POLITICAL SCIENCE 142D: WEAPONS OF MASS DESTRUCTION, SPRING 2019
MONDAYS/WEDNESDAYS 5-6:20PM, PCYNH 106

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Teaching Assistants:
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Course Description:
This course provides an overview of the threats posed to national and international security by chemical, biological, radiological, and nuclear weapons. Students will learn about how these weapons function, why states and some non-state actors seek them, and how nations attempt to prevent proliferation. The course will do this in part by delving into the technical and policy challenges related to these weapons. It will further address how CBRN weapons shape states’ national security strategies and regional security dynamics. Efforts at the international level to restrict the use and proliferation of these weapons will be discussed. We will also explore the future of WMD and CBRN terrorism. Finally, some attention will be given to emerging modes of conflict, such as “cyberwar” and growing use of automated systems (“drones”), time permitting.

Course Requirements:
• **Short papers** (80% of course grade, 40% each): 3-6 pages, additional details in prompt:
  • **First Short Paper:** Write a short paper detailing the WMD status or aspirations of the country you have been assigned for the two simulations to be held in class during the course. If the state does not have WMD, why not? What weapons (internal balancing) or allies (external balancing) does the country possess and how might these explain the decision not to proliferate? Did the country have a program to explore/produce nuclear or other WMD? Why did it stop? Regardless of WMD status, detail the country’s view of WMD. Does it favor/oppose proliferation? How? What issues or concerns does it raise? To which WMD-related treaties does it belong (NPT, NWFZ, etc.)? Has it ever used or contemplated using WMD? Feel free to include other relevant information.
  • **Second Short Paper:** Write a paper that reviews your experiences in the first in class simulation. Outline the steps you took to prepare yourself to present the views that best reflect your assigned country’s interests. To what degree were you successful in convincing other members of the group representing your country to adopt your preferred perspective, as outlined in your memo (see below)? What proposals did other members of the country group make? What actions did others take in negotiating a common agenda for the country? Did any of these work particularly well or poorly (no need to mention names, just the issues and negotiation strategies)? How did your country do in its negotiations with other nations during the simulation? What worked and what could have been improved? How did other groups fair? Were their certain countries that did an especially effective job in persuading the simulation to adopt their policies? How might you have proceeded differently knowing what you know now?
• **Simulations** (20% of course grade, 10% each): There are two in class simulations for the course. In each simulation, you will be graded based on the following items/criteria:
  - **Participation:** Attendance will be taken in each simulation (5% each, 10% total).
  - **Memo:** For each simulation, prepare a short memo (~2 paragraphs) detailing the objectives you think your country should pursue in the simulation. Make sure that the recommendations you propose are consistent with those you think your country would prefer. Credit will be given for memos that accurately represent the capabilities and interests of the assigned country (5% each, 10% total). Extra credit will be given for memos that appear to the instructors to be particularly effective in the simulation (i.e., students will be rewarded for convincing their country/world to adopt their views).

• **Final Exam** There is no final exam in this course.

**Academic Integrity:** Submitting any assignment in this course implies that you agree to UCSD’s policies as listed in the Principles of Community and the Student Code of Conduct. Academic misconduct includes (but is not limited to): using another person’s words as your own, asking someone else to write any part of an assignment you submit as your own, failing to cite material from another source, editing/rephrasing someone else’s words as your own.

The Policy on Integrity of Scholarship lists some of the standards by which you are expected to complete assignments in this course. Students needing assistance may consult with the instructor or the teaching assistants. You are encouraged to use authorized UCSD writing resources, such as the Writing Hub. No other person or resource may be used to assist you in writing any assignment without express permission from the instructor. Exceptions will be made for a disability or other personal need. Please consult with the instructor if you are unclear about this policy or believe you need the assistance of other persons or online resources. You may not use a tutor. You may not consult or collaborate with other students for writing assignments. You may not refer to online grammar or translation sources such as Google Translate or Grammarly (grammar is not graded).

**Student Requirements/Standards:**
- **Plagiarism/Cheating:** You are encouraged to study and learn together. All assignments submitted for a grade must be the sole product of the person submitting the work (please see above). Tests or assignments that are suspected of containing materials that are not the student’s work or not properly referenced will be referred to the academic integrity office. If you have any questions about what constitutes a violation of academic integrity, please refer to University guidelines (Excel with integrity) or consult with your TA or myself.
- **Disabilities/life issues:** It is your responsibility to apprise me of factors that may interfere with your performance in class well in advance of scheduled assignments. Appropriate measures for disabilities, acts of God, etc. will be taken in accordance with UC policies.
- **Grading/appeals:** All attempts to discuss grading decisions must be made in writing.

**Required Readings:**
There are three required textbooks. Each is available from the UCSB Bookstore or elsewhere.

Endowment for International Peace. (Carnegie link here). (“Cirincione”)
WEEK 1 (April 1): Introduction/Syllabus/Levels, Methods, and Concepts

WEEK 2 (April 8): An Overview of Nuclear Policy Dynamics
Wednesday 10 April: Guest speaker: LTG Wallace “Chip” Gregson

WEEK 3 (April 15): Nuclear Weapons – History and How Stuff Works

Optional reading:

WEEK 4 (April 22): Why States Want WMD
Monday 22 April: Guest speaker: Henry Sokolski
- Barnaby. “What Does It Take to Make a WMD?” How to Build..., 63-88.

**Optional reading:**

**WEEK 5 (April 29): Nuclear Strategy: Deterrence [FIRST PAPER DUE]***

*Wednesday May 1: [FIRST IN CLASS SIMULATION]***

- Sagan and Waltz. “Chapters 1-2.” *The Spread of Nuclear Weapons*
Optional reading:
- Sagan and Waltz. “Chapters 3-5.” *The Spread of Nuclear Weapons*

**WEEK 6 (May 6): Chemical and Biological Weapons.**

**Biological Weapons:**

**Chemical Weapons:**

Optional reading:

**WEEK 7 (May 13): Nuclear Proliferation/Counter Proliferation**

**Optional readings:**

**WEEK 8 (May 20): Weapons Platforms (Ballistic/Cruise Missiles)**
- Cirincione. “Missile Proliferation.” *Deadly Arsenals*, 83-117.

**Optional readings:**

**WEEK 9 (May 27): No Class Monday (Memorial Day Holiday)**

*Wednesday 29 May: CBRN Terrorism *** [SECOND PAPER DUE] ****

**Optional readings:**

WEEK 10 (June 3): Cyber Conflict and UAVs

Wednesday 5 June: *** [SECOND IN CLASS SIMULATION] ***


Optional readings: