Please read this syllabus carefully. It contains the information you need to succeed in the course.

When contacting any instructor, please identify the course (and section if appropriate). We are usually teaching more than one course at any given a time. So make it clear to us which course!

- Course website [Canvas, need UCSD SSO to access]:  https://canvas.ucsd.edu/courses/26028
- Lecture: 11-11:50AM MW [Zoom, UCSD SSO]:  Link: Please Note: lecture is recorded
- Office hours: 11-11:50AM F, or by appointment: Link: (Use the same Zoom link as for the lectures for Friday office hours)

Teaching Assistant:  Lauren Gilbert (lagilbert@gmail.com)
Office hours:  Mondays 3:30-5:30PM. Link:  https://urldefense.com/v3/__https://ucsd.zoom.us/j/5986108452__;!!Mih3wA!WDBBtdahZLGKl7B6K9790ZkrQdfZykyz_d_VluxRoP_TZVHyMOqNMbvDgc2DkMmT$

Grader:  Kyle Hurst (kwhurst@ucsd.edu)
Kyle does not keep office hours, but you are welcome to contact him with questions.

The pandemic continues. Unprecedented circumstances have necessitated many changes to this course and to my teaching style that will no doubt continue to generate mistakes on my part and confusion for all of you. I apologize in advance. You deserve the best possible education! The instruction team for POLI142D will do its very best to ensure you receive all possible assistance!

Please be patient with me and I will try to do the same with each of you. If you have questions or concerns, please contact your GTA first. If this does not work or the situation is not satisfactorily resolved, please send me an email and I will try to address your concerns as soon as possible.

I have made changes to assignments and grading procedures that I hope will at least partially compensate students for the many disruptions in your normal lives. Some appear below. I will also introduce refinements if they are needed. Again, please have faith in me and my GTAs.

Finally, health (physical, mental, social) is always important, but especially now. I am going to work on an honor system more than in the past. If you are unable to complete an assignment on time, please let your GTA know before the due date. We will rely on you to be responsible in not taking advantage of our trust. We won’t ask for justifications or notes, etc. Just let us know when circumstances prevent you from being the student you wish to be. Please do not suffer in silence. A variety of resources on and off campus are available to help you get better, or stay better. I list some here in the syllabus. Others are available on the UCSD website. If you have any questions, please ask your GTA or myself. We will attempt to assist you or refer you to someone who can.
Course Description:
This course provides an overview of the threats posed to national and international security by chemical, biological, radiological, and nuclear (CBRN) weapons. Time permitting, some attention will also be paid to new technologies of warfare (“cyberwar,” automated systems “drones”, space) and to emerging modes of conflict (gray zone conflict, cross- or multi-domain deterrence).

Students will learn about how these weapons and strategies function, why states and some non-state actors seek them, and how nations seek or attempt to prevent their spread (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.

Course Requirements:
Grading options have been in flux in recent quarters. At present, students have until week ten (10) to take a course Pass/Non-Pass (please see: https://students.ucsd.edu/academics/exams-grades-transcripts/grades/change-grading-undergrad.html). The Political Science Department has also modified its policy during the Winter and Spring Quarter 2020-2021 term to allow P/NP courses to count towards the major (see: https://polisci.ucsd.edu/undergrad/academic-advising-information/index.html#Department-Decision-re:-P/NP-Gr). Please consider this option.

- **If you are taking this course for a letter grade, grading will be composed as follows:**
  - **Attendance (10%):** You are **strongly encouraged** to attend lecture (MW). Attendance will not be taken, however. You will automatically receive a 10% attendance credit.
  - **Short Papers [Three (3)] (60% of course grade, 20% each):** Each student taking the course for a letter grade is to prepare three short papers of NO MORE THAN TWO PAGES each, comparing/contrasting two or more readings from a given week. Papers of more than two (2) pages length will not be accepted. You may reference any/all of the readings for a given week. Students will be assigned to specific weeks at random in order to distribute the grading burden equally throughout the quarter. All assignments will be submitted electronically and supplied to the GTA grader by Sunday evening (6PM Pacific time) of the week for which they are assigned. Be succinct, compelling and incisive. What is something interesting, peculiar or discrepant in comparing two or more of the week’s readings? How does the noted difference matter? How does the difference or omission cause you to doubt the validity of one or more of the author’s argument(s)? How would you know if they are wrong or you are wrong? Write these documents expecting the reader/grader to try and disagree with you. Be persuasive!
  - **Commentary on Video Documentaries [Two (2)] (30% of course grade, 15% each):** Each student in the course will individually prepare two short commentaries of NO MORE THAN TWO PAGES each, analyzing and/or comparing one or more of the video documentaries listed in the syllabus. Special attention will be given to analyzing or criticizing the documentary. I already know what they are about. Tell me what the investigators did wrong, got wrong, forgot to cover, misinterpreted, etc. Focus on the politics/policy aspects of each respective documentary. Where are their errors/biases? In what ways is the documentary misleading? What have you gleaned from the course readings, for example, that might allow you to assess the claims presented in the
documentary more critically? What policy implications are recommended by each documentary? Do you accept these recommendations? Why or why not?

