

## **The Politics of Nuclear Weapons (Online)** **Political Science 340**

Professor: Steven B. Redd  
Office: Bolton 630  
Office Hours: T, R 11:00-12:00 noon  
(and by appointment)  
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University of Wisconsin-Milwaukee  
Spring 2008  
Prerequisite: Junior Standing

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**COURSE DESCRIPTION:** We will focus on the nuclear rivalry between the United States and the Soviet Union during the Cold War, and on how this rivalry transformed the nature and conduct of world politics. We will discuss nuclear arsenals and force structure, nuclear jargon, nuclear ethics and psychology, arms control, strategic and civil defense, and the effects of a possible nuclear exchange. In addition, we will also address strategies of deterrence and nuclear weapons decision making. We will also examine the implications stemming from both the vertical and horizontal proliferation of nuclear weapons. Finally, we will discuss the role nuclear weapons play in world politics in the post-Cold War era.

### **REQUIRED TEXTS:**

Beckman, Peter R., Paul W. Crumlish, Michael N. Dobkowski, and Steven P. Lee. 2007. *Nuclear Weapons, Nuclear States, and Terrorism*. 4<sup>th</sup> ed. Cornwall-on-Hudson, NY: Sloan Publishing. (Hereafter known as Beckman)

Lavoy, Peter R., Scott D. Sagan, and James J. Wirtz, eds. 2000. *Planning the Unthinkable: How New Powers Will Use Nuclear, Biological, and Chemical Weapons*. Ithaca, NY: Cornell University Press. (Hereafter known as Lavoy)

Sagan, Scott D., and Kenneth N. Waltz. 2003. *The Spread of Nuclear Weapons: A Debate Renewed*. 2<sup>nd</sup> ed. New York: W. W. Norton & Company. (Hereafter known as S&W)

There will also be reserve readings available through UWM electronic reserve.

The required texts are available in the university bookstore or from a number of online vendors. I have included links below to the publishers of the texts and to Amazon. You can buy your textbooks through any source you choose, but be sure you get the right books. Let me know if you have any problems finding the books. Also, be aware that sometimes online vendors are unreliable in shipping books in a timely manner—depending on the vendor and the mode of shipping you choose.

<http://www.sloanpublishing.com/beckman> (Beckman)  
[http://www.cornellpress.cornell.edu/cup\\_detail.taf?ti\\_id=3403](http://www.cornellpress.cornell.edu/cup_detail.taf?ti_id=3403) (Lavoy)  
<http://www.wwnorton.com/college/titles/polisci/waltz2/welcome.htm> (S&W)  
[www.Amazon.com](http://www.Amazon.com)

You are expected to keep up with the reading. Getting an A or B in this class is highly contingent on reading the assigned chapters and keeping up with what's going on in and out of class. I also highly recommend reading a quality newspaper. Most are available on-line via the World Wide Web. If nothing else, at least watch CNN Headline News/FoxNews or access the various news sites on the Internet so you know what is going on in the world from day to day.

**FLOW OF THE CLASS:** For our purposes this semester, a week will start on Monday at 12:00 AM and end on Sunday at 11:59 PM. Each week, I will post lecture outline notes and a discussion question for the topic that week. These materials, combined with the reading from the textbook, will constitute the materials for that week. You are to read the chapter(s), access the lecture notes, and answer the discussion questions. Discussion question answers are due by Sunday at 11:59 PM each week. Also, twice during the semester, you will post responses to the DQ postings of another student. These responses will also be due by Sunday at 11:59 PM. Finals week is an exception to the Mon-Sun flow and is discussed below. During exam weeks, there will be no reading, lecture notes, or discussion questions. For the week when you are taking an exam, I will temporarily take down the lecture notes from the course web site.

**GRADES:** Your grade will be based on two exams, a policy position paper, and discussion question responses. The calculation of your grade will be determined as follows:

**MIDTERM EXAM: 25% (Thursday-Friday, March 6-7)**  
**FINAL EXAM: 35% (Monday-Tuesday, May 12-13)**  
**POLICY POSITION PAPER: 25% (Due Tuesday, April 22)**  
**DISCUSSION QUESTIONS: 15%**

|              |              |              |
|--------------|--------------|--------------|
| 94%-100% = A | 90%-93% = A- |              |
| 87%-89% = B+ | 84%-86% = B  | 80%-83% = B- |
| 77%-79% = C+ | 74%-76% = C  | 70%-73% = C- |
| 67%-69% = D+ | 64%-66% = D  | 60%-63% = D- |
| 0%-59% = F   |              |              |

**EXAMS:** Both of the exams will cover material included in the assigned readings and class notes. The midterm exam will include material covered up to that exam date. The final exam will not be comprehensive. Both exams may include true/false statements, multiple choice questions, matching sections, identifications, short answers, and essay questions. Both the midterm and final exam will be administered online in the Quizzes section of the D2L site on the dates indicated above. *Absolutely no makeup exams will be given without a university-approved excuse.*

**You can take the midterm and final exam at any time during the time it is available. But you will only have one opportunity to take it – once you begin the exam, you must finish it. You cannot start an exam, and then enter again at a later time to finish it. You should also**

**make sure you have a secure connection before you begin. You will have one hour and thirty minutes to complete the midterm and final exams so be sure to set aside the whole time allotted to take the exam once you begin.** Also, since you have a limited amount of time to take the exam, you cannot look up answers as you take the exam. Do not fall prey to this temptation, thinking that since you are not in a proctored classroom that you can simply “look up” the “correct” answers—besides, doing so would also be dishonest. Be sure to complete the exam on your own, i.e., academic dishonesty in any form will result in a failing grade in the course and appropriate university disciplinary action. **You should study and prepare for these exams in the same way you would any closed-book exam.** Moreover, all answers for the test should be in your own words. Do not simply cut and paste answers from the course notes or texts. To facilitate answers in your own words, I will temporarily close off access to the course notes on the course web site during the week of the exams.

**POLICY POSITION PAPER:** You will be required to write an 8-10 page research paper. This will take the form of a pro/con argument. I will provide a list of issues from which you may pick a topic of interest. The majority of this paper should provide a detailed analysis in support of either a pro or con position on a given issue. In other words, you must explain to me why your position is the “correct” one. A suggested course of action would be to state your position, provide counterevidence, and then refute that evidence with information that supports your position. This written assignment will be graded on clarity, organization, thoroughness of research, professionalism, and validity of assertions and conclusions. All paper topics must be chosen and approved by my TA no later than Tuesday, February 12. The paper should be double-spaced, numbered, use a 12-point font, have margins of one inch on all four sides, and include a title page. In addition, all papers should include a bibliography that should contain at least 8-10 references from outside sources. These sources should be peer-reviewed scholarly journal articles, books, and book chapters. All papers should also contain in-text citations. Any paper that does not contain in-text citations, or does so haphazardly, will receive a failing grade. Please refer to a style manual (e.g., Turabian or APSA) for instructions on how to cite both in text as well as in a bibliography. The body of the paper is expected to be 8-10 pages long, which means that the bibliography is in addition to this 8-10 page limit. These papers will be graded not only for substantive content but also for grammatical and stylistic presentation as well. Therefore, I highly recommend the use of spell checks on word processors as a first step and some type of style manual for help with grammar, style, and other questions dealing with the use of English in written form. All papers should be submitted to the D2L Dropbox by 5:00 PM on Tuesday, April 22 (Microsoft Word or pdf files only, please). Also, be sure to only include alphanumeric characters in your file name, because D2L will likely reject file names with unusual characters and symbols. **No late papers will be accepted.** Again, if you have questions, please ask.

**PLAGIARISM:** Plagiarism is not a game, although many students treat it as such. **You cheat, get caught, what’s the worst thing that could happen? A stern talking to? Failing the paper? You can probably keep a straight face during the stern talking to. Heck, maybe you could even squeeze out a tear. And you might have failed anyway, so why not give it a try? Actually, failing the paper is the best thing that could happen, and it is not very likely. Far more likely is that I will fail you for the course and notify the appropriate university authorities. If you want to play the “game,” please be very clear on what happens when you lose.**

Plagiarism is a representation of other people's work as your own (for example, in directly quoting another source without using quotation marks). Plagiarism can be defined by using Alexander Lindley's definition:

Plagiarism is the false assumption of authorship: the wrongful act of taking the product of another person's mind, and presenting it as one's own (Plagiarism and Originality [New York: Harper, 1957], p. 2). Plagiarism may take the form of repeating another's sentences as your own, adopting a particularly apt phrase as your own, or even presenting someone else's line of thinking in the development of a thesis as though it were your own. In short, to plagiarize is to give the impression that you have written or thought something that you have in fact borrowed from another.

I strongly urge you to access the following link to read a discussion of what plagiarism is and looks like <http://www.ctlw.duke.edu> (In the left-hand column, click on Programs, then UWP, then Plagiarism Tutorial). Another useful link concerning plagiarism as well as information pertaining to grammar and writing can be found by accessing the following link: <http://webster.comnet.edu/mla/plagiarism.shtml>. See the Wisconsin Administrative Code, Chapter UWS 14, entitled "Student Academic Disciplinary Procedures," for a discussion and range of available penalties. Severe penalties (up to the maximum allowed by the university) should be expected for plagiarism or other forms of cheating.

If you have any questions regarding citation, please talk to me. While I am not looking for excuses to accuse you of plagiarism, and therefore you need not be worried about honest mistakes, you should be aware that the following, and other similar, excuses will not work:

- **"I didn't know that I had to use quotation marks when I borrowed someone else's prose."**
- **"I used footnotes; I just didn't use quotation marks."**
- **"But I changed every fourth word."**
- **"I didn't realize that I couldn't turn in the same paper for more than one class."**
- **"I didn't know how to reference internet sources, so I just pretended the words and ideas were my own."**
- **"I thought that since you had it in your lecture notes, that I could take this idea and take credit for it as my own intellectual property."**

**DISCUSSION FORUM:** I will post a discussion question at the beginning of each week (you will not be responsible for discussion questions during exam weeks and there may not be a discussion question for every single week of the semester). You are to respond to each question in the "Discussion Questions Forum" on the D2L site with a well thought out posting of approximately 2-3 paragraphs (200-400 words). Your answers should include specific information and arguments related to these questions as contained in the readings and lecture notes. Also, over the course of the semester, you will respond to the posting of another student at least twice. In these instances, you should respond to another student's posting with which you do not fully agree. Base your response on theoretical and conceptual grounds, and provide one or more examples to support your position. Your purpose is not only to criticize and critique, but also to add something to the online discussion. **Keep in mind that all responses and postings on the Discussion Questions forum should follow the rules of behavior we would observe in a face to face classroom. Your responses to the discussion questions should address the question**

**itself and demonstrate that you understand the topic under discussion. When you respond to someone else's post, do so with respect and thought. Personal attacks or excessive opinion-spouting will not be tolerated. You should engage each other's ideas and respond in a thoughtful, informed manner.**

**\*\*\*Important\*\*\*:** When you are posting your response to the discussion question, put your name, DQ, and the number of that week in the subject line. For example, I might put the following in the subject line: Redd, DQ, Week 3. When responding to another student's posting, put the following in the subject line: Redd, Response, Week 3. I will post each week's question at the beginning of that week. Your answers to the discussion questions and any responses to other students are due each week by Sunday at 11:59 pm (but, remember, you can post any time you want up until that time). I have included a grading rubric in the Content section of D2L that we will use to evaluate discussion question responses and your responses to the postings of other students.

**A NOTE ON POSTING:** When writing your answers to discussion questions or responses to other students' postings, it is generally easier to write in your regular word-processing program and then copy/paste the text into the discussion forum rather than writing directly on the screen in the discussion. This procedure protects you from losing what you have written if your connection is interrupted.

**General Course Information:** 1) Please remember that I will be sending everything to your UWM email accounts. If you do not regularly use that account, make sure you check it or forward it to an account you do use regularly. 2) When you need to email something for the class, send it to me ([sredd@uwm.edu](mailto:sredd@uwm.edu)).

**UWM POLICIES AND PROCEDURES:** The University of Wisconsin-Milwaukee has several policies concerning students with disabilities, accommodations for religious observances, students called to active military duty, incompletes, discriminatory conduct, academic misconduct, and so forth available for you to read using the following link: <http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf>. I strongly encourage you to access this link and familiarize yourself with these policies and procedures.

**TOPICS, READING ASSIGNMENTS, AND EXAM SCHEDULE:** (Tentative and subject to change. Students should have read the assigned material by the class date shown); ER=Electronic Reserve

Week 1 – January 22: Introductions on Discussion Board

**Part I: Nuclear Basics**

Week 2 – January 28: Chronology and Jargon of the Nuclear Arms Race

- Beckman 2
- Kegley, Charles W., Jr., and Eugene R. Wittkopf, eds. 1985. *The Nuclear Reader: Strategy, Weapons, War*. New York: St. Martin's Press. pp. xi-xx. **\*\*ER\*\***

- Overheads: Nuclear Development History, The Atom, Fission Chain Reaction, Hydrogen Bomb Design, Uranium, ICBM Flight Phases, CEP and Bias, Hard Target Kill Probabilities

Week 3 – February 4: Chronology and Jargon of the Nuclear Arms Race (cont.)

Part II: Who Had/Has What and What Did/Do They Have?

Week 4 – February 11: Force Structures (Past, Present, and Future?)

- Lavoy 4, 5, 6
- Overheads: Cold War (ca. 1985) Nuclear Balance – US-USSR, Cold War (ca. 1985) Triad – US-USSR, Cold War Arms Race – US-USSR, US-USSR Bomber Balance 1985, US-USSR ICBM Balance 1985, US-USSR Submarine Balance 1985, US-USSR Technology Development Race, World Nuclear Forces 2007, U.S. Nuclear Forces 2007, Russian Nuclear Forces 2007, British Nuclear Forces 2007, French Nuclear Forces 2007, Chinese Nuclear Forces 2007, Indian Nuclear Forces 2007, Pakistani Nuclear Forces 2007, Israeli Nuclear Forces 2007, Global Stocks of Highly Enriched Uranium (HEU), Global Stocks of Separated Plutonium

Part III: Truth ~~or~~ and Consequences

Week 5 – February 18: Effects of Nuclear Weapons

- Beckman 1
- Sagan, Carl. 1983/84. “Nuclear War and Climate Catastrophe: Some Policy Implications.” *Foreign Affairs* 62:257-292. \*\*ER\*\*
- Overheads: Nuclear Explosion Timeline, Nuclear Explosion Relationships, Nuclear Explosion – Physical Effects, Destructive Evolution of Nuclear Weapons, Explosive Yield and Altitude, Radiation Contours, Radiation Decay, Geographic Radiation Exposure, Nuclear War Effects, Nuclear Exchange Scenarios, Temperature Effects of Nuclear War Cases, Destructive Power of Nuclear Weapons

Week 6 – February 25: Effects of Nuclear Weapons (cont.)

Week 7 – March 3: **MIDTERM EXAM** (available from 12:00 AM on Thursday, 3/6 to 11:59 on Friday 3/7)

Part IV: Nuclear Weapons and National Security

Week 8 – March 24: Strategies of Deterrence (Including Scenarios and Targeting)

- Beckman 3, 4, 5, 6, 7
- Draper, Theodore. 1985. “Nuclear Temptations: Doctrinal Issues in the Strategic Debate.” In *The Nuclear Reader: Strategy, Weapons, War*, eds. Charles W. Kegley, Jr., and Eugene R. Wittkopf. New York: St. Martin’s Press. pp. 21-37. \*\*ER\*\*
- McNamara, Robert S. 1983. “The Military Role of Nuclear Weapons: Perceptions and Misperceptions.” *Foreign Affairs* 62:59-80. \*\*ER\*\*
- Lavoy 1

Week 9 – March 17: **Spring Break—no class**

Week 10 – March 24: Strategies of Deterrence (Including Scenarios and Targeting) (cont.)

Week 11 – March 31: Strategic and Civil Defense

- Payne, Keith B., and Colin S. Gray. 1984. “Nuclear Policy and the Defensive Transition.” *Foreign Affairs* 62:820-842. \*\*ER\*\*
- Union of Concerned Scientists. 1985. “Star Wars: A Critique.” In *The Nuclear Reader: Strategy, Weapons, War*, eds. Charles W. Kegley, Jr., and Eugene R. Wittkopf. New York: St. Martin’s Press. pp. 215-231. \*\*ER\*\*

Week 12 – April 7: Arms Control and Disarmament

- Reread Beckman, pp. 141-146, and 195-199
- Miller, Steven E. 1984. Politics Over Promise: Domestic Impediments to Arms Control.” *International Security* 8:67-90. \*\*ER\*\*
- Lewis, Harold W. 1985. “The Irrelevance of a Nuclear Freeze.” In *The Nuclear Reader: Strategy, Weapons, War*, eds. Charles W. Kegley, Jr., and Eugene R. Wittkopf. New York: St. Martin’s Press. pp. 149-152. \*\*ER\*\*
- Kartchner, Kerry M. 1996. “The Objectives of Arms Control.” In *Arms Control: Toward the 21<sup>st</sup> Century*, eds. Jeffrey A. Larsen and Gregory J. Rattray. Boulder, CO: Lynne Rienner. pp. 19-34. \*\*ER\*\*
- Waller, Forrest. 1996. “Strategic Offensive Arms Control.” In *Arms Control: Toward the 21<sup>st</sup> Century*, eds. Jeffrey A. Larsen and Gregory J. Rattray. Boulder, CO: Lynne Rienner. pp. 99-118. \*\*ER\*\*
- Graybeal, Sidney N., and Patricia A. McFate. 1996. “Strategic Defensive Arms Control.” In *Arms Control: Toward the 21<sup>st</sup> Century*, eds. Jeffrey A. Larsen and Gregory J. Rattray. Boulder, CO: Lynne Rienner. pp. 119-137. \*\*ER\*\*
- Overheads: SALT I Terms, SALT I & II Effects on Arsenals, Nuclear Explosions 1945-1990, Nuclear Explosions 1991-2006

Week 13 – April 14: Nuclear Proliferation and Nonproliferation—The Trouble with Tribbles

- Beckman 8, 9
- Foran, Virginia I. 1996. “Preventing the Spread of Arms: Nuclear Weapons.” In *Arms Control: Toward the 21<sup>st</sup> Century*, eds. Jeffrey A. Larsen and Gregory J. Rattray. Boulder, CO: Lynne Rienner. pp. 175-200. \*\*ER\*\*
- S&W 1-5
- Lavoy Intro, 2, 3, 7, 8

Week 14 – April 21: Nuclear Proliferation and Nonproliferation (cont.)

#### Part V: A Moral Dilemma

Week 15 – April 28: Nuclear Ethics and Psychology

- Beckman 10, 11
- National Conference of Catholic Bishops. 1985. “Nuclear Strategy and the Challenge of Peace: Ethical Principles and Policy Prescriptions.” In *The Nuclear Reader: Strategy*,

*Weapons, War*, eds. Charles W. Kegley, Jr., and Eugene R. Wittkopf. New York: St. Martin's Press. pp. 43-57. \*\*ER\*\*

Week 16 – May 5: Nuclear Futures

- Beckman 12, 13, 14

Week 17 – May 12: **FINAL EXAM** (available from 12:00 AM on Monday, 5/12 to 11:59 PM on Tuesday, 5/13)