

Nuclear History and Security Policy Fall 2023

Instructor: Dr. Naomi Egel (negel@uga.edu)

Course Date/Time: Thursdays, 3:55-6:45pm

Course Location: 202 Herty Drive (International Affairs Building) Room 214

Office Hours Date/Time: Tuesdays, 2:30-4:30pm

Office Hours Location: 202 Herty Drive (International Affairs Building) Room 328

I. Course Overview

This course is a graduate seminar examining nuclear weapons history and contemporary nuclear security policymaking. It is designed to help students understand core issues related to nuclear weapons, including deterrence, proliferation, and arms control, as well as how nuclear weapons are related to other important issues in international relations. In addition, this course is intended to provide students with the necessary historical and political context for grappling with today's pressing nuclear challenges.

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

- Understand the development of nuclear weapons policy over time
- Understand how nuclear weapons affect and are affected by other aspects of foreign policy
- Evaluate key debates regarding the spread, limitation, and effects of nuclear weapons
- Critically analyze policy proposals for addressing challenges related to nuclear weapons
- Assess the effectiveness of different strategies for addressing nuclear weapons issues

Course Materials

Most readings for this course are available online through the UGA Library or are open access. Readings marked with a * are uploaded onto eLC. Students are not required to purchase any materials for this course. Reading must be completed before each class. Students are responsible for all assigned readings, even if the material is not explicitly discussed in class.

Assessments

1. Paper: 40% of grade

The paper should investigate a research question in the area of nuclear history and/or security policy. The paper's length should be 4,000-5,000 words (roughly 15-20 pages, doubled-spaced).

- Paper proposal (5% of grade): The paper proposal should 1-2 pages (double-spaced) explaining the question you will ask, what is already known about this question (i.e., existing literature), and how you will answer the question (i.e., what methods and sources you will use). Due by the beginning of class week 5.
- Draft peer review (5% of grade): Send a draft of your paper to your peer review partner by the beginning of class week 9 (partners will be assigned in week 7). Comments are due to your partner (copying the instructor) by the beginning of class week 11. In evaluating your feedback to one another, I am looking for constructive comments aimed at improving the paper your partner has written.

- Final paper (30% of grade): Due by the beginning of class Week 15.
- Key dates:
 - Paper proposal due: 9/14/23
 - Peer review submission due: 10/12/23
 - Peer review feedback due: 10/26/23
 - Final paper due: 11/30/23

2. Response Memos: 30% of grade (each memo = 10%, total = 30%)

You will write three response memos over the course of the semester. Each memo should demonstrate critical thinking and cover 1-2 key readings from that week. The length should be between approximately 600-8000 words. Each memo should briefly identify the question the author is asking, summarize the core argument, and give an overall assessment of the strengths and weaknesses of the chosen reading. The focus of the memo should not be summary, but your ideas about the relationship between that week's readings, their strengths and weaknesses, and any important questions that the readings raise or leave unanswered. These memos provide a valuable basis both for our seminar discussions and for your ability to engage with existing scholarship in your research and analysis. Please upload your memos to eLC by 5:00pm on Wednesday before class on Thursday.

3. Class Participation: 30% of grade

As this is a seminar-style class, class participation is an essential component of the course and of your grade. You will need to come to class having done the reading, ready to engage with the material, and prepared to share your thoughts. All students are expected to complete all the assigned readings before the class meetings, attend class, and participate in a constructive manner. Attendance is a prerequisite for participation.

Office hours

I will hold regular office hours on Tuesdays from 2:30-4:30pm. If my regular office hours do not work with your schedule, you can email me to set up a different time to meet.

II. Classroom Policies

These policies are borrowed and adapted from the Center for Teaching and Learning

Academic Integrity and Honesty

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 policies and procedures for handling cases of suspected dishonesty, can be found at www.uga.edu/ovpi.

Plagiarism refers to the use of others' ideas and/or material without citing the source of the ideas and/or material, whether intentional or unintentional. The use of Chat GPT or other generative AI tools in your written assignments is considered plagiarism. Any student who is cheating or plagiarizing will be referred to Judicial Affairs.

