Problems of Proliferation – INTA 3102 & 8803 - RW
Fall 2017
Monday, Wednesday & Friday 9:05 – 9:55 am
Clough Room 129

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Office Hours Mondays and Wednesdays 2:00 – 3:00 pm; or by appointment

Course Description
This course is intended to provide students with a basic understanding of the theoretical issues surrounding nuclear weapons, their historical development, and the impact they have had historically on global politics and in current policy debates. It will focus not only on social science theories, but also on integrating technical expertise into policy discussions. This combination affords an opportunity to leverage Georgia Tech’s strengths in science, technology, and engineering and expose students from both STEM fields and social science and public policy to critical issues in nuclear strategy, nuclear history, and contemporary public policy.

Students will be exposed to the science and technology behind the weapons, the histories of the existing nine nuclear weapons states, and will build on the aforementioned technical and case knowledge to explore critical issues of nuclear strategy. Topics will include, but not be limited to, deterrence, compellence, nuclear use and non-use, and nuclear strategy. A significant amount of attention will also be paid to the theoretical debates, policy concerns, and historical evidence regarding the causes and consequences of nuclear proliferation. Specific topics will include why states proliferate and also abstain, as well as the tools the international community has for both non- and counter proliferation.

Learning Objectives
• Develop a basic understanding of the science and technology underlying nuclear weapons
• Integrate the theory and practice of nuclear weapons and nuclear strategy through examining historical debates and current policy arenas
• Encourage critical thinking about contemporary policy debates, including the ability to analyze key issues in U.S. nuclear policy and strategy and offer practical solutions
• Improve professional skills including critical thinking, clear and effective oral presentation, the use of simulations, and oral and written argumentation

Course Readings
This course draws on scholarly articles, book chapters, and news sources for each week’s readings. These will be made available through the course T-Square website, and most are also accessible through the University Library’s electronic databases.

The professor maintains discretion to modify readings and topics as necessary. The reading assigned for each session is to be learned PRIOR to coming to class. The workload can be heavy, and students should plan accordingly.
There are no required books to purchase.

Students should also read at least one daily source of national and foreign news, looking in particular at proliferation news, such as The New York Times, The Washington Post, The Financial Times, or The Wall Street Journal.

**Course Grades**
Despite rampant grade inflation in U.S. higher education, this course will not be curved.
I use a traditional grading scale: 100-90 A | 89-80 B | 79-70 C | 69-60 D | 59-0 F
Course assignments will total 100 points.
There are no make-up assignments or additional work to be done so please do not ask.

**Course Requirements**

**Participation – 5%**
There is no attendance grade in this course. You are adults and the decision to attend class and be an active participant is your choice alone. That said, experience suggests that for the overwhelming majority of students, course grades and value derived, are directly proportional to student attendance, reading, and participation. I will also call on students at random regularly during class discussions as well as solicit questions and perspectives throughout. Keep in mind that participation can often make the difference for a borderline grade, though note that less frequent quality comments are preferable to more frequent comments lacking in substance. Finally, while I understand that traffic is difficult here, arrive to class on time – tardiness is poor form.

**Class Session Presentations – 10%**
Twice throughout the semester (for sessions selected by the student during the second course meeting), students will be responsible for introducing the day’s readings. This will involve presenting an overview of the argument and content of the reading, as well as engaging critically with these materials by describing, for example, strengths and weaknesses of the material, how well they jive with other readings for the day or previous course materials, and anything else deemed relevant. Students should use visual aids, like a handout for example, as they see fit. Depending on the session, two or three students will be assigned for the day, and it is incumbent on them to divide the readings among them, to be sure that their presentations cover all of the material assigned for that day.

**Critique – 20%**
During weeks 4 and 5, students will learn how to critique an article in the social sciences. They will then select one article from beyond the syllabus to critique in written form. Details will be provided both on how to identify a good article and what the content will look like.

**Exam – 20%**
**Friday, November 10th,** during the class session, students will take an exam designed to test their knowledge of the course content to-date. The exam will be short answer and essay questions based on the assigned readings and class discussion. Students should purchase blue exam books at the university bookstore for use in the exam.

**Simulation – 15%**
During Week 15, students will participate in an in-class simulation. Students will be divided into country-teams, whose positions on the topic at hand must be well-researched and then utilized during the simulation which will loosely mimic a meeting of the United Nations. Additional details will be provided closer to the session. Grades will be based on the in-person simulation participation of the individual (7.5%) and an individual short paper (7.5%) that each person will write describing their country’s position, the negotiations that took place, and the final outcome of the simulation. Note that students will grade the other members of their delegation and submit these grades to the professor for consideration in the final grading for the simulation.

Final Paper – 30%
Students will choose any “why” question related to nuclear issues in international politics and seek to explain the issue using the theories discussed in class and empirical evidence drawn both from class and outside research. Undergraduate students’ papers will be approximately 2000 words in length (about 8 pages or so double-spaced) in 12 point Garamond or Times New Roman font. Masters’ students will complete papers of approximately 4000 words or 15-16 pages double-spaced.

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<thead>
<tr>
<th>Assignment</th>
<th>Date</th>
<th>Content</th>
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</thead>
<tbody>
<tr>
<td>Participation 5%</td>
<td>Ongoing throughout the semester</td>
<td>Grade will be based on the quality and content of in-class participation.</td>
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<tr>
<td>Class Session Presentations 10%</td>
<td>Two dates selected by each student individually during the second class session.</td>
<td>Students will be responsible for introducing the session’s content for the first five minutes of class.</td>
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<tr>
<td>Exam 20% – Bring Blue Books (available for purchase in university bookstore)</td>
<td>November 10th in class</td>
<td>Short answer and essay questions covering all course content to-date.</td>
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<tr>
<td>Simulation 15%</td>
<td>1. During week 15 of class – November 27, 29 and December 1 2. December 4th at start of last class session</td>
<td>1. Students will be divided into country teams and simulate international negotiations 2. Students will write individual memos following the simulation. Details forthcoming.</td>
</tr>
<tr>
<td>Critique 20%</td>
<td>September 29th in class</td>
<td>Students will write a critique of an article from the syllabus. Details forthcoming.</td>
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<tr>
<td>Final Paper 30%</td>
<td>Due on exam date, Wednesday, December 13th</td>
<td>Additional details will be provided during the semester.</td>
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Late Papers / Penalties / Unexcused Absences
The dates of the exams and paper assignments are not negotiable and make-ups will not be offered. Assignments turned in after the deadline will be penalized 10% for each day or fraction thereof where it is late. This means that if you turn in the paper at 10:05 am instead of 9:05am on the day...
that it is due, you will automatically lose 10% of the total possible points; if you turn it in at 9am on the day after it was due, you will lose 20% and so on and so forth.

Exceptions to this policy will only be granted if you have arranged for accommodations IN ADVANCE in light of a valid conflict including, but not limited to, family or religious obligation, or approved university business including travel or athletic competition which constitutes “approved Institute activities.” Religious holidays and regular sporting competition are both already on the calendar, so these must be brought to me during the first two weeks of the semester. Subsequently, should an unforeseen, new conflict arise, please come meet with me immediately and provide the necessary documentation. If you have a genuine emergency the day of an exam, can provide appropriate, official documentation as provided by the Office of Student Life, and contact me as soon as is possible to alert me to the occurrence, arrangements will be made as necessary to accommodate student need.

Class Discussion Policy
This class is a forum for personal growth, curious discussion, and lively intellectual debate. It is crucial that the spirit of discussion remain open, honest, and respectful even when we disagree. We will always be polite with each other and recognize that even those with whom we disagree have something to contribute to the conversation.

Academic Integrity and University Statement on Plagiarism
According to the Georgia Tech Student Affairs Policy handbook, “Plagiarism” is the act of appropriating the literary composition of another, or parts of passages of his or her writings, or language or ideas of the same, and passing them off as the product of one’s own mind. It involves the deliberate use of any outside source without proper acknowledgment. Plagiarism is scholarly misconduct whether it occurs in any work, published or unpublished, or in any application for funding. There is a zero-tolerance policy for plagiarism and penalties will be doled out per university regulations. The GT Honor Code is available online at http://policylibrary.gatech.edu/student-affairs/academic-honor-code

Writing Services
If you are concerned about your writing, or seek to improve it, I highly recommend contacting the GT Communication Center located in Clough Commons 447 (http://www.communicationcenter.gatech.edu/) HINT: Anyone who reads this recommendation and thinks themselves above continuously learning to improve their writing should think again.

Students with Disabilities
Georgia Tech is committed to providing accommodation for all students with disabilities through the Office of Disability Services (http://disabilityservices.gatech.edu/). Any student in this course who has a disability that may prevent them from fully demonstrating their abilities should contact me as soon as possible to discuss necessary accommodations to ensure full participation and facilitate their educational opportunities. Students with disabilities must be registered with the Disability Services Program prior to receiving accommodations in this course and provide appropriate documentation attesting to their registration. The Disability Services Program is located in Smithgall Student Services Building, phone 404-894-2564 or TDD only 404-894-I664.

Additional Student Resources
The Center for Academic Success (success.gatech.edu) offers a variety of academic support services to help students succeed academically at Georgia Tech (e.g. tutoring, peer-led study groups, study skills, etc.). The Division of Student Life (studentlife.gatech.edu) – often referred to as the Office of the Dean of Students – offers resources and support for all students in the Tech community. The Counseling Center (http://counseling.gatech.edu/) offers free mental health services, as well as stress management and wellness workshops to all currently enrolled students. They are located in Smithgall, 2nd Floor, Suite 210.

**Technology Policy**
The use of laptops, tablets, phones, or other electronic devices is banned during class. Please silence them and put them away as soon as class begins. There is growing evidence that electronic devices hinder learning for you and for those around you. First, recent studies have indicated that students who take longhand notes do better on conceptual questions than those taking notes on laptops. Second, not surprisingly, there is a tendency for anyone to multitask – checking email, watching videos, reading websites, etc. I am guilty of this myself in meetings. Unfortunately, this multitasking inhibits learning. Third, and perhaps most importantly, use of a laptop, cell phone, or tablet can distract those around you, including the professor, and inhibit their learning. For discussion on these points, see, for example: https://www.washingtonpost.com/news/national/wp/2014/08/26/ditch-the-laptop-and-pick-up-a-pen-class-researchers-say-its-better-for-note-taking/ and http://chronicle.com/blogs/linguafranca/2014/08/25/why-im-asking-you-not-to-use-laptops/

**Email Policy**
As a matter of policy, I will cease responding to emails at approximately 9pm and, may take up to 36 hours to reply to correspondence. To facilitate conducting business via email, please be sure to write your emails professionally and include all relevant information when emailing. For example, if you cannot make my office hours but would like to schedule an individual meeting, please include in your email to me a) that you cannot make my office hours because of other obligations, b) what you are hoping to discuss during your meeting, and c) a variety of dates and times that could work for your schedule such that I can find something that works for mine.

**Tips for Success**
1. Come to class.
2. Come to class having read and studied the material.
3. Come to class having read and studied the material and prepared to engage with it in discussion.
4. Participate in class both asking and answering questions. I promise you that if you have a question, someone else in the class also has that exact question. There is no such thing as a bad or stupid question.
5. Form study groups both to compare notes and to study for the exam.
6. Make use of all available resources including, but not limited to, the writing center, the library, and the professor’s office hours.
7. Do not wait until the week before the course concludes to realize you are struggling in this class. Know that new stuff is often challenging, but with enough time and hard work, this too can be mastered.
Course Outline: Subject and Readings Schedule

To reiterate: Students are expected to have read and analyzed each day's readings BEFORE they arrive in class for that session.

Week 1 – Introduction

Monday, August 21, 2017
Course Introduction
- Review of Syllabus

Wednesday, August 23, 2017
Introduction to Technology I
Guest Lecture: Abdalla Jaoude, Department of Nuclear & Radiological Engineering, Georgia Tech

Friday, August 25, 2017
NO CLASS
- Get Started Reading!

Week 2

Monday, August 28, 2017
Library Visit
- No reading assignment
- Meet in Homer Rice @ Library

Wednesday, August 30, 2017
Introduction to Technology II
Guest Lecture: Andrew Conant, Department of Nuclear & Radiological Engineering, Georgia Tech

Friday, September 1, 2017
Argumentation in the Social Sciences
Visit to the Communications Lab, Clough 447
- No reading assignment
- Meet in Communications Lab
Week 3

Monday, September 4, 2017
LABOR DAY – NO CLASS
• Continue Reading!!

Wednesday, September 6, 2017
Demand I – Security and Economic Arguments

Friday, September 8, 2017
Introduction to Social Science Techniques I

Week 4

Monday, September 11, 2017
Demand II – Normative and Identity Arguments
• Rublee, Maria Rost. *Nonproliferation norms: Why states choose nuclear restraint*. University of Georgia Press, 2009, chapters 1, pages 1-34.

Wednesday, September 13, 2017
Supply I - Technical Arguments

Friday, September 15, 2017
Introduction to Social Science Techniques II

### Week 5

**Monday, September 18, 2017**  
**Guest Lecture – THE CTBTO**

- Thunborg, Annika, “History of Nuclear Testing,” podcast available for free on ITunes:  

**Wednesday, September 20, 2017**  
**Supply II - Structural Arguments**


**Friday, September 22, 2017**  
**No Class – Rosh Hashanah**

- **Keep Reading!!!**

### Week 6

**Monday, September 25, 2017**  
**Counter-proliferation**


**Wednesday, September 27, 2017**  
**Non-proliferation**

Friday, September 29, 2017

**Critique Assignment Due at Start of Class (9:05 am!)**

Guest Lecture: James Miller, Former Under Secretary of Defense for Policy
- Reading Assignment TBD

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**Week 7**

Monday, October 2, 2017

*Consequences of Proliferation*

Wednesday, October 4, 2017

*The Nuclear Revolution*

Friday, October 6, 2017

*PBS Documentary – The Bomb (part I)*
- No reading assignment

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**Week 8**

Monday, October 9, 2017

NO CLASS
- Fall Break

Wednesday, October 11, 2017

*Nuclear Coercion*

Friday, October 13, 2017

*Cold War Nuclear Strategy*

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**Week 9**

Monday, October 16, 2017

*Deterrence*

Wednesday, October 18, 2017
Extended Deterrence
Guest Lecture: Dr. Rupal N. Mehta, University of Nebraska Lincoln

Friday, October 20, 2017
PBS Documentary – The Bomb (part II)
• No reading assignment

Week 10

Monday, October 23, 2017
Nuclear Use
• Play around with this and come to class prepared to discuss your findings and observations: https://nuclearsecrecy.com/nukemap/.

Wednesday, October 25, 2017
Nuclear Non-Use
Friday, October 27, 2017
Movie – Dr. Strangelove (part I)

- No reading assignment

Week 11

Monday, October 30, 2017

Coercion and Compellence


Wednesday, November 1, 2017

Nuclear Weapons and Conventional Conflict


Friday, November 3, 2017

Movie – Dr. Strangelove (part II)

- No reading assignment

Week 12

Monday, November 6, 2017

Command and Control


Wednesday, November 8, 2017

Nuclear Zero


**Friday, November 10, 2017**

**EXAM**

- In-class, blue books required
- Short answer and essay exam covering course content to-date

**Week 13**

**Monday, November 13, 2017**

**Contemporary Topics I – Nuclear Latency**


**Wednesday, November 15, 2017**

**Contemporary Topics II – Atomic Obsession**


**Friday, November 17, 2017**

**Contemporary Topics III - Nuclear Terrorism**

**Guest Lecture Professor Jenna Jordan**


**Week 14**

**Monday, November 20, 2017**

**Guest Lecture, Mr. Steven Shula, US Strategic Command**

- Readings TBD
- Extra Credit Point available for attendance

**Wednesday, November 22, 2017**

**Thanksgiving**
• No Class – Enjoy the Holiday Break

Friday, November 24, 2017
Thanksgiving
• No Class – Enjoy the Holiday Break

Week 15

Monday, November 27, 2017
Simulation Part I
• Details to be distributed in-class

Wednesday, November 29, 2017
Simulation Part II
• Details to be distributed in-class

Friday, December 1, 2017
Simulation Part III
• Details to be distributed in-class

Week 16 – Last Week of Classes

Monday, December 4, 2017 – LAST DAY OF CLASS
• Simulation Write-Up Due at Start of Class (9:05am!)
  o Details to be distributed
• Course Wrap-Up
  o Details TBD

Wednesday, December 6, 2017 – READING DAY
• NO CLASS

Week 17 – Exam Week

Wednesday, December 13, 2017
• FINAL PAPERS DUE
  • Details to be provided

Extra Resources
• http://www.armscontrolwonk.com/
• http://blog.nuclearsecrecy.com/
• https://warontherocks.com/
• http://www.38north.org/