**Problems of Proliferation – INTA 3102 & 8803 - RW**

Spring 2020

Monday, Wednesday & Friday 1:55 – 2:45 pm

Ivan Allen College, G17

Dr. Rachel Elizabeth Whitlark

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Office Hours Mondays and Wednesdays 3:00 – 4:00 pm; or by appointment

**Course Description**

This course is intended to provide students with a basic understanding of the major debates surrounding nuclear weapons. This will include exploring their development and the impact they have had historically on global politics and in current policy debates. It will focus primarily on social science theories, but will also seek to integrate 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 policy.

Students will be introduced to the science and technology behind the weapons and 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 areas explored will include why states proliferate or 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 policy practice of nuclear weapons and nuclear strategy by 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, and oral and written argumentation
* Acquire an understanding of why states proliferate or do not proliferate, how the international community has tried to prevent proliferation, and what the consequences of proliferation are for international politics

**Course Readings**

This course draws on scholarly articles, book chapters, and news sources for each week’s readings. Many will be made available through the course Canvas website; most are also accessible through the University Library’s electronic databases. Remaining others can be found with a google search.

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 demanding and fast-paced, and students should plan accordingly.

There are no required books to purchase.

**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 – 20%

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. Of course, as there is a participation grade, which will reflect your thoughtful, informed participation in class discussion, it will be impossible to get full participation marks while not attending class.* I will call on students regularly during class discussions as well as solicit questions and perspectives throughout. If I get the sense that students are not reading and learning the assigned material, I will resort to pop quizzes that will count as part of the participation grade.

Critique – 25%

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. Critiques will be approximately 6-7 pages for undergraduates and 8-10 pages for graduate students. Additional details will be provided both on how to identify a good article and what the content of the critique should look like. Critiques are **due February 14th** promptlyat the start of class both electronically via Canvas and in hard copy.

Simulation – 20%

During Week 15, students will participate in an in-class simulation. To facilitate this simulation, at the beginning of the semester students will be given country assignments. Students will then research relevant topics and country positions throughout the semester and discuss their findings during three preparatory sessions March 27th, April 3rd, and April 10th. This material will be useful for the simulation itself when the time comes. Grades will be based on the in-person simulation and preparatory participation of the individual (10%) and an individual short paper (worth 10% and approximately 3 pages) describing your country’s position, the negotiations, and the simulation’s outcome. The simulation post-mortem is due on the last day of class, **Monday, April 20th** promptly when class begins. Additional details will be provided.

Final Paper – 35%

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 2500 words in length (about 10 pages or so double-spaced) in 12-point Garamond or Times New Roman font. MA students will complete papers of approximately 5000 words or 20 pages double-spaced. PhD students will write a full research paper or research design as is appropriate, of whatever length is necessary. Students are encouraged to discuss their papers with the professor early and often. Papers are due **Monday, April 27th at 2:45 pm** both electronically via Canvas and in hard copy.

***Assignment and Point Breakdown***

|  |  |  |
| --- | --- | --- |
| ***Assignment*** | ***Date*** | ***Content*** |
| **Participation 20%** | Ongoing throughout the semester | Grade will be based on the quality and content of in-class participation. |
| **Critique 25%** | **February 14th 1:55 pm at the start of class** | Students will write a critique of an article not on the syllabus. Details forthcoming. |
| **Simulation 20%**   1. In-class participation 2. Individual writing assignment | 1. Participation during simulation preparatory sessions **March 27th**, **April 3rd**, and **April 10th** and simulation during **week 15** 2. **Monday, April 20th** | 1. Students will be given country assignments and will loosely simulate international negotiations 2. Students will write individual memos following the simulated negotiations. Details forthcoming. |
| **Final Paper 35%** | **Due on Monday, April 27th at 2:45 pm** | Additional details will be provided during the semester. |

**Late Papers / Penalties / Unexcused Absences**

The dates of the course activities 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 3:00 pm instead of 1:55 pm 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 that 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, can provide appropriate, official documentation as offered 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. Your reflections or suggestions on how to ensure an inclusive learning environment for you individually or for other students are always welcome.

**University Diversity Statement**

This course is offered by the Ivan Allen College of Liberal Arts. The Ivan Allen College supports the Georgia Institute of Technology’s commitment to creating a campus free of discrimination on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, or veteran status. We further affirm the importance of cultivating an intellectual climate that allows us to better understand the similarities and differences of those who constitute the Georgia Tech community, as well as the necessity of working against inequalities that may also manifest here as they do in the broader society. If you have any concerns about inclusive diversity in this course, please don’t hesitate to raise them to the instructor.

**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://communicationcenter.gatech.edu/> HINT: If you read this and think you are above continuously learning to improve your writing you should think again.

**Students with Disabilities**

Georgia Tech is committed to providing accommodation for all students with disabilities through the Office of Disability Services <https://disabilityservices.gatech.edu/>Any student in this course who has a disability that may prevent them from fully demonstrating their abilities should contact me via the appropriate channels 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](http://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](http://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. 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 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.

**Office Hours**

Students are welcome and encouraged to contact me during office hours for questions, clarifications, or further assistance with course content and assignments. I am also happy to discuss your more general interests in international affairs and both academic and professional goals.

**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 by 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 prepare for assignments.
6. Make use of all available resources including, but not limited to, the writing center, the library, and the professor’s office hours. Reach out if you need additional assistance or support.
7. Do not wait until the week before the course concludes to realize you are struggling in this class.
8. 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, January 6, 2020**

***Course Introduction***

* Review of Syllabus

**Wednesday, January 8, 2020**

***The Basics***

* Muller, Richard. *Physics for Future Presidents*, Chapters 8, 10, 11, and Nukes: Presidential Summary(Available on Canvas)

**Friday, January 10, 2020**

***Introduction to Technology I – Nuclear Weapons: Physics, Design, and Production***

***Guest Lecture: Dr. Abdalla Jaoude, Deslonde de Boisblanc Distinguished Postdoctoral Research Associate / Advanced Reactor Core Analyst, Idaho National Laboratory***

* Cirincione, Joseph, Jon B. Wolfsthal, and Miriam Rajkumar. “Nuclear Weapons and Materials,” Deadly Arsenals: Nuclear, Biological and Chemical Threats (2005): 45-56.
* Cirincione, Joseph. *Bomb scare: the history and future of nuclear weapons.* Columbia University Press, 2007: Chapter 1 – 3.

**Week 2**

**Monday, January 13, 2020**

***Argumentation in the Social Sciences***

* **Meet at the Communication Lab, Clough 447**
* No reading assignment

**Wednesday, January 15, 2020**

***Demand I – Security and Economic Arguments***

* Sagan, Scott D. "Why do states build nuclear weapons? Three models in search of a bomb." *International Security* 21, No. 3 (1996-1997): 54-86.
* Monteiro, Nuno P., and Alexandre Debs. "The strategic logic of nuclear proliferation." *International Security*39, no. 2 (2014): 7-51.
* Solingen, Etel. "The political economy of nuclear restraint." *International Security* 19, no. 2 (1994): 126-169.

**Friday, January 17, 2020**

*Tentatively Scheduled*

***Introduction to Technology II – Nuclear Weapons: Physics, Design, and Production***

***Guest Lecture: Dr. Andrew Conant, Oak Ridge National Laboratory***

* *Review:*Cirincione, Joseph. *Bomb scare,* chapters 2 & 3.
* Nuclear Threat Initiative, Building a Framework for Assurance, Accountability, and Action, 3rd Edition, Executive Summary ONLY <https://www.nti.org/media/pdfs/NTI_2016_Index_FINAL.pdf>
* International Atomic Energy Agency, *"Safeguards Techniques and Equipment: 2011 Edition,"* Introduction ONLY <http://www-pub.iaea.org/MTCD/Publications/PDF/nvs1_web.pdf>

**Week 3**

**Monday, January 20, 2020**

**Martin Luther King, Jr. National Holiday**

* **NO CLASS**

**Wednesday, January 22, 2020**

**Social Science Resources**

**Jay Forrest, Data and Statistical Analysis Manager Librarian**

* **Meet at the Library, Room C2130**
* No reading assignment

**Friday, January 24, 2020**

***Demand II - Normative and Identity Arguments***

* Müller, Harald and Andreas Schmidt, “The Little Known Story of Deproliferation,” in Forecasting Proliferation: The Role of Theory, ed. William C. Potter (with Gaukhar Mukhatzhanova), Stanford University Press, 2010.
* Rublee, Maria Rost. *Nonproliferation norms: Why states choose nuclear restraint*. University of Georgia Press, 2009, chapters 1, pages 1-34. Skim 1-13, 21-27, 28-33; read the rest.
* Hymans, Jacques EC. "Isotopes and identity: Australia and the nuclear weapons option, 1949–1999." *The Nonproliferation Review*7, no. 1 (2000): 1-23.
* Fuhrmann, Matthew, and Michael C. Horowitz. "When leaders matter: Rebel experience and nuclear proliferation." *The Journal of Politics* 77, no. 1 (2014): 72-87.

**Week 4**

**Monday, January 27, 2020**

***Supply I - Technical Arguments***

* Kroenig, Matthew. "Importing the bomb: Sensitive nuclear assistance and nuclear proliferation." *Journal of Conflict Resolution* 53, no. 2 (2009): 161-180.
* Fuhrmann, Matthew. "Spreading temptation: Proliferation and peaceful nuclear cooperation agreements." *International Security*34, no. 1 (2009): 7-41.
* Kemp, R. Scott. "The nonproliferation emperor has no clothes: the gas centrifuge, supply-side controls, and the future of nuclear proliferation." *International Security*38, no. 4 (2014): 39-78.

**Wednesday, January 29, 2020**

***Supply II - Structural Arguments***

* Hymans, Jacques EC. "Veto players, nuclear energy, and nonproliferation: domestic institutional barriers to a Japanese bomb." *International Security*36, no. 2 (2011): 154-189.
* Albright, David, and Corey Hinderstein. "Unraveling the AQ Khan and future proliferation networks." *Washington Quarterly*28, no. 2 (2005): 109-128.
* Fuhrmann, Matthew, and Yonatan Lupu. "Do arms control treaties work? Assessing the effectiveness of the nuclear nonproliferation treaty." *International Studies Quarterly* 60, no. 3 (2016): 530-539.

**Friday, January 31, 2020**

***Introduction to Social Science Techniques I***

* Fearon, James D. 1991. "Counterfactuals and Hypothesis Testing in Political Science." *World Politics*43: 169-195.

***Week 5***

**Monday, February 3, 2020**

***Counter-proliferation I***

* Kreps, Sarah E., and Matthew Fuhrmann. "Attacking the Atom: Does Bombing Nuclear Facilities Affect Proliferation?" *Journal of Strategic Studies*34, no. 2 (2011): 161-187.
* Miller, Nicholas L. "The secret success of nonproliferation sanctions." *International Organization* 68, no. 4 (2014): 913-944.
* Gerzhoy, Gene. "Alliance coercion and nuclear restraint: how the United States thwarted West Germany's nuclear ambitions." *International Security*(2015): 91-129.

**Wednesday, February 5, 2020**

***Introduction to Social Science Techniques II***

* *Review*: Fearon, James D. 1991. "Counterfactuals and Hypothesis Testing in Political Science." *World Politics*43: 169-195.

**Friday, February 7, 2020**

***Counter-proliferation II***

* Winner, Andrew C. "The proliferation security initiative: the new face of interdiction." *Washington Quarterly* 28, no. 2 (2005): 129-143.
* Lindsay, Jon R. "Stuxnet and the limits of cyber warfare." *Security Studies* 22, no. 3 (2013): 365-404.
* Coe, Andrew J., and Jane Vaynman. "Collusion and the nuclear nonproliferation regime." *The Journal of Politics* 77, no. 4 (2015): 983-997.

**Week 6**

**Monday, February 10, 2020**

***Consequences of Proliferation***

* Sagan, Scott Douglas, and Kenneth Neal Waltz. *The spread of nuclear weapons: an enduring debate.* WW Norton & Company, 2013. Chapters 1 and 2 (pp. 3-81).

**Wednesday, February 12, 2020**

***The Nuclear Revolution***

* Jervis, Robert. *The meaning of the nuclear revolution: Statecraft and the prospect of Armageddon.* Cornell University Press, 1989. Chapter 1, pages 1-45.

**Friday, February 14, 2020**

**Critique Assignment Due at Start of Class (1:55 pm!)**

***PBS The Bomb – Part I***

* No reading assignment

**Week 7**

**Monday, February 17, 2020**

**Nuclear Coercion I**

* Schelling, Thomas C. *Arms and Influence: With a New Preface and Afterword*. Yale University Press, 2008. Chapter 2, “The Art of Commitment,” pages 35-91.

**Wednesday, February 19, 2020**

*Tentatively Scheduled*

**Visit from Sandia National Laboratory Representatives**

* Reading assignment TBD

**Friday, February 21, 2020**

***Non-proliferation and Arms Control***

***Guest Lecture: Robert Bell, Professor of the Practice, Sam Nunn School of International Affairs, Georgia Institute of Technology***

* Treaty on the Non-Proliferation of Nuclear Weapons: <https://www.un.org/disarmament/wmd/nuclear/npt/text/>
* Treaty on the Prohibition of Nuclear Weapons: <http://undocs.org/A/CONF.229/2017/8>
* Schelling, Thomas C. "A world without nuclear weapons?." *Daedalus*138, no. 4 (2009): 124-129. (available on canvas under week 13 readings)
* Mearsheimer, John J. "The case for a Ukrainian nuclear deterrent." *Foreign affairs* (1993): 50-66. (available on canvas under week 13 readings)
* Miller, Steven E. "The case against a Ukrainian nuclear deterrent." *Foreign Affairs* (1993): 67-80. (available on canvas under week 13 readings)

**Week 8**

**Monday, February 24, 2020**

**Nuclear Coercion II**

* Schelling, Thomas C. *Arms and Influence: With a New Preface and Afterword*. Yale University Press, 2008. Chapter 3, “The Manipulation of Risk,” pages 92-125.

**Wednesday, February 26, 2020**

***Deterrence and Extended Deterrence***

* Snyder, Glenn Herald. *Deterrence and defense*. Princeton University Press, 2015: Chapter 1, pages 1-40 (skim the math).
* Narang, Vipin. "What does it take to deter? Regional power nuclear postures and international conflict." *Journal of Conflict Resolution*57, no. 3 (2013): 478-508.
* Huth, Paul K. "Extended deterrence and the outbreak of war." *American Political Science Review* 82, no. 2 (1988): 423-443.
* Rapp Hooper, Mira. "Uncharted Waters: Extended Deterrence and Maritime Disputes." *The Washington Quarterly* 38, no. 1 (2015): 127-146.

**Friday, February 28, 2020**

**PBS “The Bomb” Part II**

* No reading assignment

**Week 9**

**Monday, March 2, 2020**

***Nuclear Use***

* Wilson, Ward. "The winning weapon? Rethinking nuclear weapons in light of Hiroshima." *International Security*31, no. 4 (2007): 162-179.
* Kehler, C. Robert. "Nuclear Weapons & Nuclear Use." *Daedalus* 145, no. 4 (2016): 50-61.
* Hersman, Rebecca. “When Should the President Use Nuclear Weapons?” *War on the Rocks*, August 14, 2017, <https://warontherocks.com/2017/08/when-should-the-president-use-nuclear-weapons/>
* Play around with this and come to class prepared to discuss your findings and observations: <https://nuclearsecrecy.com/nukemap/>

**Wednesday, March 4, 2020**

***Nuclear Non-Use***

* Tannenwald, Nina. "The nuclear taboo: The United States and the normative basis of nuclear non-use." *International organization*53, no. 3 (1999): 433-468.
* Press, Daryl G., Scott D. Sagan, and Benjamin A. Valentino. "Atomic aversion: Experimental evidence on taboos, traditions, and the non-use of nuclear weapons." *American Political Science Review*107, no. 1 (2013): 188-206.
* Sagan, Scott D. "Realist perspectives on ethical norms and weapons of mass destruction," in Hashmi, Sohail H., and Steven P. Lee, eds. *Ethics and Weapons of Mass Destruction: Religious and Secular Perspectives*. Cambridge University Press, 2004: 73-95.
* <http://www.pewresearch.org/fact-tank/2015/08/04/70-years-after-hiroshima-opinions-have-shifted-on-use-of-atomic-bomb/>