Electronics Policy

Laptops are permitted in class for notetaking purposes only. Students may not audio or video record class sessions unless they have received written authorization from the UGA Disability Resource Center. If students have such an authorization, they:

- Understand that they may use the records only for personal academic use during the specific course.
- Understand that faculty members have copyright interest in their class lectures, and they agree not to infringe on this right in any way.
- Understand that the faculty member and students in the class have privacy rights and agree not to violate those rights by using recordings for any reason other than their own personal study.
- Will not release, digitally upload, broadcast, transcribe, or otherwise share all or any part of the recordings. They also agree that they will not profit financially and will not allow others to benefit personally or financially from lecture recordings or other course materials.
- Will erase/delete all recordings at the end of the semester.
- Understand that violation of these terms may subject them to discipline under the Student Code of Conduct or subject them to liability under copyright laws.

Accommodations

Students with disabilities that require accommodation should register with UGA's Disability Resource Center: drc.uga.edu, as well as notify me about those accommodations in the beginning of the semester. Students who need accommodation for religious or cultural reasons should notify me as soon as possible.

Inclusion

This class strives to promote a sense of community and a welcoming space for a diversity of ideas, perspectives, and experiences. All members of our classroom community should respect one another's differences of identity, e.g., religion, race, ethnicity, sexual orientation, and gender. UGA's educational platform provides a roster of legal student names for the instructor. Students are encouraged to reach out to the instructor early in the semester if they wish to be addressed by an alternate name or gender pronoun.

Absences

While in-person student participation is expected for the course, it is possible that health issues, including COVID-19, may limit your attendance. *Do not come to class if you are feeling sick.* Excused student absence from in-person participation include illness or a health emergency, death of a family member, and documented disabilities. If you are requesting one of these exceptions, students must notify the instructor outlining the reason for the absence, and with accompanying documentation where relevant. When possible, students should notify the instructor in advance of class.

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://caps.uga.edu/wellbeing-prevention-programs-mental-health/>) or crisis support (<https://healthcenter.uga.edu/emergencies/>). If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://caps.uga.edu/well-being-prevention-programs-mental-health/>) 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.

III. Detailed Course Schedule

* indicates reading on eLC

8/17/23 (Week 1) Introduction

8/24/23 (Week 2) How revolutionary was/is the nuclear revolution?

- a. *Jervis, Robert. 1989. *The meaning of the nuclear revolution: Statecraft and the prospect of Armageddon*. Ithaca: Cornell University Press. Chapter 1 (pp. 1-45).
- b. Rittenhouse Green, Brendan. 2020. *The Revolution that Failed: Nuclear Competition, Arms Control, and the Cold War*. Cambridge: Cambridge University Press. Chapters 1 and 9 (pp. 9-27; 247-264).
- c. Bell, Mark. 2015. "Beyond Emboldenment: How Acquiring Nuclear Weapons Can Change Foreign Policy." *International Security* 40(1): 87-119. https://doi.org/10.1162/ISEC_a_00204
- d. Avey, Paul. 2023. "Just Like Yesterday? New Critiques of the Nuclear Revolution." *Texas National Security Review* 6(2): FirstView. <https://tnsr.org/2023/04/just-like-yesterday-new-critiques-of-the-nuclear-revolution/>

8/31/23 (Week 3) **Instructor travel: NO CLASS**

Use this week to think about your paper topic

9/7/23 (Week 4) Deterrence, compellence, and nuclear crises

- a. Schelling, Thomas. 1966. *Arms and Influence*. New Haven: Yale University Press. Pages 92-125; 176-184; 204-220
- b. Berejikian, Jeffrey. 2002. "A cognitive theory of deterrence." *Journal of Peace Research* 39(2): 165-183. <https://www.jstor.org/stable/1555297>
- c. Sechser, Todd and Matthew Fuhrmann. 2017. *Nuclear Weapons and Coercive Diplomacy*. Cambridge: Cambridge University Press. Chapters 2 and 7 (pp. 22-60; 235-258).
- d. Pauly, Reid and Rose McDermott. 2023. "The Psychology of Nuclear Brinkmanship." *International Security* 47(3): 9-51. https://doi.org/10.1162/isec_a_00451

9/14/23 (Week 5) Hiroshima and nuclear planning in the 1950s-1960s

- a. *Sherwin, Martin. 1987. *A World Destroyed: Hiroshima and the Origins of the Arms Race*. New York: Vintage Books. Introduction, Chapter 4, and Chapter 9 (pp. 3-9; 90-114; 220-238).

- b. Tannenwald, Nina. 1999. "The Nuclear Taboo: The United States and the Normative Basis of Nuclear Non-Use." *International Organization*, 53(3): 433-468. <https://doi.org/10.1162/002081899550959>
- c. *Eden, Lynn. 2006. *Whole World on Fire: Organizations, Knowledge, and Nuclear Weapons Devastation*. Ithaca: Cornell University Press. Chapters 1-2 (pp 15-60)
- d. Holloway, David. 1994. *Stalin and the Bomb: The Soviet Union and Atomic Energy, 1939-1956*. New Haven: Yale University Press. Chapter 16 and Conclusion (pp. 346-371).

9/21/23 (Week 6) Post-Cold War nuclear dynamics

- a. Bunn, Matthew. 2009. "Reducing the Greatest Risks of Nuclear Theft and Terrorism." *Daedalus* 138(4): 112-123. <https://www.amacad.org/publication/reducing-greatest-risks-nuclear-theft-terrorism>
- b. Kassenova, Togzhan. 2014. "Implementing Nonproliferation Programs: The Cooperative Threat Reduction Process in the Former Soviet Union." In Jeffrey Knopf, ed. *Multilateral Cooperation on WMD Nonproliferation*. Athens, GA: University of Georgia Press. pp. 72-96.
- c. Belcher, Emma. 2014. "The Proliferation Security Initiative: the Achievements and Limits of an Informal Approach to Cooperation." In Jeffrey Knopf, ed. *Multilateral Cooperation on WMD Nonproliferation*. Athens, GA: University of Georgia Press. pp. 116-139.
- d. Miller, Steven. 2020. "A Nuclear World Transformed: The Rise of Multilateral Disorder." *Daedalus* 149(2): 17-36. <https://www.jstor.org/stable/48591310>

9/28/23 (Week 7) Proliferation

- a. Debs, Alexandre and Nuno Monteiro. 2017. "Conflict and Cooperation on Nuclear Nonproliferation." *Annual Review of Political Science* 20: 331-349. <https://www.annualreviews.org/doi/pdf/10.1146/annurev-polisci-051215-022839>
- b. Sagan, Scott. 1996/1997. "Why Do States Build Nuclear Weapons? Three Models in Search of a Bomb." *International Security* 21(3): 54-86. <https://www.jstor.org/stable/2539273>.
- c. Koch, Lisa Langdon. 2023. *Nuclear Decisions: Changing the Course of Nuclear Weapons Programs*. Oxford: Oxford University Press. Chapters 2-3 (pp. 10-53).
- d. Narang, Vipin. 2016. "Strategies of Nuclear Proliferation." *International Security* 41(3): 110-150. <https://www.jstor.org/stable/26777792>

10/5/23 (Week 8) Nonproliferation

- a. Rost Rublee, Maria. 2009 *Nonproliferation Norms: Why States Choose Nuclear Restraint*. Athens, GA: University of Georgia Press. Chapters 1 and 2 (pp. 1-52).
- b. Davis Gibbons, Rebecca. 2022. *The Hegemon's Toolkit: US Leadership and the Politics of the Nuclear Nonproliferation Regime*. Ithaca: Cornell University Press. Chapters 1 and 2 (pp.1-35).
- c. Kaplow, Jeffrey. 2022. *Signing Away the Bomb: The Surprising Success of the Nuclear Nonproliferation Regime*. Cambridge: Cambridge University Press. Chapters 5 and 6 (pp. 150-204).

10/12/23 (Week 9) Arms control and disarmament

- a. *Schelling, Thomas and Morton Halperin. 1961. *Strategy and Arms Control*. New York: Twentieth Century Fund. Chapters 1, 2, 8, 9, 10 (pp. 9-31; 77-119)
- b. Coe, Andrew and Jane Vaynman 2020. "Why Arms Control Is So Rare" *American Political Science Review* 114(2): 342–355.
<http://doi.org/10.1017/S000305541900073X>
- c. Glaser, Charles L. 1998. "The Flawed Case for Nuclear Disarmament." *Survival*. 40(1): 112-128. <https://doi.org/10.1080/00396338.1998.9688523>
- d. Müller, Harald and Carmen Wunderlich. 2020. "Nuclear Disarmament without the Nuclear-Weapon States: The Nuclear Weapon Ban Treaty." *Daedalus* 149(2): 171–189. https://doi.org/10.1162/daed_a_01796

