

## **INTA 4333 Syllabus**

Korean Security Policy, Section JJ, 3 Credits

Summer 2026

### **Instructor Information**

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**Instructor: Dr. Jenny Jun**

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### **General Course Information**

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#### **Description**

This course provides an overview of the security issues surrounding the Korean peninsula and beyond. The course first starts with a historical overview of how the Korean peninsula has split into North and South Korea following the end of World War II and the Korean War, covering U.S. policy towards the peninsula at this time and the resulting political structures that emerged in North and South Korea following the war. The first third of the course examines North Korea, examining how the Kim family have managed to rule for three generations and its political and military implications. Students will then learn about North Korea's nuclear and missile program and the security threat it poses regionally and to the U.S. The course will also cover the North Korean human rights issue as well as emerging security threats including North Korea's cyber crime enterprise. The second part of the course examines South Korea in relation to the North Korean threat, providing an overview of how inter-Korean relations have changed over the years and the evolving role of the U.S.-ROK alliance in providing security on the peninsula and beyond. The final part of the course situates the peninsula in regional context, examining trilateral relations between the U.S., South Korea, and Japan, China's relations with both Koreas, and Russia's growing military ties with North Korea.

#### **Course Learning Outcomes**

- Understand the historical origins and evolution of the Korean Peninsula's division and its implications for contemporary security dynamics.
- Analyze the political system, leadership continuity, and military strategy of North Korea, including its nuclear and missile programs.

- Evaluate the range of security challenges posed by North Korea, including human rights concerns and emerging threats such as cyber operations.
- Assess South Korea's security posture, inter-Korean relations, and the role of the U.S.–ROK alliance in regional stability.
- Situate Korean Peninsula security within the broader regional context, including the roles of major powers such as the United States, China, Japan, and Russia.

### **Required Course Materials**

No textbook required.

### **Grading Policy:**

Performance in this course will be evaluated using the following criteria and assessments:

- Attendance and participation (20%)
- Site Visit Presentation (30%)
- Policy Memo (30%)
- In-class presentation and discussion of the memo (20%)

Your final grade will be assigned as a letter grade according to the following scale:

- A 90-100%
- B 80-89%
- C 70-79%
- D 60-69%
- F 0-59%

Per Georgia Tech policy, grades are awarded on a scale of A-F with no +/- grades permitted. Additional information regarding Georgia Tech's grading system is provided by the Registrar.

Incompletes (I): Students may be assigned an "incomplete" when they were doing satisfactory work, but for nonacademic reasons beyond their control and deemed acceptable by the instructor, the student was unable to meet the full requirements of the course.

Withdrawals (W): Withdrawals from individual courses without penalty will not be permitted after 60 percent of the term has been completed, as specified by the official calendar, except in cases of hardship.

Late Assignment Policy: Out of fairness to others, late assignments will receive deductions according to below:

- 0-24 hours                      30% of total available points
- 24-48 hours                    50% of total available points
- 48-72 hours                    70% of total available points
- 72 hours-                        100% of total available points

### **Description of Graded Components**

Performance in this course will be evaluated using the following criteria and assessments:

- Attendance and participation (20%)
- Site Visit Presentation (30%)
- Policy Memo (30%)
- In-class presentation and discussion of the memo (20%)

## **Course Policies**

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### **Attendance and/or Participation**

This summer course is designed to be an intensive treatment of the course material. Since each class session will cover more material than usual, attending every class in person and staying actively engaged is very important. As long as you come to each class and actively participate, you will maintain a perfect score on the attendance portion of your grade.

Examples of active participation include, but are not limited to: offering a different and unique, but relevant, perspective; build on comments made by fellow students; demonstrate critical and reflective thinking by offering evidence and analysis; synthesize reading material with points made during lecture and class discussion.

### **Academic Integrity**

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. Review [Georgia Tech's Honor Code](#) and the student [Code of Conduct](#).

Any student suspected of cheating or plagiarism on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

### **Core IMPACTS**

[Core IMPACTS](#) is the University System of Georgia's General Education curriculum. If you are teaching a course that counts towards Core IMPACTS, you should include a syllabus

statement about the Core area and associated [career competencies](#). [This resource](#) developed by the Center for Excellence in Teaching and Learning and Online Education at Georgia State University includes template syllabus statements for each of the Core IMPACTS areas that you may adapt for your course.

### **Accommodations for Students with Disabilities**

If you are a student with learning needs that require special accommodation, [contact the Office of Disability Services](#) (404-894-2563) as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

### **Student-Faculty Expectations Agreement**

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. [The Student-Faculty Expectations](#) articulate some basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.