Course Description
Examine the physical and political consequences of chemical, biological, and nuclear weapons, with emphasis on issues of nuclear deterrence and arms control.

Warning – Graphic Images
The study of WMD includes the study of their effects. In some early parts of this class, we will be examining some graphic photos of WMD casualties – people with burns, blisters, radiation poisoning, and disease. These images are essentially political in character – they are part of the reason that the world treats WMD differently from other weapons. Still, they are not present for their shock value but rather as information about the biological effects of each weapon of mass destruction.

Course Overview
This course covers chemical, biological, and nuclear weapons. The effects of each type of attack will be simulated; we will also cover the military doctrine, international law, and politics of each of these weapons. Special emphasis is placed on the uniqueness of nuclear weapons, including nuclear deterrence and nuclear arms control.

Course Outcomes and Learning Objectives
The core objective of this class is to enable students to answer the following central questions about the politics of weapons of mass destruction (WMD). At the end of the course, students should be able to provide a well-supported answer to each of the following with respect to chemical weapons, biological weapons, and/or nuclear weapons:

1. What are WMD, and in what ways – and why -- do international laws and international institutions treat them differently from other weapons?
2. How does the possession of WMD by nations or their adversaries affect the decisions that those nations make, especially those embodied in military doctrine and crisis behavior?
3. When and under what circumstances are WMD likely to be used, and what are the likely consequences of their use?

Learning Objectives: At the end of the course, students should be able to answer each question about chemical (Learning Objectives 1-3), biological (Learning Objectives 4-6), and nuclear (Learning Objectives 7-9) weapons.
These objectives (outcomes) are introduced by readings and lectures, reinforced and assessed by exercises and memos, and assessed in greater detail on the final exam.

**Course Format**
This is a 100% online course, which uses the Texas A&M-Central Texas Canvas Learning Management System [https://tamuct.instructure.com/].

There are two synchronous (i.e. where students must all be online at the same time) simulations requiring live interaction with other students using the WebEx tool (available through Canvas). These are tentatively scheduled for 6 PM – 8:45 PM on **Tuesday, June 16** (when you will hold a simulated session of the BWC Ninth Review Conference) and 6 PM – 8:45 PM on **Thursday, July 16** (when you will respond to simultaneously-developing regional and global crises/conflicts, with a view toward whether using WMD makes sense). A microphone and an environment free from distractions are necessary for these two synchronous sessions.

**Required Readings**
The following books are required for this course. Note that a student is under no obligation to purchase textbooks from the university bookstore. Other sources, including online retailers, may offer lower prices. Do pay careful attention to delivery dates so that you have each book on time. All other required readings and the required films/videos may be found on Canvas.


**Technology Requirements**
This course will use the Texas A&M-Central Texas Instructure Canvas learning management system. Logon to Texas A&M-Central Texas Canvas [https://tamuct.instructure.com/] or access Canvas through the TAMUCT Online link in myCT [https://tamuct.onecampus.com/]. You will log in through our Microsoft portal.

- Username: Your MyCT email address.
- Password: Your MyCT password

Additional requirements:
- Everything is tested using the free Google Chrome web browser, but should also work with most modern web browsers (e.g. Firefox). However, Internet Explorer is not supported by Canvas.
- You will need the ability to watch streaming videos on Canvas, which requires broadband internet access. This does not require you to install specific video software -- if you can watch videos on sites like YouTube, you should be able to watch the course videos without issue.
- You will need to be able to open Portable Document Files (for readings posted on Canvas). Adobe Reader can do this for free.
- You will also need to use Microsoft Excel (or Google Sheets, freely available online) to complete parts of some homework exercises.
- You will need to be able to scan documents which require you to draw (e.g. a chemical plume on a Census map of Killeen) in addition to typing. Most smartphones now have the capability to produce pdf files using photos taken with their cameras. Alternatively, simple image editors may be used to simply “draw” on such exercises (images will be provided in png format where necessary; free image editors like Microsoft Paint on Windows machines can edit these – and in fact the keys to these assignments were made using this tool).
- You will need a microphone to use the WebEx software (available through Canvas) for our two
synchronous (live) sessions. A video camera is not required for this course.
- You may want to be able to view the Microsoft PowerPoint files which provide the basis for most lecture material. If you cannot gain access to a program which can open these, I can post them in pdf format as well.