10/19/23 (Week 10) **Instructor travel: class to be rescheduled**

Readings TBD

10/26/23 (Week 11) Specific nuclear powers

- a. Cunningham, Fiona and Taylor Fravel. 2019. "Dangerous Confidence? Chinese Views on Nuclear Escalation." *International Security* 44(2): 61-109.
https://doi.org/10.1162/isec_a_00359
- b. ven Bruusgaard, Kristin. 2020. "Russian Nuclear Strategy and Conventional Inferiority." *Journal of Strategic Studies* 44(1): 3-35.
<https://doi.org/10.1080/01402390.2020.1818070>
- c. Sethi, Manpreet. 2022. Understanding the Nuclear Landscape in Southern Asia: Complexities and Possibilities." *Journal for Peace and Nuclear Disarmament* 5(2): 224-242. <http://doi.org/10.1080/25751654.2022.2156253>
- d. Braut-Hegghammer, Målfrid. 2019. "Proliferating Bias? American Political Science, Nuclear Weapons, and Global Security." *Journal of Global Security Studies* 4(3): 384–392, <https://doi.org/10.1093/jogss/ogz025>

11/2/23 (Week 12) Domestic politics and nuclear weapons

- a. Saunders, Elizabeth. 2019. "The Domestic Politics of Nuclear Choices – A Review Essay." *International Security* 44(2): 146–184. https://doi.org/10.1162/isec_a_00361
- b. Cameron, James. 2017. *The Double Game: The Demise of America's First Missile Defense System and the Rise of Strategic Arms Limitation*. Oxford: Oxford University Press. Chapters 2 and 4 (pp. 49-78; 107-135).
- c. Whitlark, Rachel. 2017. "Nuclear beliefs: a leader-focused theory of counter-proliferation." *Security Studies* 26(4): 545–574.
<https://doi.org/10.1080/09636412.2017.1331628>
- d. Sagan, Scott and Benjamin Valentino. 2017. "Revisiting Hiroshima in Iran: What Americans Really Think about Using Nuclear Weapons and Killing Noncombatants." *International Security* 42(1): 41–79.
https://doi.org/10.1162/ISEC_a_00284
- e. Carpenter, Charli and Alexander Montgomery. 2020. The Stopping Power of Norms: Saturation Bombing, Civilian Immunity, and U.S. Attitudes toward the Laws of War. *International Security* 45(2): 140–169. https://doi.org/10.1162/isec_a_00392

11/9/23 (Week 13) Intersection with other issues

- a. Cohn, Carol. 1987. "Sex and Death in the Rational World of Defense Intellectuals." *Signs* 12(4): 687–718. <http://www.jstor.org/stable/3174209>.
- b. Intondi, Vincent. 2015. *African Americans Against the Bomb: Nuclear Weapons, Colonialism, and the Black Freedom Movement*. Palo Alto: Stanford University Press. Chapters 4 and 5 (pp. 63-109).
- c. Adamsky, Dmitry. 2019. *Russian Nuclear Orthodoxy: Religion, Politics, and Strategy*. Palo Alto: Stanford University Press. Chapters 1 and 11, and Epilogue (pp. 1-13; 233-255)
- d. Kwong, Jamie. 2023. "How Climate Change Challenges the U.S. Nuclear Deterrent." Report. Carnegie Endowment for International Peace. <https://carnegieendowment.org/2023/07/10/how-climate-change-challenges-u.s.-nuclear-deterrent-pub-90130>

11/16/23 (Week 14) Nuclear weapons and emerging technologies

- a. Chyba, Christopher. 2020. "New Technologies & Strategic Stability." *Daedalus* 149(2): 150-170. <https://www.jstor.org/stable/48591318>
- b. Johnson, James. 2022. *AI and the Bomb: Nuclear Strategy and Risk in the Digital Age*. Oxford: Oxford University Press. Chapters 1 and 2 (pp. 37-61; 72-96)
- c. Acton, James 2020. "Cyber Warfare & Inadvertent Escalation." *Daedalus* 149(2): 133–149. https://doi.org/10.1162/daed_a_01794
- d. Vaynman, Jane. 2021. "Better Monitoring and Better Spying: The Implications of Emerging Technology for Arms Control." *Texas National Security Review* 4(4): 33-56. <https://tnsr.org/2021/09/better-monitoring-and-better-spying-the-implications-of-emerging-technology-for-arms-control/>

11/23/23 THANKSGIVING: NO CLASS

11/30/23 (Week 15) Future nuclear weapons issues

- a. Narang, Vipin and Scott Sagan. 2022. *The Fragile Balance of Terror: Deterrence in the New Nuclear Age*. Introduction (pp. 1-10) and Conclusion (pp. 230-250). <https://www.jstor.org/stable/10.7591/j.ctv310vm0j>
- b. Kühn, Ulrich and Heather Williams. 2023. "A New Approach to Arms Control." *Foreign Affairs* <https://www.foreignaffairs.com/united-states/new-approach-arms-control>

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.