

The Politics of Nuclear Weapons Political Science 340

Professor: Steven B. Redd
Office: Bolton Hall 628
Office Hours: TR 11:00-12:00 noon
(and by appointment)
Email: sredd@uwm.edu

University of Wisconsin-Milwaukee
Fall Semester 2021
TR 9:30-10:45 AM
Location: Bolton Hall B40
Prerequisite: Junior Standing

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:

Futter, Andrew. 2015. *The Politics of Nuclear Weapons*. Los Angeles, CA: Sage.

Sagan, Scott D., and Kenneth N. Waltz. 2013. *The Spread of Nuclear Weapons: An Enduring Debate*. 3rd ed. New York: W. W. Norton & Company. (Hereafter known as S&W)

The Futter textbook is a fairly easy, yet quite informative, read. I think it's a vast improvement over the previous primary textbook I had used. The Sagan and Waltz book is relatively short and also quite easy to read. There will also be readings available through the Canvas web site.

The required texts can be purchased through the UWM Virtual Bookstore or through other on-line 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.

<https://us.sagepub.com/en-us/nam/the-politics-of-nuclear-weapons/book242682> (Futter)
<http://books.wwnorton.com/books/detail.aspx?ID=4294971047> (S&W)
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 Internet. If nothing else, at least access the various news sites on the Internet so you know what is going on in the world from day to day.

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

MIDTERM EXAM: 25% (Tuesday, October 19)

FINAL EXAM: 35% (Thursday, December 16, 7:30-9:30 am)

POLICY POSITION PAPER: 25% (Due Thursday, December 2, beginning of class)

VIDEO SUMMARIES: 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 exams will cover material included in the assigned readings and class lectures and discussion. The midterm exam will include material covered up to that exam date. The final exam will be comprehensive, although a majority will focus on material covered after the midterm exam. Both exams may include true/false statements, multiple choice questions, matching sections, identifications, short answers, and essay questions. All students are expected to take the exams on the assigned dates. *Absolutely no makeup exams will be given without a university-approved excuse. If you have a university-approved excuse and miss an exam, get in touch with me immediately, beforehand if possible. If you miss an exam without giving me prior notice, you MUST contact me within 24 hours of that exam to schedule a make-up or you will not be allowed to take a make-up under any circumstances.* Also, according to university policy, final examinations cannot be scheduled at a different time during the examination period or at a time preceding the examination period.

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 me no later than Thursday, September 23. 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 at the beginning of our class on

Thursday, December 2. **No late papers will be accepted without an approved excuse.** Again, if you have questions, please ask.

PLAGIARISM: 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://library.duke.edu/research/plagiarism/> (watch the video and access the link in the right-hand column entitled "Duke University 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://www.plagiarism.org>. 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) should be expected for plagiarism or other forms of cheating. Along these lines, you may NOT use a paper that you have written previously, or are currently writing for another course, for this class unless you clear it with me first. Doing so without first consulting me is considered academic misconduct and will be dealt with accordingly.

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."**

VIDEOS: You will be required to watch 5 videos in the series entitled "War and Peace in the Nuclear Age," produced by PBS station WGBH. There are 13 one-hour videos in the series (ten are available in Canvas: click on the link "Pages" in the left-hand column on the homepage; then click on the link "Videos." You will then see the ten videos listed in a column in reverse alphabetical order. Please be patient because it may take a bit for the videos to load, and sometimes one or two do not—just reload the page). All 13 are also available on YouTube: <https://www.youtube.com/playlist?list=PLeU3hzZa1meivlW7kd7SMEAv02APRptJB>). Each video is approximately 55 minutes long. Please be sure to personally watch each video and

summarize in writing what you viewed (i.e., do not simply copy a summary from someone else). Your summary should be no longer than two pages double-spaced. Each summary is due on the assigned due date. I will post in Canvas a schedule listing the video titles, and due dates. These summaries should NOT be something along the lines of the following: “such and such happened, and then this event happened, and” Rather, you should summarize the primary lessons and points being made in the video. **No late summaries will be accepted without an approved excuse.**

ATTENDANCE AND PARTICIPATION: Attending class lectures is an integral part of succeeding in this course; therefore, I will take attendance each day. I understand that students get sick and have other bona fide reasons for missing class from time to time. However, if I feel that you are missing too many classes I will inquire as to the reasons why. I also reserve the right to suggest that you drop the course or if it is too late to do so to penalize your grade appropriately. You will also be expected to contribute in a meaningful fashion to class discussions and/or answering questions concerning class readings. Of course, if you are not in attendance or have not done the assigned reading, then your grade will be negatively affected. Moreover, high grades on exams will be difficult to attain if attendance and participation are not regular because lectures and class discussions will cover material not included in the texts and test questions will also come from these lectures and discussions. No extra credit assignments will be given. You may also be invited to participate during a normal class period in a foreign policy experiment under my direction (this is actually a pleasant diversion from the normal class lectures and discussion ☺).

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.

Students in Need: Any student who faces challenges securing their food, housing, or technology, or is struggling with mental, physical, or emotional health, and believes this may affect their performance in the course is urged to contact the Dean of Students (dos@uwm.edu) for support. Furthermore, please notify the professor if you are comfortable doing so. This will enable them to provide any resources that they may have and can connect you to the Dean of Students as well.

Here is a link to helpful on-campus resources specifically designed to help students: <https://uwm.edu/cetl/resources/student-resources/>.

Students are encouraged to use a tool called Navigate. This tool can help you learn about academic resources, set up study groups in your courses, make appointments with your academic advisor, get reminders on important dates, and much more. In addition, Navigate allows instructors to send Progress Reports to students throughout the term, allowing for updates on your academic progress in a course in addition to your grade. You can log into the platform here: <https://uwmilwaukee.campus.eab.com/> or by finding the Navigate link under the Current Students tab on the [UWM home page](#). More information on how you can use Navigate and the app, including tutorials, can be found on [UWM's Navigate website](#).

Panther Community Health and Safety Standards: UWM has implemented reasonable health and safety protocols, taking into account recommendations by local, state and national public health authorities, in response to the COVID-19 pandemic. As a member of our campus community, you are expected to abide by the Panther [Interim COVID-Related Health & Safety Rules](#), which were developed in accordance with public health guidelines. These standards apply to anyone who is physically present on campus, UWM grounds, or participating in a UWM-sponsored activity:

- All individuals visiting UWM facilities must wear face coverings while indoors;
- Unvaccinated students coming to campus are required to test weekly for COVID-19; and,
- You should check daily for COVID-19 symptoms and not come to campus if you are feeling sick.

Additional details about student and staff expectations can be found on the [UWM COVID-19 webpage](#).

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

Week 1

Thursday, 9/2: Introduction

Week 2

Part I: Nuclear Basics

Tuesday, 9/7: Chronology and Jargon of the Nuclear Arms Race

- Futter 1
- 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. ****Canvas****
- Overheads: Nuclear Development History, The Atom, Fission Chain Reaction, Hydrogen Bomb Design, Uranium, ICBM Flight Phases, CEP and Bias, Hard Target Kill Probabilities

Thursday, 9/9: Chronology and Jargon of the Nuclear Arms Race (cont.)

Week 3

Tuesday, 9/14: Chronology and Jargon of the Nuclear Arms Race (cont.)

Thursday, 9/16: Chronology and Jargon of the Nuclear Arms Race (cont.)

Week 4

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

Tuesday, 9/21: Superpower Force Structure: Past, Present, and Future?

- 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 2007-2011, U.S. Nuclear Forces 2007-2011, Russian Nuclear Forces 2007-2011, British Nuclear Forces 2007-2011, French Nuclear Forces 2007-2011, Chinese Nuclear Forces 2007-2011, Indian Nuclear Forces 2007-2011, Pakistani Nuclear Forces 2007-2011, Israeli Nuclear Forces 2007-2011, Global Stocks of Highly Enriched Uranium (HEU) 2007, 2009-2010, Global Stocks of Separated Plutonium 2007, 2009-2010

Thursday, 9/23: **Deadline for signing up for paper topic**; Superpower Force Structure: Past, Present, and Future? (cont.)

Week 5

Tuesday, 9/28: Others' Force Structures

Thursday, 9/30: Others' Force Structures (cont.)

Week 6

Part III: Truth and Consequences

Tuesday, 10/5: Effects of Nuclear Weapons

- Futter 2
- Sagan, Carl. 1983/84. "Nuclear War and Climate Catastrophe: Some Policy Implications." *Foreign Affairs* 62:257-292. **Canvas
- **
- 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

Thursday, 10/7: Effects of Nuclear Weapons (cont.)

Week 7

Tuesday, 10/12: Effects of Nuclear Weapons (cont.)

Thursday, 10/14: Catch-up; Review for midterm

Week 8

Tuesday, 10/19: **Midterm Exam**

Part IV: Nuclear Weapons and National Security

Thursday, 10/21: Strategies of Deterrence (Including Scenarios and Targeting)

- Futter 4

- 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. **Canvas**
- McNamara, Robert S. 1983. "The Military Role of Nuclear Weapons: Perceptions and Misperceptions." *Foreign Affairs* 62:59-80. **Canvas**

Week 9

Tuesday, 10/26: Strategies of Deterrence (Including Scenarios and Targeting) (cont.)

Thursday, 10/28: Strategies of Deterrence (Including Scenarios and Targeting) (cont.)

Week 10

Tuesday, 11/2: In-Class DVD (Missile Experimental)—Discussion

Thursday, 11/4: Strategic and Civil Defense

- Payne, Keith B., and Colin S. Gray. 1984. "Nuclear Policy and the Defensive Transition." *Foreign Affairs* 62:820-842. **Canvas**
- 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. **Canvas**

Week 11

Tuesday, 11/9: In-Class DVD (Reagan's Shield)—Discussion

Thursday, 11/11: Arms Control

- Futter 9
- Miller, Steven E. 1984. Politics Over Promise: Domestic Impediments to Arms Control." *International Security* 8:67-90. **Canvas**
- 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. **Canvas**
- Kartchner, Kerry M. 1996. "The Objectives of Arms Control." In *Arms Control: Toward the 21st Century*, eds. Jeffrey A. Larsen and Gregory J. Rattray. Boulder, CO: Lynne Rienner. pp. 19-34. **Canvas**
- Waller, Forrest. 1996. "Strategic Offensive Arms Control." In *Arms Control: Toward the 21st Century*, eds. Jeffrey A. Larsen and Gregory J. Rattray. Boulder, CO: Lynne Rienner. pp. 99-118. **Canvas**
- Graybeal, Sidney N., and Patricia A. McFate. 1996. "Strategic Defensive Arms Control." In *Arms Control: Toward the 21st Century*, eds. Jeffrey A. Larsen and Gregory J. Rattray. Boulder, CO: Lynne Rienner. pp. 119-137. **Canvas**
- Overheads: SALT I Terms, SALT I & II Effects on Arsenals, Nuclear Explosions 1945-1990, Nuclear Explosions 1991-2006

Week 12

Tuesday, 11/16: Arms Control (cont.)

Thursday, 11/18: Nuclear Proliferation and Nonproliferation—The Trouble with Tribbles

- Futter 3, 5, 6, 7, 8
- S&W 1-7
- Foran, Virginia I. 1996. "Preventing the Spread of Arms: Nuclear Weapons." In *Arms Control: Toward the 21st Century*, eds. Jeffrey A. Larsen and Gregory J. Rattray. Boulder, CO: Lynne Rienner. pp. 175-200. ****Canvas****

Week 13

Tuesday, 11/23: Nuclear Proliferation and Nonproliferation (cont.)

Thursday, 11/25: **Thanksgiving**

Week 14

Part V: A Moral Dilemma

Tuesday, 11/30: Nuclear Ethics and Psychology

- 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. ****Canvas****

Thursday, 12/2: **Paper Due (beginning of class);** Nuclear Ethics and Psychology (cont.)

Week 15

Tuesday, 12/7: In-class DVD (Visions of War and Peace)—Discussion

- Enduring Nuclear Challenges
 - Futter 10, Conclusion

Thursday, 12/9: In-class DVD (Dr. Strangelove, or, How I Learned to Stop Worrying and Love the Bomb)

Week 16

Tuesday, 12/14: In-class DVD (Dr. Strangelove, or, How I Learned to Stop Worrying and Love the Bomb) (cont.)—Discussion

Thursday, 12/16: **FINAL EXAM - 7:30-9:30 AM**