**Canvas Support**
Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953. **For issues related to course content and requirements, contact your instructor.**

**Other Technology Support**
For log-in problems, students should contact Help Desk Central.
24 hours a day, 7 days a week:
  - Email: helpdesk@tamu.edu
  - Phone: (254) 519-5466
  - Web Chat: [http://hdc.tamu.edu](http://hdc.tamu.edu)

*Please let the support technician know you are an A&M-Central Texas student.*

**Grading (90/80/70/60):**
- **Academic Integrity Exercise (Needed to Pass):** This consists of watching a brief lecture, taking a quiz, seeing where any mistakes on the quiz came from, and signing a statement. Once you successfully complete this exercise, you will no longer need to do so in future political science courses. **If you have already completed this exercise in one of my other courses, you need not do so again for this course.**

***Completing the Academic Integrity Exercise is a prerequisite to passing this course. It must be completed before submitting the homework for Thursday, June 4.***

  - **Rubric:** You will fail the course if you have not completed the Academic Integrity exercise on or before its due date.

- **Final Exam (20%).** The final exam will have two essay questions. Each is worth equal credit. You will be permitted to use your readings and notes on the exam, but it is timed (3 hours total).
  - Each essay question (50% of the credit) will be drawn from Questions 1, 2, or 3 on the syllabus and cover chemical and biological weapons (CBW) or nuclear weapons. There are thus six possible questions for which you should prepare, two of which will appear on the final. It will be up to you to make relevant distinctions between different subtypes of WMD, where necessary, in your answer.

- **Live Simulations (14%):** In each of these, your credit is determined by whether you submitted the required preparatory work on time, the degree to which you interacted with other members of your group (country), and the degree to which you interacted with other groups. I expect people who are on time with everything and do some relevant talking on within and between groups to receive full credit.
# POLI 4320 Final Exam Essay Rubric

<table>
<thead>
<tr>
<th>Grade</th>
<th>Thesis (15%)</th>
<th>Argument Structure (15%)</th>
<th>Evidence from Films, Readings, and Lectures (70%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Answers the question and drives the rest of the essay</td>
<td>The thesis is built up from arguments about each element of the question, each with its own support</td>
<td>Each element of the argument is supported by evidence from the course. In general, consistent statistical findings are better evidence than isolated examples, where such evidence is available. No major source of evidence is ignored (including counter-evidence, which is addressed and shown to be less compelling or more flawed than the evidence supporting the thesis).</td>
</tr>
<tr>
<td>B</td>
<td>Answers the question, but most of the paper ignores it</td>
<td>Some elements of the thesis do not correspond to sections of the answer, or vice versa</td>
<td>Each element of the argument is supported by evidence from the course, but major sources of evidence are ignored. OR The evidence used is insufficient to support one or more of the claims in the paper. OR Much of the support consists of direct quotes or naked claims, unsupported by research.</td>
</tr>
<tr>
<td>C</td>
<td>Does not match up with every element of the question</td>
<td>The essay is a set of arguments that proceed without logical order</td>
<td>The evidence, when taken as a whole, fails to support the paper’s thesis, with necessary steps in the argument being assumed instead of demonstrated. Much relevant evidence is omitted and irrelevant evidence may be present. References to evidence from the course lack specificity.</td>
</tr>
<tr>
<td>D</td>
<td>Does not match up with most elements of the question</td>
<td>Most of the essay is devoid of actual argument, instead following a “data dump” strategy</td>
<td>At least one major element of the essay’s argument has substantial evidence from the course that supports it. However, other references are generally vague, irrelevant, or refuted by counter-evidence from other studies.</td>
</tr>
<tr>
<td>F</td>
<td>None</td>
<td>The essay is devoid of structure</td>
<td>Little if any evidence from the course is used in the answer. It fails to demonstrate a grasp of what the authors found.</td>
</tr>
</tbody>
</table>

- Assignments (65%). There are three types of assignments:
  - Memos. A memo is a brief (roughly 500 words) essay responding to the topic or question presented for the particular lesson. Your memo should show that you read and watched the assigned materials for the lesson. It should contain a clear thesis and supporting evidence. It should primarily rely on the course materials, but if you do use information from an outside source, be sure to include an APSA-style, in-text, parenthetical citation and a works cited page.
  - Exercises. These tend to be more interactive than memos. Each comes with its own set of instructions and point rubric.
  - Survey: There is an opinion survey on the first virtual day of class. You are graded on whether you did it, not on whether you had the “right” opinions.
• **Regrades**: If you think I have graded part or all of an assignment incorrectly, feel free to ask for a regrade against the rubric. You have one week from when I grade and return an assignment to request a re-grade of some or all of the exercise. Just send an email specifying the section(s) you want regraded. I will compare it to the rubric again.

**POLI 4320 Course Rubric**

<table>
<thead>
<tr>
<th>Category</th>
<th>Item</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special</td>
<td>Academic Integrity Exercise</td>
<td>0 (but required to pass the course)</td>
</tr>
<tr>
<td>Participation</td>
<td>Live Simulations (2)</td>
<td>70 each (140 total)</td>
</tr>
<tr>
<td>Assignments</td>
<td>Survey on WMD and Ethics</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Memos (7)</td>
<td>40 each (280 total)</td>
</tr>
<tr>
<td></td>
<td>Exercises (7)</td>
<td>50 each (350 total)</td>
</tr>
<tr>
<td>Exam</td>
<td>Final Exam</td>
<td>100 per question (200 total)</td>
</tr>
<tr>
<td>TOTAL POSSIBLE</td>
<td></td>
<td>1000</td>
</tr>
</tbody>
</table>

\[
895+ = A \quad 795-894 = B \quad 695-794 = C \quad 595-694 = D \quad 594 or lower = F
\]

**Lectures**

It is exceedingly difficult to do well without a good set of lecture notes – and the PowerPoint files I post don’t include the explanations I give in the videos. The lectures do not simply rehash the readings – they add new material and help you organize the evidence presented in the assigned readings. The “downside” to this is that you need both a good set of lecture notes and careful examination of the assigned readings to do well in the course (on both memos/exercises and the final exam).

**Deadlines and Late Work**

• This is not a self-paced class. The first week of classes, just make sure you have everything in by the end of the week (Friday night). But after the first week, submission deadlines are typically 11:59 PM on the due date (the exceptions are out two live (synchronous) simulations, for which the preparatory work is due by 6 PM before the start of the simulations. Make smart use of weekend time to plan ahead for all of your course sessions that week.

• Late submissions lose 20% of their credit each day they are late, so I have the assignments close five days after the original due date. The final exam cannot be late, so it closes the moment it’s due.

**Incompletes**

Grades of incomplete are not to be used when students simply fall behind. Instead, they are used when some event such as a hospitalization or deployment effectively takes the student out of the class after the drop deadline. By university policy, incompletes must be finished in the subsequent semester.

**Academic Integrity**

*University Code of Academic Honesty*: Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result
in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student’s academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student’s work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university’s Office of Student Conduct. Ignorance of the university’s standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more information regarding the Student Conduct process, [https://www.tamuct.edu/student-affairs/student-conduct.html]. If you know of potential honor violations by other students, you may submit a report, [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Specific guidelines for this course, which supplement and do not replace University policy:

- **Violations:** Some common violations of academic integrity that I have observed while teaching similar classes at TAMUCT are
  - **Most Common Violation:** Plagiarism. This comes in two varieties:
    - Use of direct quotes without quotation marks. Even if you are just using three- or four-word phrases, you need to surround them with quotation marks if you didn’t create them yourself. This is true even if you cite the source! Remember that changing a few words in a sentence does not transform a direct quote into a paraphrase; instead, it transforms one long direct quote into several shorter direct quotes with a word of your own between each. A true paraphrase is the expression of the cited source’s ideas in your own words.
    - Paraphrasing another person’s words without citing the source
  - **Second Most Common Violation:** Receiving answers on any coursework from anyone other than the instructor. If you hand your work to someone else and they proceed to copy part or all of it, both of you will be deemed to have violated the policy. A single copied answer on an assignment is sufficient to trigger the policy.
- **Penalties:**
  - The normal penalty for a violation of academic integrity (whether or not it is specifically listed above) in any of my classes is a grade of zero for the work or a deduction of 20% (two letter grades) from your course grade, whichever is greater. The infraction will be reported to the TAMUCT administration, with a recommendation for probation in the case of deliberate violation or no further action in the case of clearly inadvertent violation.
  - The (a) outright purchase, download, or completion by others of an exam or assignment, or (b) second or subsequent violation of academic integrity (in this course or other courses) display such serious disregard for academic integrity that either one of them will result in course failure and recommendation for maximum disciplinary penalties to the TAMUCT administration.

**Drop Policy**
If you discover that you need to drop this class, you must complete the [Drop Request](https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2FSubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612].
Faculty cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Student Resources

- **WARRIOR SHIELD: Emergency Warning System for Texas A&M University-Central Texas**
  Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account.
  - Connect to Warrior Shield by [911Cellular](https://portal.publicsafetycloud.net/Account/Login) to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location. [Warrior Shield](https://www.tamuct.edu/police/911cellular.html) can be downloaded and installed on your mobile device from Google Play or Apple Store.

- **Academic Accommodations:** At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university’s programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such. For more information please visit our Access & Inclusion Canvas page (log-in required) [https://tamuct.instructure.com/courses/717](https://tamuct.instructure.com/courses/717)
  - Important information for Pregnant and/or Parenting Students
    - Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education’s Office of Civil Rights, the Dean of Student Affairs’ Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit Student Affairs [https://www.tamuct.edu/student-affairs/index.html](https://www.tamuct.edu/student-affairs/index.html). Students may also contact the institution’s Title IX Coordinator. If you would like to read more about these requirements and guidelines online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf).
    - Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University’s Title IX Coordinator, the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University’s Title IX Coordinator.
• **Tutoring** is available to all A&M-Central Texas students, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors will return at the Tutoring Center in Warrior Hall, Suite 111 in the Fall 2020. Student success coaching is available online upon request.
  o If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@tamuct.edu.
  o Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

• **University Writing Center**
  o The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Summer 2020 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-4:00 p.m. Monday thru Thursday with satellite hours online Monday thru Thursday from 6:00-9:00 p.m. This summer, the UWC is also offering hours from 12:00-3:00 p.m. on Saturdays starting June 27th and ending July 18th.
  o Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students’ ideas and writing, our tutors highlight the ways in which they read and interpret students’ texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!
  o Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via WCOnline [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

• **University Library**
  o The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.
  o Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.
- Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our Library website [http://tamuct.libguides.com/index].

**Amendments**

Not all exigencies can be foreseen. I reserve the right to amend the syllabus at any time. Any such amendment will be provided to the students in writing.
Course Modules

1. **By June 2:**
   a. Read: Course Syllabus (see Files)
   b. Complete (if you have not previously completed the Academic Integrity Exercise for me in some other course): Academic Integrity Exercise (see Assignments)
   c. Watch: *The Politics of “Weapons of Mass Destruction” – Building a Threat* (60 min – see Pages → View All Pages)
   d. Complete: Survey on WMD and Ethics (see Assignments)

2. **By June 4:**
   a. Read: Salem, Ternay, and Smart, “Brief History and Use of Chemical Warfare Agents in Warfare and Terrorism” (see Files → Course Readings)
   b. Watch: *Chemical Weapons – How are they “Unconventional?”* Part I ( min)
   c. Complete: Chemical Weapons Attack Exercise

3. **By June 9:**
   b. Watch: *Chemical Weapons – How are they “Unconventional?”* Part II ( min)
   c. Complete: Memo on Doctrines and CW

