Time: Wednesdays, 4:30 – 7:20pm
Room: Founders Hall 481, Arlington Campus

Instructor contact information:
Sonia Ben Ouagrham-Gormley
Office: Founders Hall 668, Arlington
Phone: (703) 993-9802
E-mail: sbenouag@gmu.edu
Office hours: Wednesdays 2-3pm, or by appointment

COURSE DESCRIPTION
This course examines the array of national and international measures designed to slow, halt, or reverse the spread of nuclear, biological, and chemical weapons, together with their delivery means. To provide insights into the supply and demand aspects of proliferation, the course explores both the theory and real-world practice of proliferation. The first two parts of the course will review traditional approaches to arms control and nonproliferation, and contrast them with several new more proactive multilateral initiatives, born out of the increasing skepticism related to implementation and enforcement of various treaty regimes in the aftermath of the Cold War. The third part of the course will concentrate on the challenges that remain in spite of the implementation of these new approaches. This part of the course will also investigate whether the new policies implemented by the Obama administration constitute a break from the Bush administration’s or maintain the status quo, and what changes, if any, will the Trump administration make particularly in the fields of nuclear weapons reduction, proliferation networks, WMD terrorism, chemical weapons destruction, and biosecurity.

COURSE OBJECTIVES
This course is designed to help students become:

(1) Familiar with the important differences between Cold War and post-Cold War approaches to arms control and nonproliferation policy initiatives;
(2) Appreciate the critical differences between theory and practice in combating proliferation challenges;
(3) Critically appraise post-Cold War initiatives to stanch the spread of WMD and their means of delivery; and
(4) Be better prepared to communicate policy formulations related to course content both in writing and orally.

COURSE REQUIREMENTS
Students are required to:

(1) Participate regularly in class discussions while demonstrating that they have completed required readings in advance of each session. (20%)
(2) **Participate in policy simulation and write a policy memo:** On Week 7, the class will be divided into groups. Each group will analyze three questions listed on week 7 schedule and prepare a group presentation. Using group discussions, each student will write an individual policy memo on a different but related topic (see week 7). Group presentations (20% of final grade) and individual policy memos (20% of final grade) are due on **October 25, 2017.**

(3) **Write a final research paper:** Students will write a research paper on a topic related to the course. Guidelines on topic selection will be posted on Blackboard on week 2. Papers must be prepared in proper scholarly style with clear lines of argumentation, supporting analysis, and the use of citations to support the argument. Research topics require extensive research. It is therefore advised to start as early as possible. Final papers are due **December 12, 2017.** (40% of final grade)

**BOOKS AND OTHER COURSE MATERIAL:**

**Required book:**

In addition to this book, the course will use academic journal articles, book chapters as well as newspaper articles and other online sources.

- **All academic journal articles are available on the library E-Journal collection:** [http://library.gmu.edu/](http://library.gmu.edu/).
- **Other reading materials are available online (links provided), or on blackboard.**

Given the dynamic nature of this subject, additional readings may be assigned during the semester.

**GRADING POLICY:**

Students can accumulate up to 200 points.
- Class discussions: 40 points (20%)
- Group presentation: 40 points (20%)
- Individual policy memo: 40 points (20%)
- Final research paper: 80 points (20%)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>200</td>
</tr>
<tr>
<td>A</td>
<td>175 - 199</td>
</tr>
<tr>
<td>A-</td>
<td>150 - 174</td>
</tr>
<tr>
<td>B+</td>
<td>135 - 149</td>
</tr>
<tr>
<td>B</td>
<td>115 - 134</td>
</tr>
<tr>
<td>B-</td>
<td>100 - 114</td>
</tr>
<tr>
<td>C</td>
<td>75 - 99</td>
</tr>
<tr>
<td>F</td>
<td>Below 75 points</td>
</tr>
</tbody>
</table>

**LIBRARIAN**

Should you need help to find course material or sources for your research assignments, **Helen Mcmanus** is the Schar School librarian. Feel free to contact Helen ([hmcmanus@gmu.edu](mailto:hmcmanus@gmu.edu)) when needed. She can help you:
1. subscribe to an “ask a librarian” discussion forum to provide detailed research assistance;
2. provide or create tutorials to support research skills needed to complete your assignments;
3. provide synchronous instruction via Blackboard Collaborate;
4. and/or consult with you at key points in the semester/when needed.
UNIVERSITY POLICIES & INFORMATION

Academic Integrity
Students must be responsible for their own work, and students and faculty must take on the responsibility of dealing explicitly with violations. This tenet must be a foundation of our university culture. [See http://academicintegrity.gmu.edu/distance].

Academic Inclusivity
This course embodies the perspective that we all have differing perspectives and ideas and we each deserve the opportunity to share our thoughts. Therefore, we will conduct our discussions with respect for those differences. That means, we each have the freedom to express our ideas, but we should also do so keeping in mind that our colleagues deserve to hear differing thoughts in a respectful manner, i.e. we may disagree without being disagreeable. See http://integrity.gmu.edu/.

Honor Code
George Mason University has an Honor Code, which requires all members of this community to maintain the highest standards of academic honesty and integrity. Cheating, plagiarism, lying, and stealing are all prohibited. All violations of the Honor Code will be reported to the Honor Committee. Examples of plagiarism include: quoting a source word for word without using quotation marks and proper citations; or copy-pasting extracts from various sources without quotation marks and proper citations. See honorcode.gmu.edu for more detailed information. [See http://oai.gmu.edu/the-mason-honor-code-2/].

