I. ASCRC General Education Form

<table>
<thead>
<tr>
<th>Group</th>
<th>VIII – Ethics and Human Values / and IX – American and European</th>
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</thead>
<tbody>
<tr>
<td>Dept/Program</td>
<td>History</td>
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<tr>
<td>Course #</td>
<td>460</td>
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<tr>
<td>Course Title</td>
<td>Problems of Peace and Security</td>
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<tr>
<td>Prerequisite</td>
<td>none</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
</tbody>
</table>

II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office

<table>
<thead>
<tr>
<th>Please type / print name</th>
<th>Signature</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>Paul Lauren</td>
<td></td>
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<tr>
<td>Phone / Email</td>
<td>243-4086</td>
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<td></td>
<td><a href="mailto:paul.lauren@mso.umt.edu">paul.lauren@mso.umt.edu</a></td>
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<tr>
<td>Program Chair</td>
<td>Richard Drake</td>
<td></td>
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<tr>
<td>Dean</td>
<td>Jerry Fetz</td>
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</tbody>
</table>

III. Description and purpose of the course:

General Education courses must be introductory and foundational. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble:

http://www.umt.edu/facultysenate/gened/GEPreamble_final.htm

Perhaps no question is more fundamental to life on this earth than that of survival. This course explores some of the most challenging issues of survival in our world today by focusing on problems of peace and security. It introduces students to this complex subject by means of a topical and thematic approach that focuses on such topics as ethics and statecraft, the relationship between human rights and peace and security, intelligence activities within a democratic society, deterrence and pacifism, and military conscription. In doing so, the course clearly addresses the power and influence of America and Europe on the rest of the world.

IV. Criteria: Briefly explain how this course meets the criteria for the group. See:

http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm

<table>
<thead>
<tr>
<th>Group VIII – Ethics and Human Values</th>
<th>This course rigorously explores the basic concepts and form of reasoning that define and distinguish several different traditions of ethical thought emerging from both religious and philosophical sources as they relate to issues of peace and security in the world.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group IX – American and European Perspectives</td>
<td>This course approaches the subject of peace and security from a Western perspective due to the fact that it is the antecedents, principles, institutions, cultures, traditions, legacies, and power of America and Europe that largely determines the course of peace and security in the world.</td>
</tr>
</tbody>
</table>

V. Student Learning Goals: Briefly explain how this course will meet the applicable learning goals. See:

http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm
No question is more fundamental or more universal to the world than that of survival. We long have known this fact, but the attacks of 11 September, the subsequent “War on Terrorism,” and recent Russian military action against Georgia readily remind us of its immediacy. Security does not come easily or cheaply, and those who work for peace must be aware of the complex dimensions of the problems if they are to be effective. This course proposes to deal with a number of the critical and controversial issues in this area of peace and security, and thereby address some of the most important concerns of the global community and of leaders and citizens in a democracy.

Any understanding of peace and national security requires an interdisciplinary approach that explores the dimensions of time, geography, and scope. It must be able to deal with the historical past of Thucydides as well as the present of George W. Bush, and to anticipate the
future with a new U.S. president on the basis of previous experience. It must be able to analyze American foreign policy within the larger context of the fallout from the collapse of the Soviet Union, the revolutionary changes in Eastern Europe and the former Yugoslavia, the repression of students in Tiananmen Square, and the wars in Afghanistan and Iraq. It must be able to range from problems like security and military technology on a global scale to individual needs on a very personal level like human rights or conscientious objection to conscription. Moreover, it must be able to appreciate not only the practical dilemmas of making actual policy within a democracy as in intelligence matters, but also the ethical dimensions of those same policies.

In order to combine some of the best features of a lecture class with those of a seminar, this course will meet once a week on Wednesdays for a three-hour session which will provide concentrated time for discussion and debate over highly controversial issues. Such controversies are not only unavoidable in the area of peace and national security questions, but will be actively encouraged in order to understand the various problems that must be faced. Toward this end, class sessions will include time after the major lecture for two student presentations taking very distinct -- and different -- points of view.

The class schedule, required readings, and specific assignments for the course are all indicated on the following pages.

Class Schedule & Required Reading

27 August  INTRODUCTION: PROBLEMS OF PEACE AND SECURITY

An introduction to the course, its assignments and requirements, and the substantive issues to be addressed.

Richard Clarke, Against All Enemies, pp. ix-xiii.


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3 September  DIFFERING PERSPECTIVES ON PEACE AND SECURITY:
PROBLEMS OF NATIONAL SECURITY AND INTERNATIONAL PEACE

Solutions to problems of history, the present, and anticipated problems of the future often have been determined by whether or not one focuses upon the
perspective of the nation state or the perspective of the world as a whole. Recent historical experiences of our own century offer several fascinating suggestions.


10 September  PEACE AND SECURITY IN HISTORICAL PERSPECTIVE: PROBLEMS OF "LESSONS" FROM HISTORY

The many historical experiences of the past need to be interpreted in order to provide meaning for the present and the future. In this endeavor, the past indicates many different interpretations and, hence, problems of clearly defining the "national interest," of choosing between competing approaches to peace and security, and of learning "lessons" of history.

Richard Clarke, Against All Enemies, pp. 1-131.