- **If you are NOT taking this course for a letter grade (i.e., P/NP, etc): you will NOT BE REQUIRED TO SUBMIT SHORT PAPERS. Evaluation under P/NP will depend only on attendance and on submitting the two short commentaries. This option is suggested.**

**Simulation(s) and Guest Speakers:**
In previous years, I have conducted simulations in the course designed to familiarize students with nuclear security policy debates and how they might be addressed internationally. Our inability to meet in person this quarter, and the large enrollment size of the course, make it difficult to pursue simulations this quarter. Nevertheless, it would be educational to try. I am looking into options.

I have also had guest speakers visit the classroom in the past. No promises. The technical challenges in doing things online is just much more difficult. But let us see what I can arrange. I will update you on both of these possibilities in lecture and on the course website on Canvas. My apologies for the tentative nature of circumstances at this time.

**Required Readings:**
There are three required textbooks. Each is available from the UCSD Bookstore. There are also other outlets where you can purchase (website named after a famous watercourse comes to mind).


**Additional Readings:**
In addition to the three required textbooks, there are a number of other readings available for the course. *All of these materials can be accessed online.* I am working on making them available on Canvas, but Canvas is clunky and UCSD does not provide much support to faculty for IT. I ask that you read at least one (1) of these additional readings each week (you can certainly read more).

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<tr>
<th>DATE</th>
<th>TOPIC/ASSIGNMENT</th>
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<tr>
<td>WEEK 1 (March 29 &amp; 31): Introduction/Syllabus/Levels, Methods, and Concepts</td>
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**VIDEO DOCUMENTARY:** “The Bomb” [https://ucsd.kanopy.com/product/bomb](https://ucsd.kanopy.com/product/bomb) (alternate source, YouTube: [https://www.youtube.com/watch?v=Qrze43Uchm8](https://www.youtube.com/watch?v=Qrze43Uchm8)). Also consider “The Day After Trinity” [https://www.youtube.com/watch?v=Vm5fCxCXnK7Y](https://www.youtube.com/watch?v=Vm5fCxCXnK7Y)
WEEK 2 (April 5 & 7): An Overview of Nuclear Policy Dynamics


WEEK 3 (April 12 & 14): Nuclear Weapons – History and How Stuff Works

PLUS AT LEAST ONE (1) OF THE ADDITIONAL READINGS:

Optional readings:


WEEK 4 (April 19 & 21): Why States Want WMD

PLUS AT LEAST ONE (1) OF THE ADDITIONAL READINGS:

Optional reading:


WEEK 5 (April 26 & 28): Nuclear Strategy: Deterrence
- Sagan and Waltz. “Chapters 1-2.” *The Spread of Nuclear Weapons*
PLUS AT LEAST ONE (1) OF THE ADDITIONAL READINGS:

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


WEEK 6 (May 3 & 5): Chemical and Biological Weapons.

Biological Weapons:

Chemical Weapons:
- Barnaby. “Chemical Weapons.” How to Build a Nuclear Bomb, 55-64.

PLUS AT LEAST ONE (1) OF THE ADDITIONAL READINGS:

**Optional reading:**

“Trump's "limited strike" on Syria” [https://www.youtube.com/watch?v=Tc90I4FrLqM](https://www.youtube.com/watch?v=Tc90I4FrLqM).
“Inside the US Government’s Top Secret Bioweapons Lab” (also short) [https://www.youtube.com/watch?v=f1GnYs4LOc0 “Bioterror” (NOTE: may be offensive)](https://www.youtube.com/watch?v=f1GnYs4LOc0).