4. **By June 11:**
   a. Read: Barras and Greub, “History of Biological Warfare and Bioterrorism”
   b. Watch:
      i. *The Living Weapon* (60 min)
      ii. *Biowarfare and Biopolitics: Part I* ( min)
   c. Complete: WMD Terrorism Exercise

5. **By 6 PM on June 16:** We will **meet online from 6 PM – 8:45 PM** (WebEx tab on Canvas) to simulate the Ninth Review Conference of the Biological Weapons Convention (scheduled to be held in 2021).
   a. Watch: *Biowarfare and Biopolitics: Part II* ( min)
   b. Read: The assigned BWC “packet” of readings for your country (PRC, Russia, or the USA) (Warning: Roughly 81-89 pages, depending on your country).
   c. Complete: Memo on your country’s BWC stances and priorities for the BWC (upload before 6 PM and keep a copy for yourself).
   d. Attend: the synchronous session of class at 6 PM.

6. **By June 18:**
   a. Read: Koblentz, “Offense, Defense, and Deterrence”
   b. Watch: *Biowarfare and Biopolitics: Part III*
   c. Complete: Memo on Doctrines and BW

7. **By June 23:**
   a. Watch:
      i. *Nuclear Weapons: Physics and Biology* (min)
      ii. *The Day After* (either the abbreviated, 54 min “class edit” or the entire 122 min film)
   b. Read: Overpeck, “‘Remember! It’s Only a Movie!’ Expectations and Receptions of *The Day After* (1983)”
   c. Complete: Nuclear Weapon Attack Exercise
8. **By June 25:**
   a. Read:
      i. Malloy, “‘The Rules of Civilized Warfare:’ Scientists, Soldiers, Civilians, and American Nuclear Targeting, 1940-1945”
   b. Watch: *Strategic Bombing and the Origins of American Nuclear Doctrine* (min)
   c. Complete: Memo on whether McNamara, LeMay, and Truman committed any war crimes against Japanese civilians

9. **By June 30:**
   a. Read:
      ii. Kristensen and Korda, “Russian Nuclear Forces, 2020”
   b. Watch: *Comparative Nuclear Doctrine – Part I* (min)
   c. Complete: Drivers of Nuclear Doctrine Exercise

10. **By July 2:**
    a. Read:
       ii. Shankar and Paul, “Nuclear Doctrines and Stable Strategic Relationships: The Case of South Asia”
       iii. Clary and Narang, “India’s Counterforce Temptations: Strategic Dilemmas, Doctrine, and Capabilities”
    b. Watch: *Comparative Nuclear Doctrine – Part II* (min)
    c. Complete: Indian Nuclear Doctrine Exercise

11. **By July 7:**
    a. Read:
    b. Watch: *Deterrence -- or Destruction? Part I* (min)
    c. Complete: India-Pakistan Stability Exercise

12. **By July 9:**
    b. Watch:
       i. *Deterrence -- or Destruction? Part II* (min)
       ii. *1983: The Brink of Apocalypse* (75 min)

13. **July 14:**
    a. Read:
       i. Manzo and Warden, “After Nuclear First Use, What?”
       ii. Kroenig, *The Logic of American Nuclear Strategy*, Chapters 6,7, 9 and Conclusion
    b. Watch: *Deterrence -- or Destruction? Part III* (min)
    c. Complete: Nuclear Posture Review Exercise for Your Country (US/Russia/China)
14. **By 6 PM on July 16:** We will meet online from 6 PM – 8:45 PM (WebEx tab on Canvas) to simulate US, Russian, and Chinese behavior in hypothetical crises.
   a. Read:
      i. Zala, “How the Next Nuclear Arms Race Will Be Different From the Last One”
      ii. Crisis Reading Packet for Your Country
   b. Watch: *The Global Political Situation* (min)
   c. Complete: Memo on Policy Proposals for Your Country
   d. Attend: the synchronous session of class at 6 PM.

15. **By July 21:**
   a. Read:
   b. Complete: Memo on Nuclear Proliferation and Strategic Stability

16. **By July 23:** Complete the Final Exam.