

HANDLING A ROGUE STATE: NORTH KOREA

GRADES: Eleven through twelve

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SUBJECT: Social Studies

TIME REQUIRED: Two to three class periods

OBJECTIVES:

1. Recognize the North Korean nuclear threat
2. Identify methods of conflict resolution
3. Analyze foreign policy choices regarding the disarmament of North Korea
4. Identify key countries and their role in the North Korean nuclear crisis

MATERIALS REQUIRED:

- Internet access
- Copies of handouts

BACKGROUND:

Excerpt from "Kim's Great Game." *Time* (June 21, 2004):

"If Kim Jong Il (the dictator of North Korea) chose war, he would start with a barrage from the thousands of North Korean artillery systems arrayed on the 248-km front. Some of the shells could be loaded with chemical or biological weapons. Kim has a vast number of rocket launchers capable of launching his missiles as far away as Japan. Then hordes of North Korean infantry (1.2 million active troops plus 840,000 around the Demilitarized Zone, DMZ, and 7.45 million reserve troops) and Kim's giant fleet of tanks and armored personnel carriers would be sent, headed for Seoul and other strategic targets. The U.S. 2nd Infantry Division near the DMZ flies apache attack helicopters capable of stopping the tanks, but that's the unit the Pentagon plans to downsize and move south. The U.S. insists that even if the artillery division is moved, the defense of South Korea will not be compromised, and Washington has promised an \$11 billion upgrade of the country's defenses, including new Patriot anti-missile systems." The North is trumpeting its ability to make nuclear bombs; according to U.S. intelligence, Kim may have at least eight nuclear devices.

PROCEDURE:

Days One and Two:

- Set the stage via lecture by explaining background information to students, or ask students to read Handout Two.
- Divide the class into decision making groups.
- Students within a group may represent a country (research time optional).
- Ask each group to complete Handout One. Explain that each group will make a decision based upon the numerical score and present their decision to the entire class.

Day Three:

- Groups are asked to develop a "roadmap" in the form of a flowchart or outline based upon the decision reached using Handout One.

- Handout Three is shared with the class (optional) before or after their “roadmaps” are created.
- Groups are asked to critique other groups’ roadmaps.

ENRICHMENT:

- Ask students to research other rogue states and compare historical actions and consequences. Suggested countries for research: Cuba (Cuban Missile Crisis), Libya (WMD), South Africa (Apartheid), Iraq (WMD), Sudan (genocide).
- Students may reevaluate their decision-making charts after their historical research.

RESOURCES:

Estulin, Hyun, Yooseung, Larkin, Macintyre, Roston, Thompson. “Kim’s Great Game.” *Time* (June 21, 2004): 17-22.

Breen, Michael. *The Koreans: Who They Are, What They Want*. Great Britain: Orion Business, 2004.

Oberdorfer, Don. *The Two Koreas A Contemporary History*. Canada: Perseus Books Group, 2001.

HANDOUT ONE:

Which Method is Best to Control North Korea?

Complete the following chart. Use a scale of one to five points. (Five being the highest.)

	Speed	Costs	Safety	Predictability	Total Points
Dialogue					
Neglect					
Military Surgical Strike					
Carrot and Stick					
Total Points					Average Total

Definitions of Terms

- Speed:** Determine the amount of time involved. Compare the four categories.
- Costs:** Weigh all monetary, political, and social costs. Remember the economic idea of opportunity costs. Use of resources for one area may result in the reduction or loss of resources for another area.
- Safety:** Consider safety for all participants, both immediate and long range.
- Predictability:** How certain will the actions produce the desired ends?
- Dialogue:** For purposes of this chart, establish a Six Party Talk commission. Choose one group member to represent each of the following nations: North Korea, South Korea, United States, Russia, China, and Japan. If North Korea does not respond, the five remaining nations can become a sanctioning body. If groups are smaller, you may eliminate a nation; if groups are larger, add United Nations representatives. Each student should represent the interests of his or her respective nation.
- Neglect:** If North Korea is ignored, would Japan, South Korea, or other nearby nations develop nuclear weapons programs for their safety?
- Military Surgical Strike:**
 If the bombs of today are destroyed, will this stop the bombs of tomorrow?
 If North Korea is attacked, would it retaliate against South Korea?
 Does any country know for certain the location of WMD in North Korea?
 Is a preemptive strike ethical or prudent?
- Carrot and Stick:**
 Carrots include: security assurance, economic assistance, etc.
 Sticks include: diplomatic pressure, economic sanctions, etc.

HANDOUT TWO:

Document A

2003 State of the Union Address: "On the Korean Peninsula, an oppressive regime rules a people living in fear and starvation...We now know that the regime was deceiving the world...And today the North Korean regime is using its nuclear program to incite fear and seek concessions. America will not be blackmailed."

Pres. George W. Bush, USA

Document B

North Korean Freedom Act of 2003: It is the policy of the United States (a) to end the development, sale, and transfer of weapons of mass destruction and related delivery systems, materials, and technologies in and from the Korean peninsula; (b) to assist in the reunification of the Korean peninsula under a democratic system of government; and (c) to achieve respect for and protection of human rights in North Korea in accordance with United Nations conventions. (The North Korea Freedom Act remains unimplemented by the United States Congress.)

Document C

North Korean Human Rights Act of 2004: This bill authorizes \$2 million per year for programs to promote human rights, democracy, rule of law, and a market economy. It also authorizes a similar amount to increase the availability of information sources not controlled by the North Korean government, and it urges additional attention be paid to North Korea by appropriate U.N. human rights authorities. The bill also offers more U.S. assistance to help defray the costs associated with the North Korean refugee presence in China when Beijing "begins fulfilling its obligations as a party to the 1951 U.N. Refugee Convention." (The North Korean Human Rights Act remains unimplemented by the U.S. Congress.)

HANDOUT THREE: Sample Road Map

Phase One

Dialogue:

1. Establish a voting format for multilateral talks.
2. Establish a goal for the talks.
3. Permit all parties to prioritize their number one, non-negotiable goal.
4. Example- Goals may include but are not limited to
 - a. North Korea must declare HEU (heavy enriched uranium) and agree to non-partisan inspectors.
 - b. North Korea and South Korea will be reunified and both current governments will have representation in the new unified state.
 - c. A new unified Korea will be democratic and non-nuclear.

Phase Two

Carrot and Stick:

1. Construct a consultative body of nations for burden sharing (see opportunity costs).
2. Pledge security and economic assistance in return for the dismantling of WMD.

Phase Three

1. Develop a Marshall Plan.
2. Develop a peace or defense mechanism by enlisting outside nations.
3. Resolve pending issues, such as: human rights, energy, missiles, food, etc.