

INTL 4255: Nuclear Politics

Fall 2020
TR 2.20-3.35 PM
Zell B Miller Learning Center 0147 & via Zoom
CRN: 47425

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Zoom Meeting ID: 996 4914 0812
Zoom Passcode: Nukes

Course Description and Objectives

This course is a seminar on nuclear politics. It is intended to provide students with a basic understanding of the theoretical issues surrounding nuclear weapons, their historical development, the impact they have on world politics and policy, and nuclear arms control and disarmament initiatives. The course will begin by addressing basic concepts of nuclear science and technology such that policy-oriented students can have a better understanding of the science and engineering underlying nuclear weapons. The course will then turn to a discussion of the different states that have built nuclear weapons through time, and the different reasons for and theories of why states proliferate. The class will also address the topic of how states proliferate, looking at illicit proliferation pathways, peaceful nuclear assistance, and covert programs. Next, the class will consider the question of whether or not nuclear weapons have fundamentally altered world politics, focusing on the debate of whether nuclear weapons make the world more or less stable. We will also consider and discuss the role of nuclear weapons in deterrence and compellence before turning to strategies of counter-proliferation. In the second half of the class will discuss cooperation in the nuclear arena, historical nonproliferation and arms control movements, and contemporary disarmament movements including Global Zero and the Nuclear Ban Treaty. Throughout the class we will make use of exercises and simulations to highlight course concepts. In 2020 our simulations will reflect the global reality of international negotiations during a global pandemic and will be conducted virtually.

By the end of this semester you should be able to:

- Develop a basic understanding of the science and technology underlying nuclear weapons.
- Understand different proliferation pathways for the nuclear weapons states.
- Know the states that have chosen not to proliferate, or that have backed down from proliferation.
- Understand the ways in which nuclear weapons affect conflict, bargaining, and cooperation.
- Critically evaluate contemporary policy debates related to nuclear weapons in foreign policy, nuclear security, nonproliferation, and disarmament.

2020-2021 Pandemic Policies

I would like nothing more than to be in the classroom with all of you this semester; however, the Covid-19 pandemic has made this unsafe for us and for the larger Athens community. Due to the pandemic, this course is being taught as a hybrid course, with online components and the opportunity to meet in person. This course will comply with UGA requirements as well as the commitment by the Department of International Affairs to allow all students to learn safely (see statement on eLC). Students are not required, nor encouraged to meet in person for face-to-face (F2F) instruction. Students are however given opportunities to be in the

classroom following social distancing procedures (13 students maximum in our classroom at a time, masks and laptops/ tablets required, see eLC for group assignments).

Students will be assigned to groups after the drop/add period is over on August 26. These groups will dictate classroom assignments for rotating (optional) classroom attendance for discussion sections. Prior to groups being assigned class will be held virtually. This will also allow us to test critical technology and procedures that will be important during the semester. All simulation sessions will be held fully online, both to mirror real world diplomatic challenges in 2020 and to guarantee that all students and teams are on equal footing. See full schedule below for more details on modes of instruction and assignments.

UGA Coronavirus policies are listed at the end of the syllabus. Some important notes:

1. If you experience symptoms consistent with Covid-19 or are exposed to someone who has tested positive for Covid-19, **DO NOT ATTEND CLASS**. Report your exposure and any symptoms immediately through UGA's contact tracing app and seek a test as soon as possible.
2. If you are ill, you might find yourself physically unable to complete assignments on time. If you find yourself in this situation, **DO NOT PANIC**. Do reach out to me as soon as possible so we can find a solution.
3. There is no F2F attendance policy for this class, and you will not be punished in any way for exclusively participating in this class online.
4. If you choose to attend class in person on days you are eligible, you must sign up online at least **24 hours prior to the scheduled class time**. Once the class roster is settled, you will be assigned to an "attendance group." You will only be eligible to attend class on your attendance group days. If you choose to attend class in person, note that UGA requires all students, faculty, and staff to wear face coverings over the nose and mouth while indoors and maintain social distance (at least six feet) whenever possible. If you come to class without a face covering, you will be asked to find one or to leave and participate virtually.
5. All class discussions will occur via "real-time" chat, on Zoom. The class Zoom link and password are included at the top of the syllabus. If there are issues with this link students will be emailed at their UGA email address. Students are expected to attend each online session; if you physically attend class, you will still be engaging with your peers who are ineligible for in-class participation via Zoom.
6. After Thanksgiving (November 26th), all classes will be held exclusively online.

Course Materials

Readings are assigned in a weekly block, and must be completed *before* class each week. Students are responsible for all assigned readings, even if the material is not explicitly discussed in class. Readings can be accessed through the course eLearning Commons website (log-in at <https://uga.view.usg.edu> with UGA MyID). I also expect students to read (and/or listen to) at least one daily source of national and foreign news. Recommended sources of news can be found on the final page of the syllabus.

Course Expectations and Grading

- Simulation 1: NPT Formation (15%) A 3-4 page memo is due September 10 at 5 pm.
- Simulation 2: Nuclear Crisis Escalation (10%) A 2 page memo is due October 29 at 5 pm.
- Simulation 3: NPT Review Conference (35%)

- Pre-Simulation Memorandum - 10% (5 pm November 5)
 - Pre-Simulation Head of State Briefing - 2.5% (November 10)
 - First Plenary Presentation - 5% (November 12)
 - Peer Evaluations and Feedback - 2.5% (due 5 pm November 24)
 - Final Memo Response- 15% (4 pages, due 5 pm December 11)
- Discussion Points (10%) Each student will be required to turn in one discussion point each week for six weeks from Weeks 4-9 (each discussion point is worth 2% of your course grade, with lowest grade dropped). Unless otherwise announced, these should be **submitted to eLC by Wednesday at 5 PM each week** starting on September 9. To be clear, the talking points that are due each Wednesday must be about the readings assigned for that week. For example, the talking points submitted on September 9 will cover the readings to be discussed in our class meetings on September 8 and 10. No late discussion points will be accepted. These “talking points” will help shape the class discussions, so they should discuss the most interesting theoretical questions or arguments that the student has identified based on the assigned readings.
 - Quizzes (20%) Two short quizzes (worth 10% each) will take place in Weeks 6 and 9. The quizzes will be a mix of multiple choice and short answer and are not cumulative. The quizzes are due at 5 pm on September 24 and October 15 and will be made accessible via eLC a week before they are due.
 - Participation (10%) Students will be evaluated on virtual contributions to class discussions (quality and quantity) and participation during in-class activities, including simulations. Each of these is required. To earn full points for participation, students should attend (virtual) class sessions and be prepared to ask questions and react to material from the readings and lecture. While participation via Zoom during our discussion sections is preferred, when students are unable to log on synchronously due to their own health or the health of their loved ones, weekly participation credit can be made up by responding to three discussion points made by classmates on eLC by Thursday at 3 PM. When there are no weekly discussion points alternate participation assignments may be offered on a case by case basis. *Because of the interactive, group nature of the simulations, attendance is vital on these days.*

Letter grades correspond to the following 0-100 scale:

94 – 100	A	77 – 79	C+
90 – 93	A–	74 – 76	C
87 – 89	B+	70 – 73	C–
84 – 86	B	60 – 69	D
80 – 83	B–	00 – 59	F

Late Policy: Failure to complete an assignment will result in a failing grade for that assignment (a score of 0). Late quizzes *may* be accepted, but *only* with the prior approval of the instructor for documented, emergency situations. Assignments and activities for the simulations *must* be submitted prior to the due date and time. Late final simulation memos will have points deducted (see additional handout). No essays more than a day late will be accepted. Since the lowest grade is dropped, no late discussion points will be accepted and no make up assignments will be granted for missed discussion points. ***Please note that during the Covid-19 pandemic, communication is crucial. I am happy to work with you to address unforeseen circumstances, but can only make accommodations if you reach out to me as quickly as possible.***

Grade Appeals: Students are welcome to discuss assignments and their overall class performance during office hours. If you find a mathematical error on a graded assignment please let me know immediately. Students wishing to appeal a grade must wait 24 hours after their assignment has been returned to make an appointment. During that appointment students should come prepared with (1) their assignment/exam, (2) a typed (and emailed) explanation of what the best possible response to the prompt would look like, (3)

a typed (and emailed) explanation of how their work compares to that best answer, and (4) their class and reading notes. All requests for such meetings must be made within one week of the date the assignment was returned. Upon reviewing your request, I may raise, lower, or maintain your original grade.

Extra Credit: Due to the numerous and varied assessments, which provide ample opportunity for you to showcase your academic strengths, there will be no quiz re-takes or extra credit assignments beyond the ones described in this syllabus.

Additional Course Procedures and Policies

Attendance: Face-to-face attendance is not required for this course during 2020-2021. Students are however required to attend weekly synchronous discussion sessions via Zoom. When this is not possible due to illness, students can make up participation points for the week by responding to discussion points made by their classmates (see above), or with additional make-up assignments provided by the instructor.

Discussion Etiquette: Debate and discussion are part of critically evaluating arguments and perspectives in international relations. I expect you to talk to each other, not just to me. **HOWEVER**, the point of discussion is to use criticism and contrasting opinions to sharpen each others arguments and bring out hidden assumptions, **NOT** to destroy another's ideas or make yourself look better than someone else. It is crucial that the spirit of discussion remain open, honest, and respectful even when we disagree. No disparaging remarks or personal insults will be tolerated in class. eLearning provides both unique challenges and opportunities. Please reference the additional handout for Zoom etiquette.

Technology Policy: During 2020-21, students are required to have a laptop, tablet, or phone with them even when taking advantage of opportunities for face-to-face instruction.

Contacting Me Outside of Class: The most efficient way to contact me is by email (molly.berkemeier@uga.edu). As with all business-related correspondence, be sure to include the appropriate salutation, identify yourself, and write in complete sentences. Please allow 24 hours for an email response during the week. If you send me an email on the weekend, the 24 hour clock starts Monday at 9 AM. If you have not heard from me in 24 hours, send a follow-up email.

Office Hours: During 2020-2021 all office hours will be virtual and by appointment. I am more than happy to answer course-specific questions, or just chat. Office hours are there for your use – take advantage of them.

Course Materials Copyright: The handouts used in this course are copyrighted. By “handouts,” I mean all materials generated for this class, which include by are not limited to syllabi, slides tests, and assignments. Because these items are copyrighted, you do not have the right to copy handouts (or place them online), unless I expressly grant permission, which I have not. You do not have the right to electronically record (audio and/or video) any part of this class without the express, written consent of the instructor. You also do not have the right to post recordings of any portion of the class online or to distribute by other means

Course Schedule

Students are expected to have completed all the required material before class each week. There are 1-2 readings/podcasts/videos assigned per class period (2-4 per week) with the exception of simulation weeks. At the beginning of the semester we will have a discussion about how to effectively read political science material with the goals of saving time and processing information. In general, I recommend you read/ listen to the required materials in the listed order. The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. The professor will provide sufficient advanced notice of changes by making announcements in class or on eLC.

Week 1 Course Introduction (8/20)

- Hoover Green, Amelia. 2013. “How to Read Political Science: A Guide in Four Steps.” Pages 1-4. Available at: <https://www.ameliahoovergreen.com/uploads/9/3/0/9/93091546/howtoread.pdf>.

- Read the Syllabus. Really, read it.
- WATCH: PBS *The Bomb* Documentary (streaming through Kanopy).

For the sake of fairness, and to test critical technology, the first day of class will be held synchronously via Zoom.

Week 2 Nuclear Science & Technology (8/25); Nuclear History & Origins of the NPT (8/27)

- WATCH: Matthew Bunn “How Nuclear Bombs Work Part 1/2”, Focus on part up to 48:23. <https://www.youtube.com/watch?v=zVhQ0hxb1Mc>.
- Forsberg, Randall. 1995. *The Nonproliferation Primer*. Cambridge, MA: MIT Press. pp. 11–49 (optional).
- Freedman, Lawrence. 2003. “The Arrival of the Bomb” in *The Evolution of Nuclear Strategy*. 3rd Edition. London: UK: Palgrave Macmillan.

Tuesday August 25	Thursday August 27
Mode: Asynchronous Class: Watch science/ tech lectures	Mode: Synchronous & Asynchronous Class: Introduction to Simulation 1 (Synchronous) Watch history/ NPT lectures (Asynchronous)

Week 3 Simulation 1: Formation of the NPT (9/1, 9/3)

- Simulation 1 handbook (Wallerstein 2018).
- Country assignment (to be assigned).

Tuesday September 1	Thursday September 3
Mode: Synchronous Class: Oral arguments (2 min/teach, 20 min total) Formal debate (25 min) Informal group discussion (25 min)	Mode: Synchronous Class: Voting on final treaty (20 min) Treaty signing (5 min) Discussion, epilogue, NPT (45 min)

For Simulation 1, all readings must be completed prior to Tuesday. Groups will present their oral arguments on Tuesday. Between Tuesday and Thursday groups should communicate via Slack to attempt to persuade and reach a resolution. With the aim of having a seamless simulation and for the sake of fairness, the entire simulation will be conducted virtually. This will also allow us to replicate the virtual negotiating environment in 2020 foreign policy.

Week 4 Why Do States Proliferate? (9/8, 9/10)

- Sagan, Scott D. 2012. “Why Do States Build Nuclear Weapons? Three Models in Search of a Bomb.” *International Security*. 21(3): 54–86.
- Monteiro, Nuno P., and Debs, Alexandre. 2014. “The Strategic Logic of Nuclear Proliferation.” *International Security*. 39(2): 7–51.
- Solingen, Etel. 1994. “The Political Economy of Nuclear Restraint.” *International Security*. 19(2): 126–169.

- Jo, Dong-Joon and Gartzke, Erik. 2007. “Determinants of Nuclear Weapons Proliferation.” *Journal of Conflict Resolution*. 51(1): 167–194 (skim math).

Tuesday September 8	Thursday September 10
Mode: Asynchronous, optional F2F Class: Watch week 4 lectures Due: eLC Discussion Point 1 (Wed 5 pm)	Mode: Synchronous, optional F2F Class: Discussion Due: Simulation 1 Memo (5 pm)

Week 5 Why Do(n’t) States Proliferate? (9/15, 9/17)

- Rublee, Maria Rost. 2009. “Nonproliferation Norms: Why States Choose Nuclear Restraint.” University of Georgia Press. Chapter 1. Pages 1–34.
- Hymans, Jacques EC. 2000. “Isotopes and Identity: Australia and the Nuclear Weapons Option, 1949–1999.” *The Nonproliferation Review*. 7(1): 1–23.
- Fuhrmann, Matthew and Horowitz, Michael C. 2014. “When Leaders Matter: Rebel Experience and Nuclear Proliferation.” *The Journal of Politics*. 77(1): 72–87 (skim math).
- Hymans, Jacques EC. 2011. “Veto Players, Nuclear Energy, and Nonproliferation: Domestic Institutional Barriers to a Japanese Bomb.” *International Security*. 36(2): 154–189.

Tuesday September 15	Thursday September 17
Mode: Asynchronous, optional F2F Class: Watch week 5 lectures Due: eLC Discussion Point 2 (Wed 5 pm)	Mode: Synchronous, optional F2F Class: Discussion

Week 6 Have Nuclear Weapons Changed the World? (9/22, 9/24)

- Berkemeier, Molly and Fuhrmann, Matthew. 2018. “Nuclear Weapons in Foreign Policy.” In *Oxford Research Encyclopedia of Politics*.
- Waltz, Kenneth and Sagan, Scott. 2013. *The Spread of Nuclear Weapons: A Debate*. WW Norton & Company. Pages 3–17, 46–53.
- Schelling, Thomas C. 2008. *Arms and Influence*. Yale University Press. Pages 1-34.

Because the first quiz is due this week, no F2F class this week so all students can take the quiz in the same environment.

Tuesday September 22	Thursday September 24
Mode: Asynchronous, optional F2F Class: Watch week 6 lectures Due: eLC Discussion Point 3 (Wed 5 pm)	Mode: Synchronous, optional F2F Class: Discussion Due: Quiz 1 (Fri 5 pm)

Week 7 Nuclear Deterrence (9/29, 10/1)

- Powell, Robert. 1985. “The Theoretical Foundations of Strategic Nuclear Deterrence” *Political Science Quarterly*. 100(1): 75–96.
- Narang, Vipin. 2013. “What Does it Take to Deter: Regional Power Nuclear Postures and International Conflict.” *Journal of Conflict Resolution*. 57(3): 478–508.

Tuesday September 29	Thursday October 1
Mode: Asynchronous, optional F2F Class: Watch week 7 lectures Due: eLC Discussion Point 4 (Wed 5 pm)	Mode: Synchronous, optional F2F Class: Discussion

Week 8 Nuclear Coercion, Crises & Compellence (10/6, 10/8)

- Betts, Richard K. 1987. *Nuclear Blackmail and Nuclear Balance*. Washington: Brookings. Chapter 1. Pages 1–21.
- Kroenig, Matthew. 2013. “Nuclear Superiority and the Balance of Resolve: Explaining Nuclear Crisis Outcomes.” *International Organization*. 67(1): 141–171.
- Sechser, Todd S. and Fuhrmann, Matthew. 2013. “Crisis Bargaining and Nuclear Blackmail.” *International Organization*. 67(1): 173–195.
- LISTEN: Hersman, Rebecca and Hodges, Doyle. 2020. “Distortions in the Fabric of Deterrence.” *Horns of a Dilemma* Podcast. Texas National Security Review. Available at: <https://warontherocks.com/2020/07/distortions-in-the-fabric-of-deterrence/>.

Tuesday October 6	Thursday October 8
Mode: Asynchronous, optional F2F Class: Watch week 8 lectures Due: eLC Discussion Point 5 (Wed 5 pm)	Mode: Synchronous, optional F2F Class: Discussion

Week 9 Counter-proliferation (10/13, 10/15)

- Kreps, Sarah E., and Fuhrmann, Matthew. 2011. “Attacking the Atom: Does Bombing Nuclear Facilities Affect Proliferation?” *Journal of Strategic Studies*. 34(2): 161-187.
- Miller, Nicholas L. 2014. “The Secret Success of Nonproliferation Sanctions.” *International Organization*. 68(4): 913-944.
- Gerzhoy, Gene. 2015. “Alliance Coercion and Nuclear Restraint: How the United States Thwarted West Germany’s Nuclear Ambitions.” *International Security*. Pages 91–129.

Because the first quiz is due this week, no F2F class this week so all students can take the quiz in the same environment.

Tuesday October 13	Thursday October 15
Mode: Asynchronous Class: Watch week 9 lectures Due: eLC Discussion Point 6 (Wed 5 pm)	Mode: Synchronous Class: Discussion (45 min) Introduction to Simulation 2 (25 min) Due: Quiz 2 (Fri 5 pm)

Week 10 Simulation 2: Nuclear Crisis Escalation (10/20, 10/22)

- CSIS “On the Nuclear Brink” Game Background Instructions.

With the aim of having a seamless simulation and for the sake of fairness, the entire simulation will be conducted virtually. This will also allow us to replicate the virtual negotiating environment in 2020 foreign policy.

Tuesday October 20	Thursday October 22
Mode: Synchronous Class: Divide into teams (5 min) Turn 1 (30 min) Discussion (15 min) Turn 2 (30 min)	Mode: Synchronous Class: Discussion (20 min) Turn 3 (30 min) Discussion (25 min)

Week 11 Non-proliferation & Arms Control (10/27); Disarmament (10/29)

- Larsen, Jeffrey and James Wirtz, eds, Arms Control and Cooperative Security, Boulder CO: Lynne Rienner, 2009, Introduction pp. 1-14.
- Glaser, Charles. 1998. “The Flawed Case for Nuclear Disarmament.” *Survival*. 40(1): 112-128.
- Schelling, Thomas. 2009. “A World Without Nuclear Weapons?” *Daedalus*. 138(4): 124–129.
- Davis-Gibbons, Rebecca. “The Nuclear Ban Treaty: How Did We Get Here and What Does it Mean for the United States?” July 14, 2017. War on the Rocks. <https://warontherocks.com/2017/07/the-nuclear-ban-treaty-how-did-we-get-here-what-does-it-mean-for-the-united-states/>.

Tuesday October 27	Thursday October 29
Mode: Asynchronous, optional F2F Class: Watch week 11 lectures	Mode: Asynchronous, optional F2F Class: Davis-Gibbons guest lecture Due: Simulation 2 Memo

Week 12 Simulation 3: NPT Review Conference Overview (11/3) & Group Meetings (11/5)

- Simulation 3 handbook.
- Additional country sources (see guidelines).
- Paul, T.V. 2003. “Systemic Conditions and Security Cooperation: Explaining the Persistence of the Nuclear Nonproliferation Regime.” *Cambridge Review of International Affairs*. 16(1): 135–154 (background reading on NPT, optional).

- Bunn, George. 2003. "The Nuclear Nonproliferation Treaty: History and Current Problems." *Arms Control Today*. 33(10). https://fsi.fsi.stanford.edu/sites/default/files/Bunn_The_Nuclear_Nonproliferation_Treaty__History_and_Current_Problems.pdf (background reading on NPT, optional).

Tuesday November 3	Thursday November 5
Mode: Synchronous Class: Introduction to Simulation 3 Group meetings Due: Go Vote! Extra credit assignment (11:59 pm)	Mode: Synchronous Class: Group meetings Due: Pre-sim memo sections (4 pm) Pre-sim Group Memo (Fri 5 pm)

Simulation background material should be read prior to Tuesday. Students will have time to meet with their teams on Tuesday and Thursday to work on their background memos and briefings. Additional country sources should be consulted. With the aim of having a seamless simulation and for the sake of fairness, the entire simulation will be conducted virtually. This will also allow us to replicate the virtual negotiating environment in 2020 foreign policy.

Week 13 Simulation 3: Head of State Briefings (11/10) and Session 1 (11/12)

Tuesday November 10	Thursday November 12
Mode: Synchronous Class: Head of State Presentations (time slots TBA) Due: Final PPTX Slides (11:59 pm)	Mode: Synchronous Class: Opening Remarks (5 min) Country Presentations (65 min)

On Tuesday groups will present their briefing for feedback in scheduled slots. Final slides can incorporate feedback and are due on Tuesday. On Thursday each team will present their opening remarks. With the aim of having a seamless simulation and for the sake of fairness, the entire simulation will be conducted virtually. This will also allow us to replicate the virtual negotiating environment in 2020 foreign policy.

Week 14 Simulation 3: Session 2 (11/17) and Session 3 (11/19)

- No assigned readings.

Tuesday November 17	Thursday November 19
Mode: Synchronous Class: Committee Meetings Due: Committee recommendations (11:59 pm)	Mode: Synchronous Class: Debate final document (60 min) Vote on final document (10 min)

On Tuesday each group will send a representative to one of three committee meetings to negotiate treaty language and provisions. By midnight each committee group must submit agreed-upon language. On Thursday the submitted language will be debated as a final document and voted on. With the aim of having a seamless simulation and for the sake of fairness, the entire simulation will be conducted virtually. This will also allow us to replicate the virtual negotiating environment in 2020 foreign policy.

Week 15 Wrap-up Discussion(11/24)

- No assigned readings.

Tuesday November 24	Thanksgiving
Mode: Synchronous Class: Simulation discussion Due: Peer evaluations (5 pm)	Happy Thanksgiving!

Week 16 Emerging Issues (12/1, 12/3)

- Brooks, Linton. 2020. “The End of Arms Control?” *Daedalus*. 149(2): 84–100.
- Timbie, James. 2020. “A Way Forward.” *Daedalus*. 149(2): 190–204.
- Mehta, Rupal N. and Whitlark, Rachel. 2016. “Unpacking the Iranian Nuclear Deal: Nuclear Latency and US Foreign Policy.” *The Washington Quarterly*. 39(4): 45–61.
- Johnson, James and Krabill, Eleanor. 2020. “AI, Cyberspace, and Nuclear Weapons.” *War on the Rocks*.

Tuesday December 1	Thursday December 3
Mode: Asynchronous, UGA all online Class: Watch week 16 lectures	Mode: Synchronous, UGA all online Discussion (Zoom) Due: Simulation 3 Memo (Dec 11, 5 pm)

Accommodations for and Statement about Students with Disabilities

UGA is committed to providing equal access to academic programs and university-administered activities and reasonable modifications to students with disabilities. Students in need of special accommodations need to request such services from the Disability Resource Center located at 114 Clark Howell Hall (for more information visit www.drc.uga.edu). In accordance with University policies, reasonable accommodations will be made for all students with disabilities, but it is the student’s responsibility to communicate with the instructor early in the term. All accommodations for disabilities must be arranged well in advance of any assignments and exams.

UGA’s code of conduct protects student privacy and intellectual property and thus prohibits recording and digital release of classroom lectures and conversations unless a student has an accommodation from the DRC. If this is your situation, please let me know and we will devise an accommodation that protects your right to privacy, that of your classmates, and everyone’s intellectual property.

Academic Integrity Statement and Policy

The UGA Student Honor Code states: “I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others.” *A Culture of Honesty*, the University’s policy and procedures for handling cases of suspected dishonesty, can be found at <https://honesty.uga.edu>. As a University of Georgia student, you have agreed to abide by the University’s academic honesty policy. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Any student caught cheating or plagiarizing will be referred to Judicial Affairs, as required by university policy. The professor, the School

of Public and International Affairs, and the University take violations of academic honesty very seriously. All course work must be done on an individual basis unless the professor clearly indicates that group work is acceptable. **Any reference materials must be explicitly cited.** If you have any questions about what constitutes a dishonest practice, consult with the professor.

Statement about Diversity Policy

The School of Public and International Affairs supports the University of Georgia's commitment to diversity, and welcomes individuals from any racial, ethnic, religious, age, gender, sexual orientation, class, disability, and nationality (See: <http://diversity.uga.edu/index.php/about/welcome>). In the spirit of this vital commitment, in this course each voice in the classroom has something of value to contribute to all discussions. Everyone is expected to respect the different experiences, beliefs, and values expressed by fellow students and the instructor, and will engage in reasoned discussion that refrains from derogatory comments about other people, cultures, groups, or viewpoints.

Title IX and Statement On Limits to Confidentiality

The University of Georgia and SPIA are committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws provide guidance for achieving such an environment. Although class materials are generally considered confidential pursuant to student record policies and laws, University employees cannot maintain confidentiality when it conflicts with their responsibility to report certain issues that jeopardize the health and safety of our community. As the professor, I must report certain information to other University offices if you share it with me. This includes, allegations of sexual assault, sexual discrimination, or sexual harassment when they involve UGA students, faculty, or staff, or third parties visiting campus. UGA also has a vast array of resources available to students facing a variety of challenges.

Mental Health and Wellness Resources:

- If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.
- UGA has several resources for a student seeking mental health services (<https://www.uhs.uga.edu/bewelluga/bewelluga>) or crisis support (<https://www.uhs.uga.edu/info/emergencies>).
- If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.
- Additional resources can be accessed through the UGA App.

Students and faculty can report non-emergency behavior that causes them to be concerned using these confidential reporting resources: <https://eoo.uga.edu/Confidential-Reporting>.

Additional Resources

For further information, background reading, and research, see the following outlets of international relations and international security:

- *New Yorker*, *Economist*, *Foreign Affairs*, *Foreign Policy*, *The Washington Quarterly*

Great blogs on international relations-related issues:

- <https://foreignpolicy.com> (*aimed at a general audience*)
- <https://warontherocks.com> (*experts blog on national security issues*)
- <https://www.washingtonpost.com/news/monkey-cage/> (*brings findings from social science to bear on policy issues*)
- <https://www.armscontrolwonk.com/> (*covers nuclear and other arms control issues*)
- <https://www.lawfareblog.com/> (*role of law in war and conflict*)

For day-to-day (and weekly) news coverage in both print and audio mediums:

- Print: *The New York Times*, *Washington Post*, *Financial Times*, *BBC World News*
- Audio: BBC World Service Radio, National Public Radio, NPR's Up First podcast, The Daily podcast, Bombshell podcast, War on the Rocks podcast, Horns of a Dilemma podcast.

UGA Coronavirus Policies

Face Coverings: Effective July 15, 2020, the University of Georgia—along with all University System of Georgia (USG) institutions—requires all faculty, staff, students and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use is in addition to and is not a substitute for social distancing. Anyone not using a face covering when required will be asked to wear one or must leave the area. Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons. Students seeking an accommodation related to face coverings should contact Disability Services at <https://drc.uga.edu/>.

DawgCheck: Please perform a quick symptom check each weekday on DawgCheck – on the UGA app or website – whether you feel sick or not. It will help health providers monitor the health situation on campus: <https://dawgcheck.uga.edu/>.

What do I do if I have symptoms?: Students showing symptoms should self-isolate and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5 p.m.). Please DO NOT walk-in. For emergencies and after-hours care, see <https://www.uhs.uga.edu/info/emergencies>.

What do I do if I am notified that I have been exposed?: Students who learn they have been directly exposed to COVID-19 but are not showing symptoms should self-quarantine for 14 days consistent with Department of Public Health (DPH) and Centers for Disease Control and Prevention (CDC) guidelines. Please correspond with your instructor via email, with a cc: to Student Care & Outreach at sco@uga.edu, to coordinate continuing your coursework while self-quarantined. If you develop symptoms, you should contact the University Health Center to make an appointment to be tested. You should continue to monitor your symptoms daily on DawgCheck.

How do I get a test?: Students who are demonstrating symptoms of COVID-19 should call the University Health Center. UHC is offering testing by appointment for students; appointments may be booked by calling 706-542-1162. UGA will also be recruiting asymptomatic students to participate in surveillance tests. Students living in residence halls, Greek housing and off-campus apartment complexes are encouraged to participate.

What do I do if I test positive?: Any student with a positive COVID-19 test is **required** to report the test in DawgCheck and should self-isolate immediately. Students should not attend classes in-person until the

isolation period is completed. Once you report the positive test through DawgCheck, UGA Student Care and Outreach will follow up with you.

** Students who completely read this syllabus and email me the name of their favorite movie by August 26 will receive an additional point to their final grade.*