

General Information

Course Code & No.-Section: INTL 420-Section 1
Course Title (Credits): **International Terrorism and Peace Process**
Term & Year: Fall/2015
Course Ref.No. (CRN): 80172
Credit: 3 hours
Prerequisites: None

Instructor: Keith A. Hansen, Visiting Professor
Phone: x xxxx (o); 775-832-2786 (h)
Office Hours: Monday, 3:00 – 5:00 pm and others by appointment
Office Location: TCES, 2nd Floor
E-Mail: khansen@sierranevada.edu

Class Meeting Time: Monday & Wednesday, 1:00 – 2:15 PM
Location: TCES 141

Course Description

For the foreseeable future the United States will remain a dominant player in international affairs. However, the US faces a diverse collection of challenges (economic, military, & political) to its national security and leadership position in the world. International terrorism and nuclear proliferation loom as two of those major challenges.

To help you understand how the US must try to meet these challenges, this course will address the following questions: (1) what constitutes US national security, (2) what are the challenges to its security and position in the 21st Century, (3) how does the US make national security decisions and implement its policies, and (4) what are the national and international tools at its disposal?

This course will give you a deeper understanding of the complexity of security issues that confront senior US policymakers, along with US intelligence & military officers, and their overseers in the Congress. Whatever your nationality and future profession, you will be affected by these issues and how the US chooses to deal with them.

Student Outcomes

The goals of this course are to (1) increase your understanding of the substance of the issues, (2) improve your ability to express your written thoughts and analyses concisely and clearly, and (3) improve your ability to present your ideas and analyses orally. At times the reading assignments will be heavy; you must read efficiently and look for the relevant golden nuggets! You are expected to stay current on and be prepared to discuss relevant world news.

Instructional Strategy

This course is a seminar, so your preparation in advance of each session and active class participation are essential to your success. You are expected to do the assigned readings and screen current events prior to each session, and to facilitate each other's learning.

Class Requirements

All electronic devices (laptops, cell phones, tablets, etc.) will be turned off during class time. Notify the instructor prior to class if you expect an emergency call.

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Required Texts and Materials

Required Texts:	<u>US National Security</u> , 5 th ed., Sarkesian, Williams & Cimbala (SWC)
Reserve Readings:	<u>Preventing Catastrophe</u> , Hansen, (H); <u>Insurgency & Terrorism</u> , O'Neill (O); <u>Intelligence: From Secrets to Policy</u> , 6 th ed., Lowenthal, (L)
Moodle Readings:	As listed & to be added as needed (M)
Other Readings:	Daily screening of major news services

Methods of Assessing Student Outcomes

Class Participation	20%
One-page papers	20%
Quizzes	20%
Simulated NSC Meeting	15%
Final Presentation & Term Paper	25%

Note #1: any student who clearly has not done the required reading to prepare for class will earn ZERO credit for class participation that day.

Note #2: detailed instructions for the preparation of written assignments, oral presentations, and the group simulation will be provided at the appropriate times in class.

Written Work & Presentation Requirements

All written assignments MUST be typed in double space and submitted for grading in original copy and of professional quality. Please use spell-check on all work submitted but do not rely on it alone. Specific instructions will be given for your required papers.

All oral presentations must be succinct and be accompanied by submission of a written paper.

All written assignments are due at the end of the class period on the date indicated in the course schedule. Details of all assignments will be thoroughly explained in class.

Grading Policy

Everyone has different strengths and weaknesses (i.e. some are better expressing themselves in writing while others are better doing it orally. This course allows you to demonstrate what you learn through all learning disciplines including your grasp of substance through quizzes. Therefore, your overall performance and grade will be evaluated through your class participation, written work, oral presentations, quizzes and participation in the class simulation.

Note: unless otherwise agreed to by the instructor, students who miss a class session for any reason are required to complete all assignments due that day per the syllabus.

Prim Library Resources

Using the library's resources effectively (not just Internet resources) contributes to developing each of SNC's core themes by exposing students to high quality academic resources, diverse opinions, new ideas, and a future that includes building on a liberal arts education. In this course, you will be expected to utilize the library's resources (either on-site or remotely) as you complete your assignments.

1. Materials on reserve (ask for the required reading material listed above at the circulation desk; for use inside Prim Library).

Note: your use of these materials will be monitored and periodically reviewed by the instructor.

2. Additional reference materials (for use inside Prim Library): Consult with instructor especially with regard to newspapers & journals as well as resources for term papers.
3. Electronic databases (see course outline for suggested websites).
4. Lib Guides: <http://Libguides.sierranevada.edu> These web pages contain instructions about how to use resources available at Prim Library, how to evaluation the appropriateness of information from the Internet for a research paper, how to cite sources, and other topics related to finding and using information.

Attendance, Participation, & Positive Attitude

As noted above, class participation is critical to your successful learning experience in this course. Therefore, attendance, participation, and positive attitude in class will contribute significantly to the grade you earn. Students who have more than THREE unexcused absences will receive a zero for participation and attendance. *Note: absence from class, whether excused or not, does NOT excuse any student from completing assignments due during the missed class period. Assignments turned in late will be penalized one full grade for each day they are late.*

The SNC Honor Code

The faculty of SNC believes students must be held to high standards of integrity in all aspects of college life in order to promote the educational mission of the College and to encourage respect for the rights of others. Each student brings to the SNC community unique skills, talents, values and experiences which, when expressed within the community, contribute to the quality of the educational environment and the growth and development of the individual. Students share with members of the faculty, administration and staff the responsibility for creating and maintaining an environment conducive to learning and personal development, where actions are guided by mutual respect, integrity, responsibility and trust. The faculty and students alike must make diligent efforts to ensure high standards are upheld by their colleagues and peers as well as themselves. Therefore, faculty and students accept responsibility for maintaining these standards at Sierra Nevada College and are obligated to comply with its regulations and procedures, which they are expected to read and understand.

Consequences of Violating the Student Honor Code

SNC students and faculty share the responsibility for maintaining an environment of academic honesty. Thus, all are responsible for knowing and abiding by the SNC Faculty/Student Honor Code published in the current SNC Catalog. Faculty members are responsible for presenting the Honor Code and the consequences of violating it to students at the start of their classes AND for reporting all incidences of academic dishonesty to the Provost. Students are responsible for knowing what constitutes CHEATING, PLAGIARISM and FABRICATION and for refraining from these and other forms of academic dishonesty. Violations of the Honor Code become part of a student's academic record.

- 1st Offense: Student receives a zero for assignment/exam as well as counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.
- 2nd Offense: Student fails course and receives counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.
- 3rd Offense: Student is expelled.

The SNC Email System

The SNC email system is the official communication vehicle among students, faculty members and administrative staff and is designed to protect the confidentiality of student information as required by the Family Educational Rights and Privacy Act of 1974 Act (FERPA). Students should check their college email accounts daily during the school year.

Students have a right to forward their SNC e-mail to another e-mail account (for example, @hotmail or @gmail). However, confidentiality of student information protected by FERPA cannot be guaranteed for SNC e-mail forwarded to an outside vendor. Having email redirected does not absolve a student from the responsibilities associated with official communication sent to his or her SNC email account.

ADA Accommodations

"In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, SNC students with a documented physical or learning disability are eligible for support services and accommodations. If a student wishes to request an accommodation, contact the Director of Student Services, Henry Conover at (775) 831-1314 x7534, hconover@sierranevada.edu or go to the OASIS office in the Prim Library, Rm 323, within the first week of the semester."

The SNC Mission Statement

Sierra Nevada College graduates will be educated to be scholars of and contributors to a sustainable world. Sierra Nevada College combines the **liberal arts** and **professional preparedness** through an interdisciplinary curriculum that emphasizes **entrepreneurial thinking** and environmental, social, economic and educational **sustainability**.

Class Schedule, Subjects to be Covered, & Class Activities

The planned order of topics and assignments is presented below. Every effort will be made to stay on schedule with the syllabus. However, the professor reserves the right to make changes in the syllabus as the seminar progresses and particular needs emerge. Any such changes will be announced in class and/or via email. It is the responsibility of each student to stay informed about any changes in topic order, due dates, etc.

Mon Aug 17

Introduction to course

Read: have syllabus & the required text in hand

- Wed Aug 19 **US National Security**
 What is it? What are the main challenges foreign & domestic?
Read: *SWC pp. 1-14, 18-19; DNI Testimony, Feb 26, 2015*
- Mon Aug 24 **US national security organization & decision making**
 Which US departments/agencies are involved?
 How do their roles differ?
 How are decisions made?
 Policymaking vs. intelligence
 What is the role of the Congress?
Read: *USG websites (e.g. State, DoD, WH/NSC); L pp. 253-263, 277-278, & 285-287; SWC pp. 109-110, 118-129, 133-142, 147-155, 199-200, & 202-209*
- Wed Aug 26 **US national security tools & leverage**
 Which “national” & “international” tools (diplomatic, military, international organizations, treaties, etc.) does the U.S. have to execute its policies?
 How effective are these tools?
Read: *SWC pp. 159-162, 171-174, & 177-194*
- Mon Aug 31 **Quiz #1, discussion, current events & one-page paper due**
- Wed Sep 02 **Intelligence threat**
 What is national intelligence and what is its role?
 Why is it referred to as the “first line of defense”?
 How is it organized & how does it function?
 Which countries pose intelligence threats?
Read: *L pp. 1-11, 14-22, 204-206, 214-220, 225-226, 455-459, 463-475, & 492-494; SWC pp. 177-194; H App D, E, & I*
- Mon Sep 07 Labor Day (no class)
- Wed Sep 09 **Cyber threat**
 What is it and how serious is the threat?
Read: *L pp. 353-361; GD #2/2015 & GD #4/2012 (M)*
- Mon Sep 14 **Nuclear-weapon threat**
 Which countries have nuclear weapons? Why?
 Does Russia pose a military threat?
 What challenges does China pose?
 What challenges does North Korea pose?
Read: *SWC pp. 79-87; GI “The Putin Doctrine (M)*
- Wed Sep 16 **WMD proliferation threat**
 What are weapons of mass destruction?
 Why is nuclear proliferation such a concern?
 Which countries are of most concern? Why?
 How does the U.S. monitor such activities?
 Was there a threat from Iraqi WMD in 2003?