Gordon Graham, Ethics and International Relations, pp. 25-49.

17 September  POLITICAL VIOLENCE AND INNOCENT VICTIMS: PROBLEMS OF CONTEMPORARY TERRORISM

Organized violence can take a variety of forms in the contemporary world and is not restricted to massed armies. Increasingly, terrorism is a form of political violence influencing the world and opening up serious ethical debate about ends and means, for one person's terrorist might be another persons' freedom fighter.

Richard Clarke, Against All Enemies, pp. 133-287.
24 September  **INTELLIGENCE, PEACE, AND SECURITY: PROBLEMS OF INTELLIGENCE OPERATIONS**

Peace and national security frequently require the collection, assessment, and transmission of intelligence information to decision makers. Certain features of espionage and covert operations, however, create serious political, legal, and moral problems, particularly in open societies with democratic values.


invest one hour exploring the Web site for the Central Intelligence Agency at [www.cia.gov](http://www.cia.gov)

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8 October  **FREEDOM OF SPEECH AND NATIONAL SECURITY: PROBLEMS WITH THE "RIGHT" AND THE "NEED" TO KNOW**

Open, democratic societies deplore secrecy and depend upon freedom of speech for their continued existence. That very existence may be threatened by such liberty, however, for what people tell themselves they also tell their
adversaries.


“USA PATRIOT Act,” at www.aclu.org/SafeandFree/

Mike Mansfield, "Select Committee to Study Government Intelligence," Mansfield Papers, Series XXI (on Reserve).

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15 October  **MID-TERM EXAMINATION**

2:10 - 3:40

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History 460 - Problems of Peace and Security

22 October  **CIVILIAN POLICY AND MILITARY STRATEGY: PROBLEMS OF CIVILIAN CONTROL OVER MILITARY INSTITUTIONS**

One of the most critical issues that any society must face is that of determining whether military institutions are the makers or the instruments of policy. The problems associated with this struggle between civilian and military authorities for control of the ends and the means of policy are enormous.


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29 October  **DETERRENCE, PACIFISM, AND ARMS CONTROL: PROBLEMS OF DIFFERENT PATHS TOWARD PEACE**

The traditional approaches to peace will continue to generate great debate as they compete with each other for the best way to achieve peace and security in the post-Cold War world.


5 November  WEAPONS, POLITICS, AND ECONOMICS: PROBLEMS OF ARMS RACES, ARMS SALES, AND PROLIFERATION

While the "fate of Nemesis" makes weapons increasingly destructive, the political and/economic desire to provide these weapons to other nations or groups, including terrorists, often contributes to even greater global violence.


invest one hour exploring the Web site of the Arms Sales Monitoring Project of the American Federation of Scientists at www.fas.org/asmp

12 November  SECURITY NEEDS AND NATIONAL VALUES: PROBLEMS OF HUMAN RIGHTS AND SECURITY

Peace and security relate not only to physical survival but also to the protection and promotion of cherished values. Problems of serious and complex dimensions are created, however, when values and security needs appear to conflict, as frequently occurs with reference to the promotion of human rights around the world.

Gordon Graham, Ethics and International Relations, pp. 97-122.

invest one hour in exploring the Web site of Amnesty International at www.amnesty.org

19 November  RESPONSIBILITIES OF STATESMANKSHIP & ETHICAL VALUES: PROBLEM OF NATIONAL SECURITY AND ETHICS

The requirements of security and protection of the "national interest" often appear to be in sharp contrast to peace and ethics. Conscientious statesmen and citizens, therefore, are constantly plagued with problems created by the tension between making decisions in the world as it is and a desire to make the world in the way it might be.
Our examination of problems of peace and security in the past and how thoughtful men and women have tried to solve them may allow us to anticipate problems likely to arise in the future.

Richard Clarke, Against All Enemies, pp. 289-291.

Mark Lowenthal, Intelligence: From Secrets to Policy, pp. 220-253 and 274-288.

Condoleezza Rice, “Rethinking the National Interest,” Foreign Affairs (July/August 2008): 2-26 (on Reserve in the Mansfield Library).

In addition to the other required reading assignments, all students will be required to become very familiar with at least one document from the Digital National Security Archive, a database of previously classified security documents. This assignment will be explained in more
History 460E is an advanced course designed to emphasize the following educational objectives: knowledge (acquiring information and terminology), comprehension (distinguishing meaning and significance), application (understanding relevance to other situations), analysis (reasoning and clarification of relationships), synthesis (combining and rearranging knowledge), and evaluation (weighing arguments against each other and making judgments based upon evidence). Students will be given several opportunities to demonstrate their skills in these areas as they earn their grade for the course by means of the following: Oral Presentation and Written Report (15%), Mid-Term Examination (30%), Final Comprehensive Examination (50%), and Quality of Classroom Participation (5%).

All University of Montana regulations concerning deadlines for drop-ads, grading options, plagiarism, and other related matters apply. Students with questions about any of these should consult the University Catalog or Professor Lauren. All students should visit with Professor Lauren about their specific assignments and reports. Office hours this semester are 11-12 on M, W, F, and by appointment in LA 251.

*Please note: As an instructor of a general education course, you will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.