

INTL 4460: Arms Control & Disarmament

Spring 2020

TR 2-3.15 PM Caldwell Hall 107

CRN: 52737

Professor: Dr. Molly Berkemeier

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Office hours: TR 3.15-4.15 & by appointment

Pre-requisites: INTL 3200 or 3300

Course Description and Objectives

This course is a seminar on arms control and disarmament, and more broadly, 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. The second half of the class will turn to considering non-proliferation and disarmament. We 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.

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.

The class is structured around a core set of readings each week. Generally, the instructor will lecture on the material each Tuesday to provide some background. Students are expected to have completed the assigned readings prior to class, and are expected to provide submitted discussion points by Wednesday at 5PM. More detail on these discussion points will be provided.

I also expect students to read (and/or listen to) at least one daily source of national and foreign news, paying particular attention to nuclear-related news. Sources for this include *The New York Times*, *The Washington Post*, *The Financial Times*, *The Wall Street Journal*, *The Daily* (podcast), and *NPR's Up First* (podcast). For nuclear-related resources see the "Additional Resources" section at the end of the syllabus.

Course Materials

All assigned readings should be completed *before* the meeting for which they are assigned (see schedule below). Students are responsible for all assigned readings, even if the material is not explicitly discussed in the classroom. On average, there is a reading load of two articles per class period. I also expect students to read (and/or listen to) at least one daily source of national and foreign news. Recommended sources of news and international relations reporting can be found on the final page of the syllabus.

All required readings will be made available electronically from the instructor. Readings can be accessed through the course eLearning Commons website (log-in at <https://uga.view.usg.edu> with UGA MyID), through the library course reserves system, or with the websites listed on the syllabus. *To access the readings through eLC, enter the password: INTL4460.* Several films will be made available through Swank Media and UGA libraries. The links to these films and instructions for accessing are available in eLC.

Course Expectations and Grading

- **Research Essay (35%)** A one-question, 10-page take-home research paper will be due during the seventh week of the course (Thursday, February 20 at the start of class). Essays turned in the same day after the start of class will receive a half letter grade deduction. Essays turned in the next day will receive a full letter grade deduction. No essays will be accepted after that time. More details will follow in a separate handout.
- **Discussion Points (20%)** Each student will be required to turn in one discussion point each week for 10 weeks (each discussion point is worth 2% of your course grade). Unless otherwise announced, these should be **uploaded to eLC by Wednesday at 5 PM each week** starting on January 22. To be clear, the talking points that are due each Wednesday must be about the readings/films assigned for that week. For example, the talking points submitted on January 22 will cover the readings to be discussed in our class meetings on January 21 and 23. 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. There are 11 opportunities to submit discussion points throughout weeks 3-13. This means the lowest grade will be dropped overall. More information on format and expectations will follow in a separate handout.
- **Final Exam (35%)** The final exam will take place during finals week (date & location TBD). The exam will take the format of multi-question short answer. Material will cover the entire class.
- **Participation (10%)** Students will be evaluated on a) attendance, b) contributions to class discussions (quality and quantity), and c) participation during in-class activities. Each of these is required. To earn full points for participation, students should attend class and be prepared to ask questions and react to material from the readings and lecture. Merely attending class does not constitute participation.

Letter grades correspond to the following 0-100 scale:

94 – 100	A	74 – 76	C
90 – 93	A–	70 – 73	C–
87 – 89	B+	67 – 69	D+
84 – 86	B	64 – 66	D
80 – 83	B–	60 – 63	D–
77 – 79	C+	00 – 59	F

Late Policy: Failure to complete an assignment or exam will result in a failing grade for that assignment or exam (a score of 0). For the research essay, papers turned in the same day after the start of class will

receive a half letter grade deduction. Essays turned in the next day will receive a full letter grade deduction. No essays more than a day late will be accepted. No late discussion points will be accepted. A make up final exam *may* be offered, but *only* with the prior approval of the instructor for documented and approved emergency situations.

Grade Appeals: Students are always welcome to come discuss assignments and their overall class performance during my 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/exam has been returned to make an appointment to see me. During that appointment students should come prepared with (1) their assignment/exam, (2) a typed explanation of what the best possible response to the prompt would look like, (3) a typed 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/exam 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 exam re-takes, or extra credit assignments beyond the ones described in this syllabus. Students who visit office hours during the first three weeks of class (you don't need to have a question, just stop by and introduce yourself) will receive an added 1% to their final grade.

Additional Course Procedures and Policies

Attendance: Students are expected to attend every class (on time). If absent, it is the student's responsibility to arrange to get notes from a colleague. Students are permitted **two** absences without penalty. You may use them how you choose (job interviews, sleep, travel, illness etc.) If there are extenuating circumstances that will cause you to miss more than two classes, see me immediately. After two absences students will have points deducted from their participation grade. Given that late arrivals to the classroom disrupt both the instructor and other students, tardy students may be marked as absent/ partially absent. If you have to miss a class meeting for a documented reason (doctor's appointment, illness, college- sanctioned sports, religious holidays, etc.), notify me as soon as possible. Approved documented absences will not count against your participation score.

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. Neither will talking, doing crossword puzzles, reading newspapers, doing other homework, or not paying attention in other ways.

Technology Policy: Cell phones (and watches) must be silenced (not on vibrate) or turned off *and* put away during class. Students are asked to not use laptops/ tablets during class, unless the instructor informs you they are needed for classroom exercises (if you require special accommodations provide documentation from the Disability Resource Center). Studies show that using a laptop is a distraction to you and those around you and therefore detracts from student learning.¹

Contacting Me Outside of Class: The most efficient way to contact me outside of office hours 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. While I am happy to answer brief clarifying questions over e-mail, questions about course material, grades, and research are better addressed during office hours. 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

¹Fried, Carrie. 2008. "In-class laptop use and its effects on student learning." *Computers and Education*.

follow-up email.

Office Hours: I will be available to meet with students during the office hours listed above. I am more than happy to answer questions in office hours, or just chat. Office hours are there for your use – take advantage of them! If you have another class during my regular office hours, talk to me about scheduling a different time to meet.

Course Materials Copyright: The handouts used in this course are copyrighted. By “handouts,” I mean all materials generated for this class, which include but 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.

Recognizing the large amount of material covered in this class, I am making slides available online on a trial basis. Students may reference these slides for their own use, but may not pass them on to others, nor post them online. I reserve the right to stop posting slides and remove slides from eLC at any time if I believe students are violating course policies. Not all slides will be posted online and there is no substitute for attending and paying attention during class.

Course Schedule

The schedule is designed such that a block of readings are assigned for each week, rather than readings for each class. **Students are expected to have completed all the readings before class each week.** Discussion points are due each week at 5 PM on Wednesday. Late discussion points will not be accepted and will receive a mark of “0”. 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.

Week 1 Course Introduction & Nuclear Technology and Development (1/7, 1/9)

- 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>. (*For Tuesday*)
- Syllabus (*For Tuesday*)
- Forsberg, Randall. 1995. *The Nonproliferation Primer*. Cambridge, MA: MIT Press. pp. 11–49. (*For Thursday*)
- WATCH: Matthew Bunn “How Nuclear Bombs Work Part 1/2”, Focus on part up to 48:23. <https://www.youtube.com/watch?v=zVhQ0hxb1Mc>. (*For Thursday*)

Week 2 Development Pathways, continued, & Which States Have Proliferated? (1/14, 1/16)

- Freedman, Lawrence. 2003. “The Arrival of the Bomb” in *The Evolution of Nuclear Strategy*. 3rd Edition. London: UK: Palgrave Macmillan.
- Narang, Vipin. 2014. Chapter 1 in *Nuclear Strategy in the Modern Era: Regional Powers and International Conflict*. Princeton, NJ: Princeton University Press. Pages 1-12.

Week 3 Why Do States Proliferate? (1/21, 1/23)

- 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).
- Ciricione, Joseph. 2007. *Bomb Scare: The History and Future of Nuclear Weapons*. Columbia University Press. Chapter 4. (skim).

*First discussion points due Wednesday January 22.

Week 4 Why Do(n't) States Proliferate? (1/28, 1/30)

- 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.

Week 5 Have Nuclear Weapons Changed the World? (2/4, 2/6)

- 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.

Week 6 Nuclear Deterrence (2/11, 2/13)

- Snyder, Glenn Herald. 2015. *Deterrence and Defense*. Princeton University Press. Chapter 1. Pages 1–30 (skim the math).
- 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.

Week 7 Nuclear Coercion, Crises & Compellence (2/18, 2/20)

- 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.
- Fuhrmann, Matthew and Sechser, Todd. 2017. “Nuclear Coercion in Myth and Reality.” In *Nuclear Weapons and Coercive Diplomacy*. Cambridge University Press. Pages 235–258.

**Research essay assignment due at start of class Thursday February 20. Choose one nuclear weapon state and write 10 pages on why you think this state built nuclear weapons. Why are some theories of nuclear proliferation more applicable to this state than to others? The instructor will provide suggested readings for each state. More details will follow in a separate handout.*

Week 8 Counter-proliferation (2/25, 2/27)

- 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.

Week 9 Film Week 1 (3/3, 3/5)

- Dr. Strangelove: <https://digitalcampus.swankmp.net/univofgeorgia369029/#/play/A2EEC82F2C9F48AC>
- Thirteen Days: <https://digitalcampus.swankmp.net/univofgeorgia369029/#/play/78895202EEFC98EF>

**Dr. Berkemeier in Belgium for meetings. Discussion points on movies due Friday at 5PM instead of Wednesday at 5PM.*

Spring Break: No class March 10 & March 12.

Week 10 Non-proliferation, Arms Control and Cooperation (3/17, 3/19)

- Adler, Emmanuel. 1992. “The Emergence of Cooperation: National Epistemic Communities and the International Evolution of the Idea of Nuclear Arms Control.” *International Organization*. 46(1): 101–145.
- Schelling, Thomas and Morton Halperin. *Strategy and Arms Control* (New York: The Twentieth Century Fund, 1961), pp. 1–6; 141–143.
- Croft, Stuart, *Strategies of Arms Control: A History and Typology*, Manchester University Press, 1996, pp. 20–60 (Chapter 1).

- Larsen, Jeffrey and James Wirtz, eds, *Arms Control and Cooperative Security*, Boulder CO: Lynne Rienner, 2009, Introduction pp. 1-14.
- “The Global Nuclear Nonproliferation Regime.” Council on Foreign Relations. 19 July, 2017. <https://www.cfr.org/report/global-nuclear-nonproliferation-regime>.

Week 11 Film Week 2 (3/24, 3/26)

- The Russians are Coming: <https://digitalcampus.swankmp.net/univofgeorgia369029/#/play/E3E38E92B961558E>
- The Hunt for Red October: <https://digitalcampus.swankmp.net/univofgeorgia369029/#/play/E9A00D8681A75771>

*Dr. Berkemeier away for International Studies Association Annual Conference and NPT @ 50 Workshop. Discussion points due Friday at 5PM instead of Wednesday at 5PM.

Week 12 Nuclear Weapons Treaties (3/31, 4/2)

- 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.
- 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.
- Kuhn, Ulrich and Anna Peczeli. 2017. “Russia, NATO, and the INF Treaty.” *Strategic Studies Quarterly*.
- Woolf, Amy, The New START Treaty: Central Limits and Key Provisions, R41219, Congressional Research Service, Washington DC, February 1, 2017, pp 35-37. AND/OR Gottemoeller, Rose. 2010. “New START: Security Through 21st Century Verification.” *Arms Control Today*.

Week 13 Nuclear Disarmament and Global Zero (4/7, 4/9)

- 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.
- Daalder, Ivo and Lodal, Jan. 2008. “Logic of Zero- Toward a World Without Nuclear Weapons.” *Foreign Affairs*. 87.
- Williams, Heather. 2018. “A Nuclear Babbel: Narratives Around the Treaty on the Prohibition of Nuclear Weapons.” *The Nonproliferation Review*.
- 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/>.
- Shultz, George P. and Perry, William J., Kissinger, Henry A. and Nunn, Sam. 2007. “A World Free of Nuclear Weapons.” *The Wall Street Journal*. (Optional.)

Week 14 Nuclear Latency, New Nuclear Weapon States and Emerging Issues (4/14, 4/16)

- Levite, Ariel E. 2006. "Never Say Never Again." *International Security*. 27(3): 59–88.
- Sagan, Scott and Waltz, Kenneth, and Betts, Richard. 2007. "A Nuclear Iran: Promoting Stability or Courting Disaster?" *Journal of International Affairs*. 135–150.
- Mehta, Rupal N., and Whitlark, Rachel Elizabeth. 2017. "The Benefits and Burdens of Nuclear Latency." *International Studies Quarterly* 61(3): 517-528 (skim math).

**No talking points due this week.*

Week 15 Catch Up & Review Week (4/21, 4/23)

**No talking points due this week. Planned review session for 4/23. Dr. Berkemeier speaking at UGA Energy and Security in Transition Conference on 4/21. Class TBD.*

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:

- **Office of Student Care & Outreach** (coordinate assistance for students experiencing hardship/unforeseen circumstances) – 706-542-7774 or by email sco@uga.edu.
- **Counseling and Psychiatric Services (CAPS)** - 706-542-2273 (during regular business hours) After Hour Mental Health Crisis: 706-542-2200 (UGA Police—ask to speak to the CAPS on-call clinician).
- **Relationship and Sexual Violence Prevention** – 706-542-SAFE (Please note, faculty and staff are obligated to report any knowledge of sexual assault/relationship violence to UGA's Equal Opportunity Office. The advocates at RSVP can provide student confidentially).

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>.

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 in discussion.
4. Participate in class by asking, answering, and listening to questions. If you have a question, someone else in class likely has the same question.
5. Form study groups both to compare notes and to study.
6. Make use of all available resources including, but not limited to, the writing center, the library, and the instructor's office hours.
7. Do not wait until the week before the course concludes to realize you are struggling. New material is often challenging, but given enough time and hard work the course material can be mastered.

Additional Resources

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

- *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

** When you have completely read this syllabus, please email me the name of your favorite candy. By responding to this question, you'll receive an extra 1% to your final grade.*