**WEEK 7 (May 10 & 12): Nuclear Proliferation/Counter Proliferation**

**PLUS AT LEAST ONE (1) OF THE ADDITIONAL READINGS:**

**Optional readings:**

**VIDEO DOCUMENTARY:** “Stealing the Atomic Bomb” (USSR)  
(UK) [https://www.youtube.com/watch?v=Qk_zpjK3cTo](https://www.youtube.com/watch?v=Qk_zpjK3cTo) “Israel and the Nuclear Bomb”  
(Israel) [https://www.youtube.com/watch?v=RjO7PSffTHg](https://www.youtube.com/watch?v=RjO7PSffTHg) “Raid on Iraqi Reactor”  
[https://www.youtube.com/watch?v=MFObTJxFuWI](https://www.youtube.com/watch?v=MFObTJxFuWI) “The Terror Trader - Pakistani Rogue Scientist A Q Khan”  
[https://www.youtube.com/watch?v=O5AMrywrj1U](https://www.youtube.com/watch?v=O5AMrywrj1U)

**WEEK 8 (May 17 & 19): Weapons Platforms (Ballistic/Cruise Missiles)**

- Cirincione. “Missile Proliferation.” *Deadly Arsenals*, 83-117.

**PLUS AT LEAST ONE (1) OF THE ADDITIONAL READINGS:**

**Optional readings:**
VIDEO DOCUMENTARY: “Command and Control”
https://archive.org/details/CommandAndControl. Also watch “Missileers”
https://www.youtube.com/watch?v=w1tMx27Q4O0 and “Rise of the Rockets” (behind PBS pay wall) https://www.pbs.org/wgbh/nova/video/rise-of-the-rockets/

WEEK 9 (May 24 & 26): CBRN Terrorism and Nuclear Accidents

PLUS AT LEAST ONE (1) OF THE ADDITIONAL READINGS:
- Heritage Foundation. “Terror Trends: 40 Years’ Data on International and Domestic Terrorism.”

Optional readings:


WEEK 10 (May 31 & June 2): Cyber Conflict and UAVs. No Class Monday 31 May (Memorial Day Holiday)


PLUS AT LEAST ONE (1) OF THE ADDITIONAL READINGS:

Optional readings:
**Intellectual Property**

My lectures and course materials, including syllabi, PowerPoint/Keynote presentations (whether “live” or recorded), tests, quizzes, outlines, and similar materials, are protected by U.S. copyright law and by University policy. I am the exclusive owner of the copyright in any of these materials I create. You may take notes and make copies of course materials for your own use. You may also share those materials with another student who is enrolled in or auditing this course, provided that this does not violate the academic integrity policy of the University or this course.

You may not reproduce, distribute or display (post/upload) lecture notes or recordings or course materials in any other way — whether or not a fee is charged — without my express prior written consent. You also may not allow others to do so.

If you do so, you may be subject to student conduct proceedings under the UC San Diego Student Code of Conduct.

Similarly, you own the copyright in your original papers and exam essays. If I am interested in posting your answers or papers on the course web site, I will ask for your written permission.

**Additional information/resources**

**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 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. Tests or assignments that are suspected of containing materials that are not the student’s work or not properly referenced/cited will be referred to the academic integrity office. If you have any questions about what constitutes a violation of academic integrity, please refer to the University’s guidelines ([Excel with integrity](#)) and consult with your TA or myself.
- **Disabilities/life issues:** It is your responsibility to apprise your TA or myself of factors that may interfere with your performance in class well in advance of scheduled due dates for assignments. Appropriate measures will be taken in accordance with UCSD policies.
• **Grading/appeals:** All attempts to discuss grading decisions must be made in writing.

**Students with Disabilities**
Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (https://osd.ucsd.edu/). Students are required to discuss accommodation arrangements with instructors and OSD liaisons in the department **well in advance** of any exams or assignments. The OSD Liaison for the Department of Political Science is Joanna Peralta; please connect with her via the Virtual Advising Center as soon as possible.

**Academic Advising**
Students who have questions pertaining to Political Science academic advising are asked to reach out the Department's Undergraduate Advisor, Natalie Ikker, who can be reached via the Virtual Advising Center. Academic advising questions include (but not limited to): add/drop deadlines, course enrollment policies, planning major and minor requirements, quarter-by-quarter plans, department petitions and paperwork, and referrals to campus and student support services.

**Inclusive Classroom Statement**
The TA(s) and I are fully committed to creating a learning environment that supports diversity of thought, perspectives, experiences, and identities. We urge each of you to contribute your unique perspectives to discussions of course questions, themes, and materials so that we can learn from them, and from each other. If you should ever feel excluded, or unable to fully participate in class for any reason, please let me know, or you may also submit anonymous written feedback to the Department of Political Science's Undergraduate Advisor, Natalie Ikker. Natalie will bring these anonymous comments to my attention. Additional resources to support equity, diversity, and inclusion in our classroom, and beyond, may be found here: Office of Equity, Diversity, and Inclusion: 858.822.3542 | diversity@ucsd.edu | https://diversity.ucsd.edu/
https://students.ucsd.edu/student-life/diversity/index.html
https://regents.universityofcalifornia.edu/governance/policies/4400.html