Students with Disabilities
Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu]. All academic accommodations must be arranged through ODS.

Writing Center
The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing. [See http://writingcenter.gmu.edu]. You can now sign up for an Online Writing Lab (OWL) session just like you sign up for a face-to-face session in the Writing Center, which means YOU set the date and time of the appointment! Learn more about the Online Writing Lab (OWL).

Counseling and Psychological Services
The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops, and outreach programs) to enhance students' personal experience and academic performance. [See http://caps.gmu.edu].

Diversity, Religious Holiday
Please refer to George Mason University’s calendar of religious holidays and observations. (See http://ulife.gmu.edu/calendar/religious-holiday-calendar/). It is the student's responsibility to speak to the instructor in advance should their religious observances impact their participation in class activities and assignments.
PART 1: ARMS CONTROL AND NONPROLIFERATION -- TRADITIONAL COOPERATIVE APPROACHES

Class 1: Course Overview
8/30/17
Required Readings:
Get started on next week’s readings.

Class 2: The Biological and Chemical Weapons Conventions
9/6/17
Required Readings:
- Text of the BWC.
- Chemical Weapons Convention (read the introduction and the 24 articles of the treaty)

Recommended Readings:
- Membership of the BWC.
- Moments in U.S. Diplomatic History: The Birth of the Chemical Weapons Convention (and the OPCW)

Class 3: Nuclear Arms Control and Nuclear Nonproliferation Regime
9/13/17
Required Readings:
- Routledge Handbook of Nuclear Proliferation: Chapters 9, 10, 12, & 21.
Recommended video:
• Video: “24 Hours After Hiroshima” (45mn).
• Status of the Comprehensive Test Ban Treaty: Signatories and Ratifiers (July 2017), Arms Control Today.

Class 4: Multilateral Regimes and National Export Controls
9/20/17

Required Readings:
• Scott Jones, “The Multilateral Export Control Regimes: Informality Begets Collaboration,” in International Cooperation on WMD Nonproliferation, (University of Georgia Press, 2016) [A copy of the chapter is posted on Blackboard]
• The Australia Group, Nuclear Threat Initiative.
• Nuclear Suppliers Group (NSG), Nuclear Threat Initiative.
• Zangger Committee, Nuclear Threat Initiative.
• Missile Technology Control Regime (MTCR), Nuclear Threat Initiative.

PART II: NEW BI/MULTILATERAL INITIATIVES

Class 5: The Post-Soviet Proliferation Threat and The Cooperative Threat Reduction Program
9/27/17

Required Readings:
• Routledge Handbook of Nuclear Proliferation: Chapter 34.
• Joby Warrick, “Russian Scientist Vyacheslav Danilenko’s Aid to Iran Offers Peek at Nuclear Program,” Washington Post, November 13, 2011.

Class 6: Challenges to the Nuclear Nonproliferation Regime: Negotiating with Iran and North Korea
10/4/17

Guest Speaker: Jon Wolfsthal, Former special assistant to former U.S. president Barack Obama and senior director for arms control and nonproliferation at the National Security Council (2014 to 2017).

• Routledge Handbook of Nuclear Proliferation: Chapter 3, 5 & 16.
• Arms Control Association, “Appendix A: Summary of the Key Components of the JSPOA” August, 2015.
• Mark Fitzpatrick, “Three Strikes Against Claims that Iran is Violating the Nuclear Accord,” IISS Voices, July 27, 2017.

Class 7: Dealing with State and Non-State Actors: U.N. Resolution 1540 and PSI
10/11/17

Required Readings:
• Text of UN Resolution 1540.
• Mark J. Valencia, The Proliferation Security Initiative, Adelphi Paper 376 (London: Routledge for IISS, 2005), [chapters 2 and 3 – copies are posted on blackboard]

PART III: CHALLENGES AND POLICY RESPONSES

Class 8: Chemical Weapons Destruction: U.S., Russia, Libya and Syria — Successes or Failures?
10/18/17

Guest speaker: Paul Walker, Director of Green Cross Environmental Security and Sustainability Program, Recipient of the 2013 Right Livelihood Award (known as the ‘other Nobel Prize’) for efforts to curb chemical weapons.

Required Readings:
Class 9: Economic Sanctions and Smart Sanctions: the Nonproliferation Value of Financial Sanctions
10/25/17
Required Readings:


Class 10: WMD Black Markets: Supply-Side/ Demand-Side Transactions
11/1/17
Required Readings:

• Mark Fitzpatrick (ed.), Nuclear Black Markets: Pakistan, A.Q. Khan and the Rise of Proliferation Networks, A Net Assessment.” The International Institute for Strategic Studies, May 2007, [Chapter 2, 3 and 4 are posted on blackboard]

Class 11: Missile Proliferation and Armed Drones
11/8/17

Guest speaker: Dennis M. Gormley, Senior Fellow – The Middle East Institute.

Class 12: The Threat of WMD Terrorism: Technology, Organization and Learning
11/15/17
[Viewing of the Last Best Chance]

Required Readings:

Suggested Readings:

Thanksgiving Recess: November 22–26, 2017

Class 13: Challenges to the BWC: Dual-use Research of Concern, Export Controls and BWC Implementation
11/29/17

Required Readings:

Class 14: Challenges to the BWC: Emerging Biotechnologies, Bio-dissuasion, and Bioweapons Threat Assessments
12/6/17
Required Readings: