Overview:
The purpose of this course is to understand the role that nuclear weapons have played in international relations and to understand the ongoing policy debates regarding proliferation. The course will combine topics related to nuclear deterrence theory, the history of proliferation and contemporary policy debates. Students will learn how nuclear weapons shape international politics in both theory and practice.

The format of the course will be primarily discussion oriented. Each student will come to class prepared to assess that day’s assigned readings in detail. There will be no formal lecture, although I will provide material not in the readings when needed and will direct the discussion toward a thorough understanding of the material. When a topic is especially interesting to a student, he/she is encouraged to read material outside of the assigned reading and/or to come to class with a few questions prepared in advance for the class to discuss. This is optional but will be an important part of each student’s ability to get the most out of the seminar experience.

This is a writing intensive course, so the students are expected to excel in expressing their thoughts on paper. The course will combine smaller writing assignments with a major research paper. The highest standards of grammar and argumentation are demanded in these assignments.

Requirements:
Since the course is a seminar-style structure, students will be graded on their ability to contribute to the discussion. This will require each student to do the assigned reading and come prepared to discuss. Attendance will be taken at each class, and absences will only be excused if the student has proper documentation of an illness or university-related travel.

The students will write 5 response papers throughout the semester. They are 1-2 pages in length (single spaced), similar to the style of an article in the Economist magazine. In these papers, the students will briefly summarize one of the key issues discussed during a class and provide a thoughtful policy position which addresses that issue. Since the students are expressing sincere opinions, there are no “right” answers. The student will be graded on the clarity of the presentation and the degree to which the student demonstrates mastery of the course material. The students may choose to write a response paper on any class topic, but they must submit their paper within one week after the class has occurred. The first response paper will be ungraded, to give the students a “trial run,” and the remaining four response papers are worth 5% each. Students are allowed to use the grade on the first response paper in place of the grade on a later one if desired.

The students will write the term paper in two increments and have the opportunity to revise each part before turning in the final draft. The theme of the term paper is “Was it worth it?” Students
will choose one country that has developed nuclear weapons besides the US and then research the circumstances in which they proliferated and how their nuclear arsenals have affected their security.

The first section of the paper, due 10/9 (at the beginning of class), provides the history of the selected country’s nuclear weapons program, the author’s thesis statement and a very brief overview of the argument that will be explored in the second section. The student will have conducted the bulk of the research at this stage and will draw heavily from scholarly books and articles in presenting the historical information. This section should be about 7-8 pages long (double spaced).

The second section of the paper, due 11/13 (at the beginning of class), contains the student’s defense of the thesis statement. The student will describe the country’s security environment since the development of the nuclear weapons. Then he/she will make the case for whether or not the nuclear weapons improved the state’s security through relating specific examples and drawing heavily from the course concepts. The student should discuss both the positive benefits of the weapons and the negative consequences. The student should strive to demonstrate both a deep knowledge about the selected country and a firm understanding of the course concepts and debates about the relationship between nuclear weapons and international security. This section should be about 12-13 pages (double spaced).

The final paper is due on 12/11 at 4:30 PM, which is the time that the final exam would have occurred if there were one. Students will have made edits along the lines that I suggested after grading the individual sections. The total length of the two sections should be no longer than 21 pages (I will stop reading at the end of page 21). The final grade for the term paper will reflect both the overall quality of the paper and the ability for the student to follow my suggestions. As a result, it is possible that the final paper will receive a lower grade than the earlier drafts. Papers turned in on the due date, but after the assigned time, will receive one letter grade deduction. No credit will be given for papers turned in after the day they are due. No extensions will be given.

**Grading:**
Participation: 10%
Response Papers (5): 20%
Term Paper: 70%
  - Introduction/literature review/thesis: 15%
  - Argument and evidence: 15%
  - Final draft: 40%

Books for purchase:

**Course Outline:**

I. Foundations
8/28: Intro to the class

9/2: Nuclear Physics 101

9/4: The Proliferators


9/9: History: Developing the Bomb
   Freedman, Chs. 1&2


9/11: No Class

9/16: Nuclear Weapons and the Long Peace


9/18 NPT


   **II. Deterrence**

9/23: Concepts of Coercive Diplomacy
   Freedman, Chs. 3, 5 & 6


   Recommended: Thomas Schelling, *Arms and Influence*, Ch. 1

9/25: Limited War
   Freedman, Chs. 7 & 8

9/30: First Strike Possibilities
Freedman, Chs. 9-11


Freedman, Chs. 12 & 14

Recommended: Thomas Schelling, *The Strategy of Conflict*, Ch. 8

10/7: MAD
Freedman, Chs. 15 & 16

Jervis, *The Meaning of the Nuclear Revolution*, Ch. 3

10/9: Extended Deterrence
Freedman, Chs. 19-21

10/16: Cuban Missile Crisis

### III. Nonproliferation and Counter-Proliferation

10/21: Risks of Proliferation

10/23: Morality & Taboos

Jervis, *The Meaning of the Nuclear Revolution*, Ch. 4

10/28: Atoms for Peace?


10/30: Are Nuclear Weapons Still Needed for Deterrence?
Freedman, Chs. 26 & 27.

11/4: Moving Toward Disarmament?
Ariel Levite, “Never Say Never Again: Nuclear Reversal Revisited,”


11/6: Prevention and Preemption

Freedman, Ch. 28.


IV. Current Issues

11/11: Nuclear Posture Review

Wolfgang Panofsky. 2007. “Nuclear Insecurity; Correcting Washington’s Dangerous Posture.” Foreign Affairs 86 (5): 109-


11/13: Missile Defense


11/18: Testing


11/20: Technology Transfers


11/25: India-Pakistan


12/2: North Korea


12/4: Iran

Scott D. Sagan, “How to Keep the Bomb From Iran,” *Foreign Affairs* 85 (September/October 2006).


12/9: Terrorism


12/11: Final Paper due by 4:30, no in-class exam
GRADING STANDARDS:

The following standards will be applied to the evaluation of assignments in the class.

A  Exceptional Performance.

Consistently outstanding work on all course-related tasks at a level that distinguishes the student from other members of the class. A comprehensive and incisive command of the issues, literature, and substantive information relevant to the course. A frequently demonstrated exceptional capacity for original, creative, critical and logical thinking. The ability to master and integrate large amounts of factual material and abstract theories. An outstanding ability to discuss effectively course subject matter using both written and oral communication skills.

A- Excellent Performance.

Consistently strong work on all course-related tasks. A comprehensive command of the issues, literature, and substantive information relevant to the course. A clearly demonstrated capacity for original, creative, critical and logical thinking. Understands well and can integrate the relevant factual and theoretical material central to the course. A strong ability to discuss effectively course subject matter using both written and oral communication skills.

B+ Very Good Performance.

Consistently above average work on all course-related tasks. A very good grasp of the issues, literature, and substantive information relevant to the course. A generally demonstrated capacity for original, creative, critical, and logical thinking. A very good command of factual and theoretical material, and some capacity to integrate the two. A solid ability to discuss effectively course subject matter using both written and oral communication skills.

B  Good Performance.

Good and generally consistent work on all course-related tasks. A general understanding of the issues, literature, and substantive information relevant to the course. Modest evidence of the capacity for original, creative, critical and logical thinking. A good understanding of factual and theoretical material, but limited evidence of the capacity to integrate the two. A basic ability to discuss effectively course subject matter using both written and oral communication skills.

B- Satisfactory Performance

Satisfactory work on course-related tasks. A reasonable understanding of the issues, literature, and substantive information relevant to the course. An infrequently demonstrated capacity for original, creative, critical and logical thinking. Understands at a basic level the facts and theories related to the course, but demonstrates weak integration skills. A limited or inconsistent ability to discuss effectively course subject matter using both written and oral communication skills.
C+/C/C-  Adequate Performance

Adequate performance on course-related tasks. An understanding of the basic elements of the issues, literature, and substantive information relevant to the course. A rarely demonstrated capacity for original, creative, critical and logical thinking. An inability to go beyond a recitation of basic factual material related to the class. Demonstrated weaknesses in the ability to discuss effectively course subject matter using both written and oral communication skills.

D/D+  Minimal Passing Performance.

Barely acceptable work on course-related tasks. A generally superficial and often inconsistent familiarity with the issues, literature, and substantive information relevant to the course. A failure to demonstrate the capacity for original, creative, critical and logical thinking related to course content. An uneven understanding of basic factual material related to the course; no evidence of fact/theory integration. Demonstrates significant gaps in the ability to discuss effectively course subject matter using both written and oral communication skills.

F  Unacceptable Performance

Fails to meet minimum course expectations. Unable to understand even the most basic elements of the issues, literature, and substantive information relevant to the course. Demonstrates an inability to engage in coherent written or oral discussion of course material. Does not satisfy specific course expectations with respect to attendance, deadlines, participation, etc.