WEAPONS PROLIFERATION AND NONPROLIFERATION

George Washington University, Elliott School of International Affairs
Security Policy Studies, IAFF #290.33
Spring Semester 2007
Thursdays, 6:10–8:00 p.m., 1957 E Street NW, room 309

Objective: This course focuses on weapons of mass destruction and their proliferation to state and non-state actors. It seeks to understand the changing nature of the weapons proliferation problem, its implications for national security and international stability, and policy responses in the areas of nonproliferation and counterproliferation. It links the proliferation issue to broader themes in security studies and thus covers a diverse set of military, technical, political, and economic topics.

Structure: The course is divided into two parts:
1. The first half of the semester explores the different elements of the proliferation problem. Each week we will take up some facet of the problem, including nuclear, biological, and chemical weapons, and their delivery systems.
2. The second half of the semester explores the different elements of the policy response. Each week we will take up a different policy tool, whether political, military, or economic. In this discussion of policy responses, we will look also at questions of synergies, trade-offs, and grand strategy.

Each half of the course will begin with an overview lecture by the instructor (who will also lead discussion in the closing session). All other sessions will begin with student presentations.

Requirements: These are elaborated in detail on the following pages. In summary:

(1) To participate in discussions and complete required reading in advance of each session
(2) To make a seminar presentation and help to lead group discussion of the topic
(3) To write 3 papers of 10-15 double-spaced pages.

Instructor:

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1/9/07
Course Syllabus Spring Term 2007

PART ONE: DEFINING THE PROLIFERATION PROBLEM

January 18: instructor overview and review of the proliferation problem
- agree to seminar assignments—students select topics from the illustrative bulleted subtopics below but may also propose other topics that relate to the main theme of the week.

January 25: nuclear weapons
*Illustrative seminar topics—students may propose others:*
- the Waltz-Sagan debate on implications
- the “tipping point” debate

February 1: biological and chemical weapons
*topics for paper #1 will be handed out in class*

February 8: missiles, conventional weapons, and related technologies
*Illustrative seminar topics:*
- ballistic missiles
- cruise missiles
- other delivery systems
- the conventional arms trade, including small arms
- technology diffusion

*paper #1 due*

February 15: first hour: discussion of the first set of papers
second hour: country case studies
- Iran and North Korea

February 22: country case studies (continued)
- U.S. friends and allies (e.g., Israel, Japan, Taiwan, etc.)
- “repentant,” potentially recidivist nuclear states (e.g., Ukraine, Libya)
- Others such as Iraq, Syria, India, Pakistan

March 1: terrorists and weapons of mass destruction
- Al Qaeda
- Aum Shinrikyo and other past case studies
- future prospects
*topics for paper #2 will be handed out*
PART TWO: EVALUATING POLICY RESPONSES

March 8: overview of the “policy tool kit” and the strategies that integrate those tools (instructor presentation)

**paper #2 due**

March 15: [no class—spring break]

March 22: the nuclear nonproliferation regime

March 29: non-nuclear global treaty regime
  - e.g., Chemical Weapons Convention
  - Biological and Toxin Weapons Convention
  - UNSCOM/UNMOVIC
  - the utility of arms control generally

April 5: the military component
  - counterproliferation
  - ballistic missile defense
  - Nuclear Posture Review
  - Proliferation Security Initiative
  - interdiction

April 12: threat reduction
  - Cooperative Threat Reduction
  - Defense Threat Reduction

April 19: strategies of technology denial
  - export controls
  - coordinating mechanisms (e.g., MTCR, Australia Group, Wassenaar)

**topics for paper #3 will be handed out**

April 26: antiproliferation and global security 2010 (instructor presentation)

**paper #3 due**
There will be no final exam. There are 3 basic requirements:

**Requirement #1: classroom participation.**

Students are required to participate in discussions. They are required also to complete the assigned reading in advance of each session so that they are able to participate effectively. Course participation will account for 20% of the final grade. The highest grades will be given to those whose participate regularly in classroom discussion with thoughtful contributions reflecting good command of the assigned materials. Episodic participation or participation that does not convey informed reflection on the subject matter will not receive an A.

**Requirement #2: seminar presentation.**

The presentation should last 10 minutes. Two or three such presentations will be made in each seminar session. Topic selections will be made in the first course session. The subtopics listed on the previous pages are illustrative and students may choose from these or propose others that relate to the main topic of the week. Students choosing to present in the first half of the semester should make presentations that describe the main characteristics of a specific proliferation problem or issue and identify key trends; they should not address the policy question of what to do about the problem. Students choosing to present in the second half of the semester should make presentations that review and assess the relevant policy issues; they should not address the proliferation problem per se. Whether choosing to address a part of “the problem” or “the solution,” the student’s responsibility is to give a sound overview and raise a few key issues for discussion. It is not to repeat everything in the reading. In preparation for their presentations, students are encouraged to make use of some of the recommended readings.

In the week prior to each student’s presentation, he or she will distribute to the class a one-page read-ahead memo. This should be written in the form of a memorandum to the head of the National Security Council. The instructor will provide detailed guidance for formulating the memo and presentation.

Performance of this requirement will account for 20% of the final grade. The highest grades will be given to those who provide:

- A read-ahead memo that is clear, concise, and informative—and only one page.
- An oral presentation that is focused and germane to the topic under review—and that is completed in the required 10 minutes.
- Continued leadership of the discussion even after the presentation is complete.

Overheads and hand-outs may be used but will not be the basis of grading.
Requirement #3: three papers.

These papers should run between 10 and 15 double-spaced pages. They will be written on topics chosen from a short list provided by the instructor. Those topics will be handed out one week ahead of the date the paper is due. The papers will be graded and returned to students at the next class session along with a grade and some written comments (except for the final session, when papers will be returned by mail if the student so requests). Each paper will account for 20% of the final grade.

These papers are analytical exercises intended to strengthen the capacity of students to develop and support focused arguments on key issues. They are not a test of everything a student knows on a given subject; nor are they simply an exercise in opinion journalism. They must convey the analytical and scholarly skills expected of graduate students.

An A will be awarded to those papers that:
- Are structured in a way that presents a coherent and compelling argument.
- Convey a full understanding of the issues with some originality in analysis.
- Effectively use citations to support arguments.

A B will be awarded to those papers that:
- Offer a concise and explicit argument but do not develop it in compelling fashion.
- Convey a grasp of the main concepts and of some of the complexity of the issue.
- Use citations to demonstrate knowledge of relevant materials but not to help make an argument.

A C will be awarded to those papers that:
- Offer an argument in answer to the question (but do not develop it effectively).
- Convey some knowledge base of primary sources (but little grasp of the ideas).
- Include no significant errors of fact or analysis.

A C grade indicates performance below the suitable level expected of a graduate student.

Failure to meet proper scholarly standards in crafting these essays and supporting them with citations will count against the grade. Failure to meet the submission deadline will also count against the grade—in every instance discuss deadline difficulties with the instructor at the earliest possible time.

Students are also expected to uphold the university’s Academic Integrity Code.
Course Reading Materials

Required readings available for purchase in the GWU bookstore:


In addition to these books students will be required each week to read certain journal articles. These are NOT available in the bookstore as a compendium of photocopied materials; instead, students are responsible for tracking these down individually. Particularly difficult to find items will be posted on the electronic blackboard.

Useful websites include:

Department of Defense official link: [www.defenselink.mil](http://www.defenselink.mil)
Carnegie Endowment for International Peace: [www.ceip.org](http://www.ceip.org)
Henry L. Stimson Center: [www.stimson.org](http://www.stimson.org)
Center for Nonproliferation Studies, Monterey Institute: [www.cns.miis.edu](http://www.cns.miis.edu)
Heritage Foundation: [www.heritage.org](http://www.heritage.org)
Federation of American Scientists: [www.fas.org](http://www.fas.org)
Nuclear Threat Initiative: [www.nti.org](http://www.nti.org)
Stockholm International Peace Research Institute: [www.sipri.org](http://www.sipri.org)
required reading:


President’s State of the Union Address, January 29, 2002. Available at [www.whitehouse.gov](http://www.whitehouse.gov).

recommended reading:

January 25: nuclear weapons

required reading:


recommended reading:

February 1: biological and chemical weapons

required reading:

Cirincione et al., Deadly Arsenals, chapter 4.


Also one of the following:


recommended reading:

- Richard Preston, The Demon in the Freezer (Fawcett, 2003).
required reading:

Cirincione et al., *Deadly Arsenals*, chapter 5.


recommended reading:

February 15: country case studies
(North Korea and Iran)

required reading:

Cirincione et al., *Deadly Arsenals*, chapters 6-10, 14-15.


recommended reading:

required reading:

Cirincione et al., *Deadly Arsenals*, chapters 11-13, 16-21.


recommended reading:

March 1: terrorists and weapons of mass destruction

required reading:

*Patterns of Global Terrorism*, Annual Report, U.S. Department of State. Found at: www.state.gov/www/global/terrorism. (Or review the similar report produced by the CIA.)


recommended reading:

March 8: strategies for responding to proliferation

required reading

From www.whitehouse.gov:

• Remarks by the President at 2002 Graduation Exercise of the United States Military Academy, West Point, June 1, 2002.
• Remarks by the President to the United Nations General Assembly, September 12, 2002.
• Remarks by the President from the USS Abraham Lincoln announcing the end of Major Combat Operations in Iraq, May 1, 2003.
• Remarks by the President on WMD Proliferation to National Defense University, February 11, 2004.
• Remarks by the Vice President to the Heritage Foundation, October 12, 2003.


recommended reading for March 8 and later in second half:


March 22: the nuclear nonproliferation regime

required reading:

Cirincione et al., Deadly Arsenals, Appendix A.


recommended reading:

March 29: the non-nuclear treaty regime

required reading:


Cirincione et al., Appendices B and C.


recommended reading:


April 5: the military component

required reading:


recommended reading:


• Keith B. Payne, Deterrence in the 2nd Nuclear Age (Lexington, Ky.: University Press of Kentucky, 1996).


• Barry R. Schneider, Future War and Counterproliferation: U.S. Military Responses to NBC Proliferation Threats (Westport, Ct.: Praeger, 1999).


April 12: threat reduction

**required reading:**


**Recommended reading:**

April 19: strategies of technology denial

required reading:

Cirincione et al., Deadly Arsenals, Appendix D.


recommended reading:

April 26: the politics of antiproliferation

required reading:


Chester A. Crocker, “Engaging Failing States,” Foreign Affairs, Vol. 82, No. 5 (September/October, 2003), pp. 32-44.


No recommended reading

But some of the items listed as recommended for the March 8 session ought to be useful, especially for writing the final essay.