Will the treaty with Iran solve that problem?

Read: *L* pp.374-382; *H* pp.1-10, 13-16, 108-110, 133, 148, 195-199, App. H; *GD* #6/2011 (M)

Mon Sep 21

Quiz #2, discussion, current events & one-page paper due

Wed Sep 23

Middle East, North Africa & Persian Gulf

What are US security concerns in these regions?

Why is Israel important to US security?

Why are Saudi Arabia and the Gulf states important?

Are the Arab states in North Africa important?

Read: *GD* #3&5/2015, *GD* #1/2012, & *GD* #3/2011(M)

Mon Sep 28

Central & South Asia

What are US security concerns in these regions?

Why are India, Pakistan, Afghanistan, Iraq & Iran important to US security interests?

Read: *GD* #4/2015 & *GD* #5/2012 (M)

Wed Sep 30

Far East & South-East Asia

What are US security concerns in these regions?

Why are Japan, South Korea, and some SE Asian countries important to US security interests?

Read: *GD* #7/2012 (M)

Mon Oct 05

Quiz #3, discussion, current events & one-page paper due

Wed Oct 07

Political instability, failed states & peace-building

Which countries in Africa are important to US security interests?

Why do nation states fail?

How do failed states affect US security?

How successful are US peace & democracy-building efforts?

Read: *GD* #5/2015, *GD* #2/2012 & *GD* #8/2010 (M)

Mon Oct 12

International economy, energy, human trafficking & health

How is US security affected by such issues?

How do they affect relations with other countries?

Read: *GD* #7/2015, *GD* #8/2012 & *GD* #4/2011 (M)

Wed Oct 14

International organizations & cooperation

Which treaties & organizations are important to the US?

How effective are they?

Read: *H* pp.161-174 & 177-185; various treaty & international organization websites (e.g. UN, IAEA, NPT, etc.)

Mon Oct 19

Quiz #4, discussion, current events & one-page paper due

Wed Oct 21

International terrorist threat, Part 1

What is it? Why does it exist?

How does it affect US security interests?

How did the US anticipate and respond to the attacks of 9/11?
Read: O pp. 1-38 & 199-201 & 203; L pp.361-374

- Mon Oct 26 **International terrorist threat, Part 2**
 What is ISIL/ISIS? Why does it exist?
 What are its goals and prospects for success?
Read: “What ISIS Really Wants”, Wood (M)
Guest speaker: Ted Morse
- Wed Oct 28 **International terrorist threat, Part 3**
 How does the US try to counter it, strategically & tactically?
Read: O pp. 155-191
Guest speaker: Henry Phillips
- Mon Nov 02 **Quiz #5, discussion, current events & one-page paper due**
- Wed Nov 04 **Impact of Globalization on US security**
 What are the trends that challenge US interests?
 What are the opportunities it provides for the US?
Read: NIC Global Trends 2030 (www.dni.gov/nic); GD #8/2011 (M)
- Mon Nov 09 **Course Review**
- Wed Nov 11 Veterans’ Day (no class)
- Mon Nov 16 **Policy Options Paper & Simulation Discussions**
- Wed Nov 18 **One-on-one consultations (term paper & simulation)**
 Discuss subject & progress of term paper
 Discuss simulation role
- Mon Nov 23 Thanksgiving Break (no class)
- Wed Nov 25 Thanksgiving Break (no class)
- Mon Nov 30 **Final preparation for simulated NSC meeting**
- Wed Dec 02 **NSC meeting simulation**
- Thu Dec 10 **Oral presentation of policy options term papers & reflection papers; both papers due**

Concluding remarks:

My approach to teaching is more as a coach than a lecturer. What you take away from the course is as important as what you learn along the way. That is why your reflection paper will be your opportunity to tell me and members of the class what you learned and what difference it will make to your life and professional career.

One of my goals is to expose you to information and ideas that will challenge your assumptions and perhaps biases, but you need to reach your own conclusions. I want to guide and strengthen your analytic ability to deal with complex and at times frustrating issues.

During the course I will stress clear and concise writing, articulate and concise oral interventions in class, effective oral presentations of your written work, and competent participation in our class simulation. The quizzes will reveal whether you are grasping the substance of issues discussed and about which you have read. All class assignments are designed to provide you the opportunity to demonstrate your thinking and communicate abilities. I will do my best to make the course interesting, informative, enjoyable, and rewarding.

Finally, I want to facilitate your achieving a positive and life/career enhancing educational experience at SNC.