

Spring 2017
Mon 1:30-4:20
Old Main 318

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PS 4990
STATE OF PLAY:
WEAPONS OF MASS DESTRUCTION

Substantive Objectives:

A number of theories have been used over the years in order to craft deterrence and denial strategies. The US is concerned with nuclear weapon acquisition, proliferation, and use. Studying what has worked within deterrence strategies and what has not will yield insight into the future challenges the US faces – a future which will likely involve deterring both allies and adversaries from acquisition. That future will require tailored, rather than blanket strategies, and will be best achieved by employing a strategic culture approach.

In order to participate in this national discussion, students must become well versed in nuclear history, become familiar with the theoretical foundations of previous nuclear policy, and become conversant in the strategic culture methodology.

Skill Set Objectives:

- Concise, clear writing in short pieces.
- The ability to distill relevant, key points from large data sets or complex, often conflicting arguments.
- Proficient pattern analysis.
- Skillful application of course concepts to real world policy analysis.
- Increased confidence in analytical judgment calls.
- Advanced research and writing skills.

Readings

Thomas Reed and Danny Stillman, *The Nuclear Express*

Additional readings posted to Canvas

Extra articles each student brings to class (when required)

Assignments (20 points each = 180 points)

Students need to complete 8 of the 9 essay assignments (each 20 points). Essays must not exceed a strict 250 word limit. Choose each word carefully. Place your word count at the bottom of each essay.

The Long Paper proposal and reference list is due Feb 27 and is also worth **20 points**.

Long Paper (100 points)

Format: The Long Paper should not exceed 10 pages at 1.5 spacing and 12 point font. Use Chicago style endnotes and include a bibliography. Possible nuclear case studies: South Africa, Ukraine, Japan, South Korea, Turkey, Saudi Arabia, Syria, Iraq, Australia, Libya, Brazil, Argentina, Taiwan. If you would like to explore bio or chem programs, speak to me first about your proposed topic of study.

Course Calendar **Check Syllabus tab on the Canvas Webpage for Updates**

Date	Readings	Subject	Due
Jan 9	Begin thinking about case study	WMD -- Traditional Theories	
Jan 16	HOLIDAY – No class		
Jan 23	WMD Primer.doc CAF public version.docx	Cultural Topography Analytic Framework	
Jan 30	Reed and Stillman Chs. 1-3	History of the Bomb	Short Essay 1 Question: What aspects of nuclear history would be most important for Americans to understand in crafting sound nuclear policy today?
Feb 6	Keith Payne Payne, Keith Fallacies of Deterrence Part I.pdf Payne, Keith Fallacies of Deterrence Part II.pdf Payne, Keith Fallacies of Deterrence Part III.pdf Elaine Bunn – “Tailored Deterrence” TailoredDeterrence.Bunn.pdf	Deterrence Strategies	Short Essay 2 What are the primary deterrence lessons that should be applied to the modern global arena? (Draw on both sets of readings for your answer!)
Feb 13	Reed and Stillman Ch. 4 Canvas: Mahnken: US Strategic Culture (listed as 'Final United States' below) Final United States.doc Bring: Current article on US and WMD	Original Powers: US and the UK	Short Essay 3 Class discussion will focus on the British and Soviet case studies -- so come prepared to offer interesting details from the readings. Your essay will focus on the US relationship with nuclear weapons. Question: Compare the article you selected for class (needs to be current -- within the last 3 years) concerning US nuclear thinking or behavior and compare it to the projections Mahnken made in his chapter on US strategic culture. Does the US thinking/behavior captured in your article match up with the strategic culture he outlines? What insights can be drawn regarding future US behavior from your analysis?

<p>Feb 21</p> <p>Monday classes held on Tuesday this week!</p>	<p>Reed and Stillman Ch. 5 & 12</p> <p>Canvas:</p> <p>Adamsky: Russian Strategic Culture</p> <p>Article Dima Adamsky -- Russian-Soviet Strategic Culture.pdf</p> <p>Ermarth: Russian Strategic Culture</p> <p>Final Russia.doc</p> <p>Bring: Current article on Russia and WMD</p>	<p>Original Powers:</p> <p>USSR</p>	<p>Short Essay 4:</p> <p>Use the depictions of Russian strategic culture offered by your authors to analyze Soviet WMD history and current practice (including bio and chem). How does the Russian strategic culture you have read about explain Russian/Soviet behavior?</p>
<p>Feb 27</p>	<p>Reed and Stillman Ch. 6</p> <p>Canvas:</p> <p>Giles: Israel (read both)</p> <p>Final Israel.doc</p> <p>Giles_Israeli Strategic Culture Chapter.docx</p> <p>Bring: Current article on Israel and WMD</p>	<p>The Apprentices:</p> <p>France and Israel</p>	<p>Short Essay 5</p> <p>Does Israel continue to operate within the strategic culture outlined by Greg Giles in his two pieces? Do the modern nuclear developments captured by your outside article fit within the framework Giles provides, or not? What does this mean for US cooperation with Israel on nuclear issues?</p> <p>Long Paper Proposal and Reference List:</p> <p>Your proposal should list the case study you intend to pursue (choices are listed within your syllabus) and provide at least 15 sources (articles, book chapters, books, documentaries, interviews, etc.) that "prove" that your topic is researchable from USU.</p>
<p>March 6-10 SPRING BREAK</p>			
<p>March 13</p>	<p>Reed and Stillman Ch. 7-8 & 14</p> <p>Bring: Current article on China and WMD</p>	<p>Asian Breakout:</p> <p>China</p>	<p>Short Essay 6</p> <p>From the history that you have read, what traits could you isolate as particularly Chinese (aspects of their "strategic culture") as manifest in their approach to their nuclear pathway and approach to security generally? Do these traits match the contemporary behavior highlighted in the article you found? Which of these insights would it be most important for policymakers to understand?</p>
<p>March 20</p>	<p>Reed and Stillman Ch. 9-10 & 15</p> <p>Canvas:</p> <p>Jones: India</p>	<p>Pakistan and India</p>	<p>Short Essay 7</p> <p>Based on the wide variety of material you read for this section, what would you identify as the primary means and motivations for nuclear proliferation across borders? Based on these</p>

	Final India.doc Bring: Current article on Pakistan and WMD		findings, what would you recommend as best practices in inhibiting future proliferation?
March 27	Canvas: Smith: North Korea Smith NK Strategic Culture Draft.docx Park: Nuclear Ambition...Korean Peninsula Park -- Nuclear Ambition Korean Peninsula.pdf Bring: Current article on North Korea and WMD	North Korea	Short Essay 8 What aspect of North Korean WMD decisionmaking should be of most concern to US policymakers? Why?
April 3	Canvas: Nima: Iran Gerami CAF Chapter - Draft - 20160120.pdf Bring: Current article on Iran and WMD	Iran	Short Essay 9 What key features of Iranian strategic culture should US policymakers be aware of in order to engage Iran in a way that will encourage compliance with the JCPOA?
April 10	Readings: TBD	Looming Threats on the WMD horizon	
April 27		Student Presentations	
April 24		Student Presentations	
May 2 5:00 pm			Long Paper Due

SHORT ESSAY FORMAT
250 WORDS

TITLE

12 words or fewer. The title should be a microcosm of your thesis including the WHERE, WHAT, and SO WHAT?. Do not pose a question in your title, nor make them “cute” or “intriguing.” Titles should be a plain, straight-forward preview of what is in your thesis.

Ex: Strong US Security Assurances the Key to Saudis Backing off the Bomb

THESIS: This sentence leads your essay and offers your primary conclusions up front. It expands slightly on both the “what” and the “so what.” What are the primary insights you gleaned from the text in response to the prompt question? Who are the primary actors involved? What are the ramifications? These factors should be combined in your one-sentence thesis.

BODY: The body of your essay should be comprised of **evidence from all assigned readings** and **logical reasoning (analysis)** that back up the summary judgments made in your thesis statement.

CONCLUSION: The essay’s conclusion should offer further insights regarding the way forward. Concluding assessments might address: How are these insights useful? Or applicable today? Or different from conventional wisdom? What is a likely future scenario? Are there opportunities for the US to act in order to inhibit negative trajectories? Or encourage positive ones? Does the US need to be warned about something it is not aware of, or underprepared for?

Chicago-Style Citation Quick Guide

Notes and Bibliography: Sample Citations

The following examples illustrate citations using the notes and bibliography system. Examples of notes are followed by shortened versions of citations to the same source. For more details and many more examples, see [chapter 14](#) of *The Chicago Manual of Style*.

Book

One author

1. Michael Pollan, *The Omnivore's Dilemma: A Natural History of Four Meals* (New York: Penguin, 2006), 99–100.

2. Pollan, *Omnivore's Dilemma*, 3.

Pollan, Michael. *The Omnivore's Dilemma: A Natural History of Four Meals*. New York: Penguin, 2006.

Two or more authors

1. Geoffrey C. Ward and Ken Burns, *The War: An Intimate History, 1941–1945* (New York: Knopf, 2007), 52.

2. Ward and Burns, *War*, 59–61.

Ward, Geoffrey C., and Ken Burns. *The War: An Intimate History, 1941–1945*. New York: Knopf, 2007.

For four or more authors, list all of the authors in the bibliography; in the note, list only the first author, followed by *et al.* (“and others”):

1. Dana Barnes et al., *Plastics: Essays on American Corporate Ascendance in the 1960s* . . .

2. Barnes et al., *Plastics* . . .

Editor, translator, or compiler instead of author

1. Richmond Lattimore, trans., *The Iliad of Homer* (Chicago: University of Chicago Press, 1951), 91–92.

2. Lattimore, *Iliad*, 24.

Lattimore, Richmond, trans. *The Iliad of Homer*. Chicago: University of Chicago Press, 1951.

Editor, translator, or compiler in addition to author

1. Gabriel García Márquez, *Love in the Time of Cholera*, trans. Edith Grossman (London: Cape, 1988), 242–55.

2. García Márquez, *Cholera*, 33.

García Márquez, Gabriel. *Love in the Time of Cholera*. Translated by Edith Grossman. London: Cape, 1988.

Chapter or other part of a book

1. John D. Kelly, "Seeing Red: Mao Fetishism, Pax Americana, and the Moral Economy of War," in *Anthropology and Global Counterinsurgency*, ed. John D. Kelly et al. (Chicago: University of Chicago Press, 2010), 77.

2. Kelly, "Seeing Red," 81–82.

Kelly, John D. "Seeing Red: Mao Fetishism, Pax Americana, and the Moral Economy of War." In *Anthropology and Global Counterinsurgency*, edited by John D. Kelly, Beatrice Jauregui, Sean T. Mitchell, and Jeremy Walton, 67–83. Chicago: University of Chicago Press, 2010.

Chapter of an edited volume originally published elsewhere (as in primary sources)

1. Quintus Tullius Cicero, "Handbook on Canvassing for the Consulship," in *Rome: Late Republic and Principate*, ed. Walter Emil Kaegi Jr. and Peter White, vol. 2 of *University of Chicago Readings in Western Civilization*, ed. John Boyer and Julius Kirshner (Chicago: University of Chicago Press, 1986), 35.

2. Cicero, "Canvassing for the Consulship," 35.

Cicero, Quintus Tullius. "Handbook on Canvassing for the Consulship." In *Rome: Late Republic and Principate*, edited by Walter Emil Kaegi Jr. and Peter White. Vol. 2 of *University of Chicago Readings in Western Civilization*, edited by John Boyer and Julius Kirshner, 33–46. Chicago: University of Chicago Press, 1986. Originally published in Evelyn S. Shuckburgh, trans., *The Letters of Cicero*, vol. 1 (London: George Bell & Sons, 1908).

Preface, foreword, introduction, or similar part of a book

1. James Rieger, introduction to *Frankenstein; or, The Modern Prometheus*, by Mary Wollstonecraft Shelley (Chicago: University of Chicago Press, 1982), xx–xxi.

2. Rieger, introduction, xxxiii.

Rieger, James. Introduction to *Frankenstein; or, The Modern Prometheus*, by Mary Wollstonecraft Shelley, xi–xxxvii. Chicago: University of Chicago Press, 1982.

Book published electronically

If a book is available in more than one format, cite the version you consulted. For books consulted online, list a URL; include an access date only if one is required by your publisher or discipline. If no fixed page numbers are available, you can include a section title or a chapter or other number.

1. Jane Austen, *Pride and Prejudice* (New York: Penguin Classics, 2007), Kindle edition.

2. Philip B. Kurland and Ralph Lerner, eds., *The Founders' Constitution* (Chicago: University of Chicago Press, 1987), accessed February 28, 2010, <http://press-pubs.uchicago.edu/founders/>.

3. Austen, *Pride and Prejudice*.

4. Kurland and Lerner, *Founder's Constitution*, chap. 10, doc. 19.

Austen, Jane. *Pride and Prejudice*. New York: Penguin Classics, 2007. Kindle edition.

Kurland, Philip B., and Ralph Lerner, eds. *The Founders' Constitution*. Chicago: University of Chicago Press, 1987. Accessed February 28, 2010. <http://press-pubs.uchicago.edu/founders/>.

Journal article

Article in a print journal

In a note, list the specific page numbers consulted, if any. In the bibliography, list the page range for the whole article.

1. Joshua I. Weinstein, "The Market in Plato's *Republic*," *Classical Philology* 104 (2009): 440.
2. Weinstein, "Plato's *Republic*," 452–53.

Weinstein, Joshua I. "The Market in Plato's *Republic*." *Classical Philology* 104 (2009): 439–58.

Article in an online journal

Include a DOI (Digital Object Identifier) if the journal lists one. A DOI is a permanent ID that, when appended to <http://dx.doi.org/> in the address bar of an Internet browser, will lead to the source. If no DOI is available, list a URL. Include an access date only if one is required by your publisher or discipline.

1. Gueorgi Kossinets and Duncan J. Watts, "Origins of Homophily in an Evolving Social Network," *American Journal of Sociology* 115 (2009): 411, accessed February 28, 2010, doi:10.1086/599247.
2. Kossinets and Watts, "Origins of Homophily," 439.

Kossinets, Gueorgi, and Duncan J. Watts. "Origins of Homophily in an Evolving Social Network." *American Journal of Sociology* 115 (2009): 405–50. Accessed February 28, 2010. doi:10.1086/599247.

Article in a newspaper or popular magazine

Newspaper and magazine articles may be cited in running text ("As Sheryl Stolberg and Robert Pear noted in a *New York Times* article on February 27, 2010, . . .") instead of in a note, and they are commonly omitted from a bibliography. The following examples show the more formal versions of the citations. If you consulted the article online, include a URL; include an access date only if your publisher or discipline requires one. If no author is identified, begin the citation with the article title.

1. Daniel Mendelsohn, "But Enough about Me," *New Yorker*, January 25, 2010, 68.
2. Sheryl Gay Stolberg and Robert Pear, "Wary Centrists Posing Challenge in Health Care Vote," *New York Times*, February 27, 2010, accessed February 28, 2010, <http://www.nytimes.com/2010/02/28/us/politics/28health.html>.
3. Mendelsohn, "But Enough about Me," 69.

4. Stolberg and Pear, “Wary Centrists.”

Mendelsohn, Daniel. “But Enough about Me.” *New Yorker*, January 25, 2010.

Stolberg, Sheryl Gay, and Robert Pear. “Wary Centrists Posing Challenge in Health Care Vote.” *New York Times*, February 27, 2010. Accessed February 28, 2010.

<http://www.nytimes.com/2010/02/28/us/politics/28health.html>.

Book review

1. David Kamp, “Deconstructing Dinner,” review of *The Omnivore’s Dilemma: A Natural History of Four Meals*, by Michael Pollan, *New York Times*, April 23, 2006, Sunday Book Review,

<http://www.nytimes.com/2006/04/23/books/review/23kamp.html>.

2. Kamp, “Deconstructing Dinner.”

Kamp, David. “Deconstructing Dinner.” Review of *The Omnivore’s Dilemma: A Natural History of Four Meals*, by Michael Pollan. *New York Times*, April 23, 2006, Sunday Book Review.

<http://www.nytimes.com/2006/04/23/books/review/23kamp.html>.

Thesis or dissertation

1. Mihwa Choi, “Contesting *Imaginares* in Death Rituals during the Northern Song Dynasty” (PhD diss., University of Chicago, 2008).

2. Choi, “Contesting *Imaginares*.”

Choi, Mihwa. “Contesting *Imaginares* in Death Rituals during the Northern Song Dynasty.” PhD diss., University of Chicago, 2008.

Paper presented at a meeting or conference

1. Rachel Adelman, “ ‘Such Stuff as Dreams Are Made On’: God’s Footstool in the Aramaic Targumim and Midrashic Tradition” (paper presented at the annual meeting for the Society of Biblical Literature, New Orleans, Louisiana, November 21–24, 2009).

2. Adelman, “Such Stuff as Dreams.”

Adelman, Rachel. “ ‘Such Stuff as Dreams Are Made On’: God’s Footstool in the Aramaic Targumim and Midrashic Tradition.” Paper presented at the annual meeting for the Society of Biblical Literature, New Orleans, Louisiana, November 21–24, 2009.

Website

A citation to website content can often be limited to a mention in the text or in a note (“As of July 19, 2008, the McDonald’s Corporation listed on its website . . .”). If a more formal citation is desired, it may be styled as in the examples below. Because such content is subject to change, include an access date or, if available, a date that the site was last modified.

1. “Google Privacy Policy,” last modified March 11, 2009,
<http://www.google.com/intl/en/privacypolicy.html>.

2. “McDonald’s Happy Meal Toy Safety Facts,” McDonald’s Corporation, accessed July 19, 2008, <http://www.mcdonalds.com/corp/about/factsheets.html>.

3. “Google Privacy Policy.”

4. “Toy Safety Facts.”

Google. “Google Privacy Policy.” Last modified March 11, 2009.

<http://www.google.com/intl/en/privacypolicy.html>.

McDonald’s Corporation. “McDonald’s Happy Meal Toy Safety Facts.” Accessed July 19, 2008.

<http://www.mcdonalds.com/corp/about/factsheets.html>.

Blog entry or comment

Blog entries or comments may be cited in running text (“In a comment posted to *The Becker-Posner Blog* on February 23, 2010, . . .”) instead of in a note, and they are commonly omitted from a bibliography. The following examples show the more formal versions of the citations. There is no need to add *pseud.* after an apparently fictitious or informal name. (If an access date is required, add it before the URL; see examples elsewhere in this guide.)

1. Jack, February 25, 2010 (7:03 p.m.), comment on Richard Posner, “Double Exports in Five Years?,” *The Becker-Posner Blog*, February 21, 2010, <http://uchicagolaw.typepad.com/beckerposner/2010/02/double-exports-in-five-years-posner.html>.

2. Jack, comment on Posner, “Double Exports.”

Becker-Posner Blog, The. <http://uchicagolaw.typepad.com/beckerposner/>.

E-mail or text message

E-mail and text messages may be cited in running text (“In a text message to the author on March 1, 2010, John Doe revealed . . .”) instead of in a note, and they are rarely listed in a bibliography. The following example shows the more formal version of a note.

1. John Doe, e-mail message to author, February 28, 2010.

Item in a commercial database

For items retrieved from a commercial database, add the name of the database and an accession number following the facts of publication. In this example, the dissertation cited above is shown as it would be cited if it were retrieved from ProQuest’s database for dissertations and theses.

Choi, Mihwa. “Contesting *Imaginaires* in Death Rituals during the Northern Song Dynasty.” PhD diss., University of Chicago, 2008. ProQuest (AAT 3300426).