**Friday, March 6, 2020**

***Coercion and Compellence***

* Betts, Richard K. *Nuclear Blackmail and Nuclear Balance*. Washington: Brookings (1987): pages 1-21, 23-31, 62-66, 79-81, 109-123
* Kroenig, Matthew. "Nuclear superiority and the balance of resolve: Explaining nuclear crisis outcomes." *International Organization*67, no. 1 (2013): 141-171.
* Sechser, Todd S., and Matthew Fuhrmann. "Crisis bargaining and nuclear blackmail." *International Organization*67, no. 1 (2013): 173-195.

**Week 10**

**Monday, March 9, 2020**

***Nuclear Weapons and Conventional Conflict***

* Mueller, John. "The essential irrelevance of nuclear weapons: Stability in the postwar world." *International Security*13, no. 2 (1988): 55-79.
* Foot, Rosemary J. "Nuclear coercion and the ending of the Korean conflict." *International Security* 13, no. 3 (1988): 92-112.
* Trachtenberg, Marc. "The influence of nuclear weapons in the Cuban missile crisis." *International Security*10, no. 1 (1985): 137-163.

**Wednesday, March 11, 2020**

***Nuclear Weapons and Other Elements of International Politics***

* Bell, Mark S. "Beyond emboldenment: how acquiring nuclear weapons can change foreign policy." *International Security* 40, no. 1 (2015): 87-119.
* Avey, Paul C. "Who's Afraid of the Bomb? The Role of Nuclear Non-Use Norms in Confrontations between Nuclear and Non-Nuclear Opponents." *Security Studies* 24, no. 4 (2015): 563-596.

**Friday, March 13, 2020**

* ***Topic and Reading TBD***

**Week 11**

**Monday, March 16, 2020**

**GT SPRING BREAK**

* No Class
* Enjoy and keep reading!

**Wednesday, March 18, 2020**

**GT SPRING BREAK**

* No Class
* Enjoy and keep reading!

**Friday, March 20, 2020**

**GT SPRING BREAK**

* No Class
* Enjoy and keep reading!

**Week 12**

**Monday, March 23, 2020  
No Class**

* Keep working on your final papers.

**Wednesday, March 25, 2020**

**No Class**

* Keep working on your final papers.

**Friday, March 27, 2020**

**Simulation Prep I**

* Come prepared to discuss your assigned state’s own nuclear pursuit or lack thereof.
  + Do you have nuclear weapons? If so, when, how, and why did you get them?
    - If not, did you ever have a weapons program?
    - Did you try and fail?
    - Do you have a nuclear protector?
  + Did you ever have weapons and give them up?
  + Etc.

**Week 13**

**Monday, March 30, 2020**

***Nuclear Zero***

* George P. Shultz, William J. Perry, Henry A. Kissinger and Sam Nunn, “A World Free of Nuclear Weapons.” *The Wall Street Journal*, January 4, 2007. <https://www.wsj.com/articles/SB116787515251566636>
* Schelling, Thomas C. "A world without nuclear weapons?." *Daedalus*138, no. 4 (2009): 124-129.
* Perkovich, George and James Acton. *Abolishing nuclear weapons*. New York: Routledge, 2008: Introduction and Chapter 1, pages 15-40.
* Glaser, Charles. "The flawed case for nuclear disarmament." *Survival*40, no. 1 (1998): 112-128.
* Kroenig, Matthew. "Nuclear Zero? Why Not Nuclear Infinity? The world would not be safer if the US had no nuclear weapons." *The Wall Street Journal* (2011). <https://www.wsj.com/articles/SB10001424053111903554904576464571545999158>
* Sagan, Scott D., and Kenneth N. Waltz. "Is nuclear zero the best option?." *The National Interest* 109 (2010): 88-96.
* Davis Gibbons, Rebecca. Addressing the Nuclear Ban Treaty, *The Washington Quarterly*, 42:1 (2019): 27-40.

**Wednesday, April 1, 2020**

***Nuclear Latency***

* Levite, Ariel E. "Never say never again: nuclear reversal revisited." *International Security* Vol 27 No. 3 (Winter 2002/2003): 59-88.
* Mehta, Rupal N., and Rachel Elizabeth Whitlark. "Unpacking the Iranian Nuclear Deal: Nuclear Latency and US Foreign Policy." *The Washington Quarterly* 39, no. 4 (2016): 45-61.
* Volpe, Tristan A. "Atomic leverage: Compellence with nuclear latency." *Security Studies* 26, no. 3 (2017): 517-544.

**Friday, April 3, 2020**

**Simulation Prep II**

* Come prepared to discuss your assigned state’s non and counterproliferation policy historically.
  + Did you join the NPT? If so, when and under what conditions? If not, why not? What’s your position today?
  + How have you handled other states’ proliferation attempts?
    - What tools have you used / supported?
  + Are you a non/counter-proliferation leader, follower, spoiler, etc.?
  + Etc.

**Week 14**

**Monday, April 6, 2020**

***The Ukraine***

* Mearsheimer, John J. "The case for a Ukrainian nuclear deterrent." *Foreign affairs* (1993): 50-66.
* Miller, Steven E. "The case against a Ukrainian nuclear deterrent." *Foreign Affairs* (1993): 67-80.
* Rublee, Maria Rost. "Fantasy counterfactual: a nuclear-armed Ukraine." *Survival* 57, no. 2 (2015): 145-156.

**Wednesday, April 8, 2020**

***Nuclear Terrorism***

* Matthew Bunn and Susan Martin, “Is Nuclear Terrorism a Real Threat?” in Gottlieb, Stuart, ed. *Debating terrorism and counterterrorism: conflicting perspectives on causes, contexts, and responses*. CQ Press, 2013, Chapter 6: 172-208.
* Kier A. Lieber and Daryl Press, “Why States Won’t Give Nuclear Weapons to Terrorists,” *International Security*, Vol 38, No. 1 (Summer 2013): 80-104.
* McIntosh, Christopher, and Ian Storey. "Between Acquisition and Use: Assessing the Likelihood of Nuclear Terrorism." *International Studies Quarterly* 62, no. 2 (2018): 289-300.
* Bell, Mark S. "Defending the “Acquisition-Use Presumption” in Assessing the Likelihood of Nuclear Terrorism." *International Studies Quarterly* (2019): 774-778.

**Friday, April 10, 2020**

**Simulation Prep III**

* Come prepared to discuss your assigned state’s historical relationship with Iran and negotiating position during the talks that lead to the signing of the JCPOA.
  + How have you viewed Iran’s pursuit of a nuclear program historically and today?
  + Did you participate in or otherwise support the negotiations leading to the signing of the JCPOA?
  + Do you support a return to the JCPOA now or something else following the U.S.’s withdrawal from the deal?
  + Etc.

**Week 15**

**Monday, April 13, 2020**

**Simulation Day I**

* No reading assignment – come prepared to present your assigned state’s current position on the issue and begin deliberations

**Wednesday, April 15, 2020**

**Simulation Day II**

* No reading assignment – negotiations continue

**Friday, April 17, 2020**

**Simulation Day III**

* No reading assignment – negotiations conclude and a resolution is found?

**Week 16 – Last Week of Classes**

**Monday, April 20, 2020 LAST DAY OF CLASS**

* **Simulation Write-Up Due at Start of Class (1:55 pm SHARP)**
  + Details to be provided
* **Course Wrap-Up**

**Week 17 – Exam Week**

**Monday, April 27, 2020**

* **FINAL PAPERS DUE 2:45 pm SHARP**
* Details to be provided
* Hard copy turned in to Professor’s Office: Habersham 218; Electronic Copy Uploaded to Canvas

**Extra Subject Matter Resources**

* Matthew Bunn, “How Nuclear Weapons Work,” <https://www.youtube.com/watch?v=zVhQOhxb1Mc>
* <http://www.armscontrolwonk.com/>
* http://blog.nuclearsecrecy.com/
* <https://warontherocks.com/>
* <http://www.38north.org/>
* Office of Technology Assessment, “Delivery Vehicles,” in *Technologies Underlying Weapons of Mass Destruction*: 197-213, 217-219 <http://www.au.af.mil/au/awc/awcgate/ota/9344.pdf>