

## UMBC UGC Instructions for New Course Request Form (revised 4/2016)

**Course number & title:** Enter the number and title of the course at the top of the page. Contact the Registrar's Office to confirm that the desired course number is available.

**Date submitted:** The date that the form will be submitted to the UGC.

**Effective date:** The semester the new course is in effect, if approved.

**Contact information:** Provide the contact information of the Chair or UPD of the department or program housing the course. If the course is not housed in a department or program, then provide the same information for the head of the appropriate academic unit. (See UGC Procedures) If another faculty member should also be contacted for questions about the request and be notified about UGC actions on the request, include that person's contact information on the second line.

**Course number:** For cross-listed courses, provide all the numbers for the new course.

**Transcript title:** Limited to 30 characters, including spaces.

**Recommended Course Preparation:** *Please note that all 300 and 400 level courses should have either recommended course preparation(s) or prerequisite(s) and that 100 or 200 level courses may have them.*

Here fill in what previous course(s) a student should have taken to succeed in the course. These recommendations will NOT be enforced by the registration system. Please explain your choices in the "rationale" (discussed below).

**Prerequisite:** *Please note that all 300 and 400 level courses should have either recommended course preparation(s) or prerequisite(s)* Here fill in course(s) students need to have taken before they enroll in this course. These prerequisites will be enforced through the registration system. Please explain your choices in the "rationale" (discussed below).

**NOTE:** Please use the words "AND" and "OR", along with parentheses as appropriate, in the lists of prerequisites and recommended preparation so that the requirements specified will be interpreted unambiguously.

**NOTE:** Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.

**# of credits:** To determine the appropriate number of credits to assign to a course please refer to the [UMBC Credit Hour Policy](#) which articulates the standards for assignment and application of credit hours to all courses and programs of study at UMBC regardless of degree level, teaching and learning formats, and mode of instruction.

**Maximum total credits:** This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.

**Grading method(s):** Please review the [grading methods document](#) (this link can be found on the UGC forms page) before selecting a grading option. Please do not select all three grading options by default.

**Proposed catalog description:** Provide the exact wording of the course description as it will appear in the next undergraduate catalog. Course proposals should be a) no longer than 75 words, b) stated in declarative sentences in language accessible to students, and c) avoid reference to specific details that may not always pertain (e.g., dates, events, etc.). Course descriptions should not repeat information about prerequisites (which are always listed alongside the course description)."

**Rationale:** Please explain the following:

- a) Why is there a need for this course at this time?
- b) How often is the course likely to be taught?
- c) How does this course fit into your department's curriculum?
- d) What primary student population will the course serve?
- e) Why is the course offered at the level (ie. 100, 200, 300, or 400 level) chosen?
- f) Explain the appropriateness of the recommended course preparation(s) and prerequisite(s).
- g) Explain the reasoning behind the P/F or regular grading method.
- h) Provide a justification for the repeatability of the course.

**Cross-listed courses:** Requests to create cross-listed courses must be accompanied by letters of support via email from all involved department chairs. Proposals for new courses or the addition of a cross-listing to an existing course must include as a part of the rationale the specific reason why cross-listing is appropriate. Email from all involved department chairs is also required when cross-listing is removed and when a cross-listed course is discontinued. Please note that Special Topics courses cannot be cross-listed.

**Course Outline:** Provide a syllabus with main topics and a weekly assignment schedule which includes complete citations for readings with page numbers as appropriate. Explain how students' knowledge and skills will be assessed.

*Note: the UGC form is a Microsoft Word form. You should be able to enter most of the information by tabbing through the fields. The document is protected. In the rare case that you need to unprotect the document, use the password 'ugcform'. Beware that you will lose all the data entered in the form's fields if you unlock and lock the document.*

## UMBC UGC New Course Request: POLI 481 Nuclear Weapons in World Politics

Date Submitted: 02/05/2019

Proposed Effective Date: 08/05/2019

	Name	Email	Phone	Dept
Dept Chair or UPD	Carolyn Forestiere	forestie@umbc.edu	58160	POLI
Other Contact	Cindy Hody	hody@umbc.edu	52193	POLI

