliferation Security Initiative: A Glass Half-Full](#)," Arms Control Today, June 2007.

Winner, Andrew C., "[The Proliferation Security Initiative: The New Face of Interdiction](#)," The Washington Quarterly • 28:2, SPRING 2005.

"[WMD Proliferation](#)," Watson Institute, Brown University.

Zaitseva, Lyudmila, "[Organized Crime, Terrorism and Nuclear Trafficking](#)," Strategic Insights, Volume VI, Issue 5 (August 2007).

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.