

POLS 306/505
Contemporary Political Problems and Issues:
Politics of Nuclear Proliferation
Spring 2014
Class Location: Allen 1003
Class Meeting Time: TR 1:30-2:45

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Office Hours: Tuesday, 3:00-4:30, and by appointment

Course Description & Learning Objectives

This course examines issues related to the proliferation of nuclear weapons. It examines the theoretical forces driving the spread of nuclear weapons as well as the implications of proliferation on international security. We will also examine the tools that the international community has created to stem proliferation and explore whether they are sufficient today. This course will apply the concepts and theories of proliferation to a host of nonproliferation successes, failures, and “hard cases.”

By the end of this course, students are expected to (1) demonstrate their knowledge of nuclear proliferation in course exams, (2) convey an ability to think critically about contemporary global issues, (3) write policy memos that demonstrate an understanding of nuclear proliferation dynamics.

Student Responsibilities

Students are expected to complete all required reading *prior* to class lecture. Doing so is necessary to succeed in this course. Students are also expected to participate in class discussions, complete written assignments on time, and take exams as scheduled. Those who do not attend class and complete the required readings are highly unlikely to pass this course.

Course Policies

Academic Honesty: Students must adhere to the highest standards of academic integrity. Those who fail to do so will face the greatest possible penalty. “An Aggie does not lie, cheat or steal, or tolerate those who do.” See <http://aggiehonor.tamu.edu>.

Common Courtesies: I expect that you will be attentive and engaged. Students should turn off cell phones and other electronic devices prior to class. The use of text messaging or other forms of electronic communication is not permitted during class time.

Disability Services: The Americans with Disabilities Act (ADA) is a federal statute that provides civil rights protection to persons with disabilities. The ADA requires that all students with disabilities be guaranteed a learning environment that accommodates their disabilities, among

other things. Students who believe that they have a disability that requires accommodation should contact Disability Services in Cain Hall, Room B118 or call 845-1637. See <http://disability.tamu.edu> for additional information.

Makeup Tests: Students are not permitted to makeup quizzes under any circumstances. I recognize that illness and other factors may cause you to miss classes throughout the semester. This is why you are permitted to drop your two lowest quiz grades. Makeup exams (for the midterm and the final) will not be given except in dire circumstances (e.g., the death of an immediate family member). In such cases, written documentation must be provided.

Re-grading Policy: Students may request that papers or exams be re-graded if they believe that they have been unfairly evaluated. Requests for such re-evaluations must be delivered to me in typewritten form (these requests cannot be e-mailed) along with the assignment within one week after assignments are returned. The written statement must include specific reasons why the student believes the assignment was graded unfairly as well as their assessment of what grade they deserve. I will then re-grade the assignment. Note that the new grade may be the same, higher, or lower than the original grade.

iClicker+. Students are required to purchase an iClicker+, which is available at the TAMU bookstore. The iClicker will be used to answer questions that are posed in class, and to record students' responses electronically. It is the student's responsibility to bring their clickers to class every day, and to ensure that it has working batteries.

Required Books

•Joseph Cirincione, et al., *Deadly Arsenals: Tracking Weapons of Mass Destruction* (Washington, DC: Carnegie Endowment for International Peace, 2005).

•Michael Brown et al., eds., *Going Nuclear: Nuclear Proliferation and International Security in the 21st Century* (Cambridge, MA: MIT Press, 2010).

•Scott Sagan and Kenneth Waltz, *The Spread of Nuclear Weapons: An Enduring Debate* (New York: W.W. Norton, 2012).

News. Keeping-up with current events is important to succeeding in this class. Events affecting international relations that unfold during the semester may be covered on the midterm and final exams. Students are expected to read at least one newspaper daily. I recommend the New York Times (www.nytimes.com), but there are many suitable outlets that one may consult.

Course Grades

- Exam #1 (30%)**
- Exam #2 (30%)**
- Research Paper (20%).** Guidelines are appended.
- Simulation (10%).** Grade will be determined based on the quality of oral presentations and active participation throughout the simulation. More information will be provided later in the semester.
- Class Participation (10%).** Students’ responses via iClicker will provide the basis for their participation grades. Every opportunity to respond to a question using iClicker will represent one possible participation point. The participation grade will be calculated by dividing the total number of recorded responses for each student but the total number of questions posed for the entire semester. However, before making this calculation, I will subtract 10 percent from the denominator. What this means is that students may miss up to three classes and still receive all of the points for participation. It is not possible to receive a grade of higher than 100% for participation, however.