### COURSE INFORMATION:

Course Number(s)	POLI 481
Formal Title	Nuclear Weapons in World Politics
Transcript Title (≤30c)	Nuclear Weapons World Politics
Recommended Course Preparation	POLI 280 OR POLI 281
Prerequisite <b>NOTE:</b> Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.	
# of Credits Must adhere to the <a href="#">UMBC Credit Hour Policy</a>	3
Repeatable for additional credit?	<input type="checkbox"/> Yes x No
Max. Total Credits	3 This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.
Grading Method(s)	x Reg (A-F) <input type="checkbox"/> Audit x Pass-Fail

### PROPOSED CATALOG DESCRIPTION (Approximately 75 words in length. Please use full sentences.):

This course examines nuclear weapons issues in contemporary international relations, with an emphasis on deterrence and strategic stability. It covers great-power nuclear politics (United States, China, Russia), regional nuclear powers (Britain, France, India, Pakistan Israel, North Korea), nuclear proliferation and nonproliferation, arms control and disarmament, and the possibility of nuclear terrorism.

### RATIONALE FOR NEW COURSE:

#### a) Why is there a need for this course at this time?

Nuclear weapons issues have grown steadily more important over the last ten years, as evidenced by renewed U.S.-Russian competition, China's rise and strategic rivalry with the United States, North Korea's nuclear program and U.S.-North Korean tension, and the India-Pakistan nuclear arms competition. I have taught this course multiple times as a POLI 489 special topics class entitled "Nuclear Weapons in the Age of Terrorism." It is always well-enrolled (17/20 this semester), and its permanent place in the catalog is overdue.

#### b) How often is the course likely to be taught?

Once per year.

#### c) How does this course fit into your department's curriculum?

It will be an upper-level elective, of which students must take six. Two of those must be at the 400-level, so this course qualifies. It will also fit in our revamped World Politics minor.

#### d) What primary student population will the course serve?

Mainly POLI majors. Also GLOBL majors. Topical elective for other undergraduates.

**e) Why is the course offered at the level (ie. 100, 200, 300, or 400 level) chosen?**

This is a specialized, advanced offering requiring previous coursework in international relations and, preferably, the history of the Cold War.

**f) Explain the appropriateness of the recommended course preparation(s) and prerequisite(s).**

In the past, students who have taken POLI 280 have performed better in this course than others. I also allow enrollment of students who have exposure to international relations and Cold War history through other sources.

**g) Explain the reasoning behind the P/F or regular grading method.**

P/F allows non-majors to take the course as an elective without fearing that a C will harm their GPA.

**h) Provide a justification for the repeatability of the course.**

Course is not repeatable for credit.

**ATTACH COURSE SYLLABUS (mandatory):**

## **POLI 489**

### **Selected Topics in International Relations: Nuclear Weapons in the Age of Terrorism**

Dr. Devin T. Hagerty  
Professor, Department of Political Science  
University of Maryland, Baltimore County

317 Public Policy Building  
dhagerty@umbc.edu; (410) 455-2185

*Office hours: Monday/Wednesday, 11:30-12:30, or by appointment*

### **Spring 2019**

This course examines nuclear-weapons issues in international relations today. With the Cold War's end, many people assumed that nuclear dangers were a thing of the past. After all, they reasoned, the end of the U.S.-Soviet nuclear arms race meant that we would not have to live with the daily prospect of Armageddon. Contrary to these optimistic expectations, the post-Cold War world has generated its own nuclear dangers, some old and some new.

U.S.-Russia and U.S.-China relations are strained, and these countries' ambitious plans to modernize and increase the lethality of their weapons would be familiar to analysts of Cold War nuclear deterrence and mutual assured destruction. Simultaneously, a global black market in nuclear materials and technologies, continued nuclear proliferation, the growth of regional nuclear arsenals, and the specter of nuclear terrorism command the attention of policymakers, scholars, and activists. We will seek to understand these issues by studying their underlying political and strategic dynamics.

The building blocks of our learning will be careful reading, occasional lectures, high-quality videos, energetic and critical discussion, a modest amount of targeted research, and analytical writing. Students will also be expected independently to develop their own understanding of current nuclear affairs. To that end, you should consult a variety of media sources. The *New York Times* ([nytimes.com](http://nytimes.com)) and *Washington Post* ([washingtonpost.com](http://washingtonpost.com)) are excellent. The *Guardian* ([theguardian.com](http://theguardian.com)) has great international coverage, as does the *Economist* ([economist.com](http://economist.com)), a terrific newsweekly.

## **I. Course Administration**

### **Class Format**

Our class meetings will be interactive, combining lectures, videos, and discussions. I will tend to lecture more in the early weeks of the semester, when we have lots of conceptual and historical ground to cover. As the semester progresses and we move into issues of contemporary significance in international nuclear affairs, our discussion-time will increase. Students should feel free to ask questions at any time during our class meetings.

### **Interacting with Me**

If you have a quick question, feel free to stop by my office or see me right after class. If you would like to have a longer discussion, it would be better to see me during my office hours or make an appointment for another time. This is for our mutual convenience: if you drop in unannounced to discuss a pressing matter, and I happen to be in the middle of research or administrative work, I may be distracted, and you might not receive my undivided attention.

Sometimes when students are experiencing difficulties with the course, their first instinct is to keep their distance from the professor. This is the wrong course of action. Instead of solving the problem, it tends to exacerbate it. If you are having trouble with any aspect of this course, please see me sooner rather than later. That way, we can identify and deal with whatever is holding you back.

### **Important Dates**

February 27:	1 <sup>st</sup> Take-home Essay Due
April 10:	2 <sup>nd</sup> Take-home Essay Due
May 13:	3 <sup>rd</sup> Take-home Essay Due

### **Readings**

The following required books are available at the UMBC Campus Bookstore:

Robert Jervis, *The Meaning of the Nuclear Revolution: Statecraft and the Prospect of Armageddon* (Ithaca, NY: Cornell University Press, 1989)

Jeffrey Lewis, *The 2020 Commission Report on the North Korean Nuclear Attacks Against the United States: A Speculative Novel* (New York: Mariner Books, 2018)

These readings will be supplemented by additional materials. Details are in the second section of this syllabus, which outlines the class schedule and reading assignments. Read the required reading prior to class. We

will discuss the readings in class, so be prepared. Be sure to read the front pages (preface, introduction, etc.) of each book, which will give you an overview of what is to be covered and an understanding of the author's approach. Also, do not neglect to read the footnotes and bibliographies, which can be a valuable guide to further reading.

## **Online Resources**

The following organizations provide a wealth of information on nuclear issues:

Arms Control Association ([armscontrol.org](http://armscontrol.org))

Bulletin of the Atomic Scientists ([thebulletin.org](http://thebulletin.org))

Carnegie Endowment for International Peace ([carnegieendowment.org](http://carnegieendowment.org))

Global Zero ([globalzero.org](http://globalzero.org))

Managing the Atom ([belfercenter.org/mta](http://belfercenter.org/mta))

Nuclear Threat Initiative ([nti.org](http://nti.org))

Stimson Center ([stimson.org](http://stimson.org))

## **Learning Objectives**

By the end of this semester, students should be:

- 1) conversant with the main nuclear-weapons issues in contemporary world affairs;
- 2) familiar with the central concepts and arguments in debates over nuclear proliferation, nuclear deterrence, nuclear terrorism, and nuclear arms control;
- 3) able to effectively communicate their understanding of the course material in class discussions;
- 4) able to effectively communicate their understanding of the course material in three take-home essays;
- 5) able to analyze competing arguments regarding important questions and dilemmas in contemporary nuclear affairs.

## **Grading**

Your work in this course will be assessed on the basis of how well you achieve the learning objectives outlined above. Final grades will be earned according to four criteria: three take-home essays (worth 25%, 30%, and 35%) and class attendance and participation (10%).

## **Attendance, Participation, and Other Policies**

Students are expected to attend class and participate energetically in class discussions. If you do not attend, you cannot participate. Each absence after the third one will cost you one letter grade in your attendance and participation mark.

The use of electronics – laptops, Ipads, smartphones, dumbphones, etc. – is not allowed in this class. If you must bring these devices into the classroom, please make sure that they are turned off. If you insist on using one of them, I will ask you to leave the class. The second infraction will cost you half of one letter grade in your grade for the semester.

## **Take-home Essays**

The essay deadlines are firm; they will not be changed. Extensions are strongly discouraged and will be granted only in the event of **documented** illness, accident, or misadventure. Last-minute glitches, such as computer or printer malfunctions, are not grounds for extensions, so please plan accordingly. **Essays turned in late will incur a penalty of one letter grade per week, or part thereof.** Carefully follow the essay guidelines below, including the section on academic integrity.

Essays should be 1,300 words long (give or take 40 words), *not including the title page and bibliography*. (To do the word count, select only the text of the essay itself, and then click "word count" under "tools.") In crafting your essays, draw from the class readings, lectures, in-class discussions, videos, and at least five additional sources that you find yourself. These sources should be books or academic journal articles.

Organize your essay into an introduction, a main body, and a conclusion. The introduction must include your thesis or main argument, as well as a brief blueprint for how you will develop the argument in the main body. Get right to the point: Do not waste valuable words in a verbose introduction. The main body should make up 90% of the essay. This is where you elaborate on your thesis and provide supporting evidence for your argument. Lastly, round off your essay with a brief conclusion in which you reiterate the thesis, main supporting points, and implications of your findings.

In preparing essays, give yourself enough time to read, understand, and organize your information – as well as to write and edit the essay. Always ask yourself: “Am I sticking to the topic?” It is usually better to write short, simple sentences. The longer your sentences, the higher the likelihood of your making mistakes in grammar, spelling, and punctuation.

In citing your sources, use the "Author-Date" referencing system, as laid out in the *Chicago Manual of Style* ([http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)). Put all direct quotations in quotation marks. If you paraphrase an author’s words or ideas, be sure to cite the author. Not to do so is to plagiarize the author, which is a serious offense. When you quote or paraphrase an author, simply write the surname, the publication year, and the page number in parentheses at the end of the relevant sentence or paragraph. Here’s an example:

As one theorist writes, “the basic assumption of liberalism is that the nature of international economic relations is essentially harmonious.” (Gilpin 1975, 285)

Alternatively, use the author’s name in your sentence and cite the source this way:

As Gilpin writes, “the basic assumption of liberalism is that the nature of international economic relations is essentially harmonious.” (1975, 285)

Then, at the end of the paper, include a complete bibliography of works cited.

Before the first essay is due, we will discuss the author/date referencing system. Papers that fail to follow these guidelines will be marked down, so cite your sources properly.

## **Essay Presentation**

Include a title page with your name, the paper title, the date, and the word-count.

Set your margins at one-inch – top, bottom, left, and right.

Use a font size of 12.

Double-space the essay.

Number the pages.

Staple the pages together, but do not bother with folders or other frills.

As always, retain a copy of your work.

## **Essay Grades**

Your essay will be marked according to the following criteria:

How clear your thesis (main argument) is;

How effectively you develop and support your thesis through logic and evidence;

The quality of your sources;

How well the paper is organized;

How strong your writing is;

How good your grammar, punctuation, and spelling are; and

How well you follow the guidelines in this syllabus, including the referencing system.



## **Statement of Values for Student Academic Integrity at UMBC**

Academic integrity is an important value at UMBC. By enrolling in a course, each student assumes the responsibilities of an active participant in the scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Rigorous standards allow UMBC students, faculty, and administrators, as well as scholars and employers in the larger community, to trust that the work that students submit is the fruit of their own learning and academic effort.

The purposes of higher education are the learning students and faculty undertake, the knowledge and thinking skills developed, and the enhancement of personal qualities that enable students to be strong contributing members of society. In a competitive world, it is essential that all members of the UMBC community uphold a standard that places the integrity of each student's honestly earned achievements above higher grades or easier work dishonestly sought.

All members of the UMBC community are expected to make a commitment to academic honesty in their own actions and with others. Academic misconduct could result in disciplinary action that may include suspension or dismissal. Following are examples of academic misconduct that are not tolerated at UMBC:

- **Cheating:** Using or attempting to use unauthorized material, information, study aids, or another person's work in any academic exercise.
- **Fabrication:** Falsification or invention of any information or citation in an academic exercise.
- **Facilitating academic misconduct:** Helping or attempting to help another student commit an act of academic misconduct.
- **Plagiarism:** Knowingly, or by carelessness or negligence, representing as one's own, in any academic exercise, the intellectual or creative work of someone else.
- **Dishonesty:** Lack of truthfulness or sincerity when interacting with the faculty member regarding an academic exercise.

## **UMBC Undergraduate Honor Statement**

By enrolling in this course, each student assumes the responsibilities of an active participant in UMBC's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct could result in disciplinary action that may include, but is not limited to, suspension or dismissal.

## **II. Class Schedule and Reading Assignments**

### 1. Week of January 28

#### **The Nuclear Revolution and the Global Nuclear Order in 2019**

\*Jervis, pp. 1-23

\**Bulletin of the Atomic Scientists*, 2019 Doomsday Clock Statement  
(<https://thebulletin.org>)

\*Browse online resources on p. 2 of syllabus

### 2. Week of February 4

#### **Nuclear Weapons: The Basics**

Film: "The Bomb"

\*Jervis, pp. 23-73

### 3. Week of February 11

#### **Nuclear Weapons and Deterrence: Concepts and Cold War Experience (i)**

Film: "The Bomb"

\*Jervis, pp. 74-106

### 4. Week of February 18

#### **Nuclear Weapons and Deterrence: Concepts and Cold War Experience (ii)**

\*Jervis, pp. 136-193

### 5. Week of February 25

#### **The Last Superpower: The United States**

\*Jervis, pp. 193-257

\*Hans M. Kristensen and Robert S. Norris, "United States Nuclear Forces, 2018," *Bulletin of the Atomic Scientists*, Vol. 74, Issue 2 (March 2018), pp. 120-131

(<https://www.tandfonline.com/doi/full/10.1080/00963402.2018.1438219>)

**FIRST ESSAY DUE IN CLASS ON 02/27**

## 6. Week of March 4

### **Former Superpower: Russia**

\*Hans M. Kristensen and Robert S. Norris, "Russian Nuclear Forces, 2018," *Bulletin of the Atomic Scientists*, Vol. 74, Issue 3 (April 2018), pp. 185-195

(<https://www.tandfonline.com/doi/full/10.1080/00963402.2018.1462912>)

\*Dmitri Trenin, "Russian Views of U.S. Nuclear Modernization," *Bulletin of the Atomic Scientists*, Vol. 75, Issue 1 (January 2019), pp. 14-18

(<https://www.tandfonline.com/doi/full/10.1080/00963402.2019.1555991>)

\*Office of the Secretary of Defense, United States of America, *Nuclear Posture Review*, February 2018 (read Preface, Executive Summary, and Sections I-III; skim other sections for Russia content)

(<https://media.defense.gov/2018/Feb/02/2001872886/-1/-1/1/2018-NUCLEAR-POSTURE-REVIEW-FINAL-REPORT.PDF>)

\*Olga Oliker and Andrey Baklitskiy, "The Nuclear Posture Review and Russian 'De-escalation': A Dangerous Solution to a Nonexistent Problem," *War on the Rocks*, February 20, 2018

(<https://warontherocks.com/2018/02/nuclear-posture-review-russian-de-escalation-dangerous-solution-nonexistent-problem/>)

## 7. Week of March 11

### **Rising Great Power: China**

\*Hans M. Kristensen and Robert S. Norris, "Chinese Nuclear Forces, 2018," *Bulletin of the Atomic Scientists*, Vol. 74, Issue 4 (June 2018), pp. 289-295

(<https://www.tandfonline.com/doi/full/10.1080/00963402.2018.1486620>)

\*Caitlin Talmadge, "Would China Go Nuclear?: Assessing the Risk of Chinese Nuclear Escalation in a Conventional War with the United States," *International Security*, Vol. 41, No. 4 (Spring 2017), pp. 50-92

([https://muse.jhu.edu/article/657918/pdf?casa\\_token=IDxVqI-1Eb0AAAAA:jg6ihCdIWmVHTMAMY39a6\\_BxXy8YTMkq5M64ePK5L5gcKd9R7UEpmsw\\_KpgeAOzFczDz8z7A51o](https://muse.jhu.edu/article/657918/pdf?casa_token=IDxVqI-1Eb0AAAAA:jg6ihCdIWmVHTMAMY39a6_BxXy8YTMkq5M64ePK5L5gcKd9R7UEpmsw_KpgeAOzFczDz8z7A51o))

\*Office of the Secretary of Defense, United States of America, *Nuclear Posture Review*, February 2018 (read Sections IV-VI; skim other sections for China content)

(<https://media.defense.gov/2018/Feb/02/2001872886/-1/-1/1/2018-NUCLEAR-POSTURE-REVIEW-FINAL-REPORT.PDF>)

\*Tong Zhao, "What the United States Can Do to Stabilize Its Nuclear Relationship with China," *Bulletin of the Atomic Scientists*, Vol. 75, Issue 1 (January 2019), pp. 19-24

(<https://www.tandfonline.com/doi/full/10.1080/00963402.2019.1555992>)

## 8. Week of March 25

### **Middle Powers: Britain and France**

\*Niklas Granholm and John Rydqvist, "Nuclear Weapons in Europe: British and French Deterrence Forces," April 2018

(<https://www.foi.se/report-search/pdf?fileName...cb51-4421-9ec7-db999bf472d6>)

9. Week of April 1

**Regional Powers: Israel, India, and Pakistan (i)**

\*Hans M. Kristensen and Robert S. Norris, "Israeli Nuclear Weapons, 2014," *Bulletin of the Atomic Scientists*, Vol. 70, Issue 6 (November 2014), pp. 97-115

(<http://www.tandfonline.com/doi/full/10.1177/0096340214555409>)

\*Vipin Narang, *Nuclear Strategy in the Modern Era*, pp. 170-206

10. Week of April 8

**Regional Powers: Israel, India, and Pakistan**

\* Hans M. Kristensen and Matt Korda, "Indian Nuclear Forces, 2018," *Bulletin of the Atomic Scientists*, Vol. 74, Issue 6 (November 2018), pp. 361-366

(<http://www.tandfonline.com/doi/full/10.1080/00963402.2017.1337998>)

\*Hans M. Kristensen, Robert S. Norris, and Julia Diamond, "Pakistani Nuclear Forces, 2018," *Bulletin of the Atomic Scientists*, Vol. 74, Issue 5 (August 2018), pp. 348-358

(<http://www.tandfonline.com/doi/full/10.1080/00963402.2016.1241520>)

\*Devin T. Hagerty, "India's Ways of (Non-) War: Explaining New Delhi's Forbearance in the Face of Pakistani Provocations," *Indian Politics and Policy*, Vol. 1, No. 2 (Fall 2018), pp. 3-53

**SECOND ESSAY DUE IN CLASS ON 04/10**

11. Week of April 15

**New Nuclear Power: North Korea (i)**

\*Lewis, pp. 1-81

\*North Korea's Nuclear Posture (<http://www.nti.org/learn/countries/north-korea/nuclear/>)

12. Week of April 22

**New Nuclear Power: North Korea (ii)**

\*Lewis, pp. 82-185

13. Week of April 29

**New Nuclear Power: North Korea (iii)**

\*Lewis, pp. 186-268

14. Week of May 6

**Nuclear Terrorism**

\*Robert S. Litwak, *Deterring Nuclear Terrorism* (Washington, D.C.: Wilson Center, 2016), pp. 35-50 ([https://www.wilsoncenter.org/sites/default/files/deterring\\_nuclear\\_terrorism\\_robert\\_litwak.pdf](https://www.wilsoncenter.org/sites/default/files/deterring_nuclear_terrorism_robert_litwak.pdf))

\*Leonard Weiss, "On Fear and Nuclear Terrorism," *Bulletin of the Atomic Scientists*, Vol. 71, Issue 2 (March 2015), pp. 75-87 (<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.843.5607&rep=rep1&type=pdf>)

\*Michael Levi, "Stopping Nuclear Terrorism: The Dangerous Allure of a Perfect Defense," *Foreign Affairs*, Vol. 87, No. 1 (Jan.-Feb. 2008), pp. 131-140 (JSTOR)

15. Week of May 13

### **The Global Nuclear Weapons Regime and Global Zero**

\*Office of the Secretary of Defense, United States of America, *Nuclear Posture Review*, February 2018 (read Sections VII-X)

(<https://media.defense.gov/2018/Feb/02/2001872886/-1/-1/1/2018-NUCLEAR-POSTURE-REVIEW-FINAL-REPORT.PDF>)

**3RD ESSAY DUE IN CLASS ON 05/13**