Course Schedule

***Tentative: Subject to change as the semester evolves**

Important dates:

Exam 1: February 11

Exam 2: April 15

Research paper due: April 17

Class Number & Date	Lecture Topic	Reading(s)
Part I	<i>Introduction to Nuclear Weapons</i>	
1. 1/14	Course Overview	None
2. 1/16	What Are Nuclear Weapons?	•Deadly Arsenals, Chapters 1 & 3
3. 1/21	Understanding Nuclear Energy	•Charles Ferguson, “Nuclear Energy: Balancing Benefits and Risks.” Available at: http://www.cfr.org/united-states/nuclear-energy/p13104 . (Download the PDF on the website)
Part II	<i>Why Do Countries Build Nuclear Weapons?</i>	
4. 1/23	Realist Theories	•Sagan, “Why Do States Build Nuclear Weapons” (GN). <i>Only read pp. 3-12.</i>
5. 1/28	Technological Momentum	•Fuhrmann, “Spreading Temptation” (GN) •Levite, “Never Say Never Again” (GN)
6. 1/30	Political Economy	•Solingen, “The Political Economy of Nuclear Restraint” (GN)
7. 2/4	Leaders & Psychology	•Potter and Makhatzhanova, “Divining Nuclear Intentions” (GN)
8. 2/6	NPT	•Deadly Arsenals, Chapter 2 and Appendix A •Sagan, “Why Do States Build Nuclear Weapons” (GN). <i>Only read pp. 22-34.</i>

9. 2/11	Exam 1	
Part III	Nuclear Strategy	
10. 2/13	Nuclear Posture	•Vipin Narang, “Posturing for Peace?” <i>International Security</i> . pp. 38-46 only. (eCampus)
11. 2/18	Nuclear Testing	•Deadly Arsenals, Appendix E.
12. 2/20	Foreign Nuclear Deployments	•Matthew Fuhrmann and Todd S. Sechser. 2014. “Nuclear Strategy, Nonproliferation, and the Causes of Foreign Nuclear Deployments.” <i>Journal of Conflict Resolution</i> . (eCampus)
Part IV	Deterrence & Coercion	
13. 2/25	Deterrence	•Sagan & Waltz, Chapter 1.
14. 2/27	Coercion	•Matthew Kroenig. 2013. “Nuclear Superiority and the Balance of Resolve: Explaining Nuclear Crisis Outcomes,” <i>International Organization</i> (eCampus). •Sechser and Fuhrmann. 2013. “Crisis Bargaining and Nuclear Blackmail.” <i>International Organization</i> . (eCampus)
15. 3/4	Nuclear Safety	•Sagan & Waltz, Chapters 2, 4, & 5.
16. 3/6	Case: Berlin Crises	•Francis Gavin, <i>Nuclear Statecraft: History and Strategy in the Nuclear Age</i> , Chapter 3 (eCampus)
3/10 – 3/14	SPRING BREAK	
17. 3/18	Case: Cuban Missile Crisis	•Fursenko and Naftali, <i>Khrushchev’s Cold War</i> , Chapters 18 and 19 (eCampus)
18. 3/20	Preventive War	•Sarah E. Kreps and Matthew Fuhrmann. 2011. “Attacking the Atom: Does Bombing Nuclear Facilities Affect Proliferation,” <i>Journal of Strategic Studies</i> 34(2): 161-187. (eCampus)
19. 3/25	NO CLASS – work on research papers	
20. 3/27	Case: Iran	•Raas & Long, “Osirak Redux” (GN)
21. 4/1	Nuclear Terrorism	•Bunn, “Nuclear Terrorism” (GN)
22. 4/3	Illicit Nuclear Trade	•Braun & Chyba, “Proliferation Rings” (GN) •Montgomery, “Ring in Proliferation” (GN)
23. 4/8	Nuclear Taboo & Nuclear Alarmism	•Nina Tannenwald. 2005. “Stigmatizing the Bomb: Origins of the Nuclear Taboo,” <i>International Security</i> 29(4): 5-49. (eCampus) •John Mueller. 1988. “The Essential Irrelevance of Nuclear Weapons.” <i>International Security</i> 13(2): 55-79. (eCampus)
24. 4/10	Case: South Asia	•Sumit Ganguly, “Nuclear Stability in South Asia” (GN) •S. Paul Kapur, “Ten Years of Instability in a Nuclear South Asia” (GN)
25. 4/15	Exam 2	
Part V	Simulation	
26. 4/17	NPT Simulation	
27. 4/22	NPT Simulation	
28. 4/24	NPT Simulation	

Guidelines for Research Paper

For your research paper, you will examine the proliferation/nonproliferation policies of a particular country. This paper will serve as background for the NPT simulation. Below are some guidelines to consider when writing your paper.

- You will be randomly assigned a country, which you will represent during our in-class simulation. More than one student will represent each country, but each student must write a separate paper. However, you will work in teams during the simulation.
- Why do you think it is an interesting case?
- Briefly highlight its policies in this arena. Is the state party to the major nonproliferation arrangements and treaties? Is the state currently pursuing nuclear weapons? Has it ever pursued nuclear weapons? Be sure to address your country's views on the NPT.
- Explain and analyze these policies. Why do you think the country is (or is not) pursuing nuclear weapons? Why has the country signed (or not signed) particular nonproliferation arrangements? Here you should focus on the proliferation models we discussed in class. You do not have to address all of the models explicitly, but I encourage you to consider more than one.
- You may draw from the course readings to make your argument. But you are also expected to consult and cite outside sources. You must cite all of your references, using the Chicago style as described here (<http://uncg.libguides.com/apsr>).
- Include a reference list at the end of the paper. The reference list does not count against the page limit.
- The length should be approximately 15-pages (12-point Times New Roman font, standard margins, double spaced).