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School of Diplomacy and International
Relations

Spring 2022

Nuclear Weapons in International Security

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Nuclear Weapons in International Security
DIPL 3120 Spring 2022
Thursday 11:15 AM – 1:45 PM in Stafford Hall Room 208

Instructor: Rev. Brian K. Muzás, Ph.D.
Student office hours: Thursday 10:15 AM – 11:15 AM
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Course Description

This course provides a knowledge base and background for understanding contemporary international relations in which nuclear weapons play a central role. Currently, nuclear weapons policy is of critical importance in U.S. relations with Iran, Pakistan and North Korea. Questions of stockpiles, safety, proliferation and deployment have been ongoing with the Russian Federation since 1991 and with the previous Soviet Union dating back to the dawn of the atomic age. In addition, the real but often unacknowledged, nuclear strike capabilities of Israel play a critical role in shaping the dynamics of Middle East affairs. Since the Al Qaeda attack of 9/11, the potential use of nuclear weapons by non-nation states has become a priority focus of national and international attention. The specter of nuclear terrorism has become a more central concern than that of nuclear deterrence.

In order to understand these issues, the course will include study of the fundamentals of nuclear weapons technology through an historic review that begins with the Manhattan Project of World War II and continues with the U.S.-Soviet arms race that shaped many aspects of world affairs from post World-War II through the breakup of the Soviet Union in 1991. Additional historic events that help illuminate contemporary issues.

Readings, Requirements, and Grading

Reading assignments will be identified in advance of each class period. These readings will be related to the writing assignments and to the content of the class discussions.

Eleven writing assignments associated with the reading assignments are given below. Each of these focuses on some aspect of the week's reading assignment and will help facilitate classroom discussions. Typical writing assignments contain between 250 and 500 words unless some other word length or number of sentences is given. The writing assignment should demonstrate an understanding of the assigned material and its relevance to the themes being studied in the course. These writing assignments are due prior to each class and may be submitted in either print or electronic form unless the assignment specifies one, the other, or both. Late papers will not be accepted, and a grade of F will be applied to rejected or missing assignments.

In lieu of a traditional term paper, students may enter one of two essay contests:

- John Quincy Adams Society 2022 Student Foreign Policy Essay Contest addressing the question: *Under what circumstances should the United States be willing to use nuclear weapons?* <https://jqas.org/2022-student-foreign-policy-essay-contest/>
- UNIDIR Global Disarmament Essay Competition <https://unidir.org/essay2022>

Otherwise, a term paper will be due at the end of the semester. A few suggested topics are included with this course description, but students are invited to propose other topics. Term papers may be completed by teams of two students, or a student may choose to write a term paper as an individual. Each student or team should propose a topic and receive approval for their topic as well as confer with the instructor regarding the progress that they are making in pursuit of this assignment. Through ongoing interactions with each team, the instructor will be evaluating the relative contribution to the effort by each member of the team. Grades for the term paper assignment will consider the individual contributions of each of the team members. Each team should be pursuing a unique topic.

Topics will be assigned on a first-come, first-served basis. If written by an individual, the term paper should have a length of about the same number of words as the JQAS and UNIDIR essays; if written by a team of two, the term paper should be twice as long. The term paper must contain references and suitable citations. Anyone engaging in plagiarism will receive a failing grade for the course and be reported to the school administration.

Students will make presentations on their essays or term papers as scheduled appropriately throughout the term. Term papers should bring together multiple reference sources in a manner that establishes a coherent position on a complex topic. The term paper grade will consider the quality of the writing and the way the presentation is delivered to the class.

Classes will be conducted with the expectation that students have read the assigned materials and completed the written assignments. Therefore, student participation in classroom discussions will be expected along with interactive responses to new material that is presented by the instructor.

The grading breakdown is as follows:

The eleven written assignments (lowest grade dropped, so ten count)	40%
The essay contest entry (or term paper if that option is chosen)	35%
In-class presentation of contest essay and class participation	25%

Coronavirus Safety

Our mask mandate remains mandatory for indoors (unless you're alone or eating) and in effect until further notice. The language was clear last year: No mask, no class. Updates can be found here: <https://www.shu.edu/health-intervention-communication/>.

CAPS

As part of our commitment to the health and well-being of all students, Seton Hall University's Counseling and Psychological Services (CAPS) offers initial assessments, counseling, crisis intervention, consultation, and referral services to the SHU community. The CAPS office is located on the second floor of Mooney Hall, room 27. Appointments can be made in-person or

by calling 973-761-9500 during regular business hours, Monday-Friday, 8:45 a.m. - 4:45 p.m. In case of a psychological emergency, call CAPS (973-761-9500) at any time to speak to a crisis counselor. For more information, please visit: <https://www.shu.edu/counseling-psychological-services/index.cfm>.

Disability Services Statement

It is the policy and practice of Seton Hall University to promote inclusive learning environments. If you have a documented disability, you may be eligible for reasonable accommodations in compliance with University policy, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and/or the New Jersey Law against Discrimination. Please note, students are not permitted to negotiate accommodations directly with professors. To request accommodations or assistance, please self-identify with the Office for Disability Support Services (DSS), Duffy Hall, Room 67 at the beginning of the semester. For more information or to register for services, contact DSS at (973) 313-6003 or by e-mail at DSS@shu.edu.

Policy on Incompletes

Incompletes will be given only in exceptional cases for emergencies. Students wishing to request a grade of Incomplete must provide documentation to support the request accompanied by a Course Adjustment Form (available from the Diplomacy Main Office) to the professor before the date of the final examination. If the incomplete request is approved, the professor reserves the right to specify the new submission date for all missing coursework. Students who fail to submit the missing course work within this time period will receive a failing grade for all missing coursework and a final grade based on all coursework assigned. Any Incomplete not resolved within one calendar year of receiving the Incomplete or by the time of graduation (whichever comes first) automatically becomes an "FI" (which is equivalent to an F). It is the responsibility of the student to make sure they have completed all course requirements within the timeframe allotted. Please be aware that Incompletes on your transcript will impact financial aid and academic standing.

Academic Integrity & Dishonesty

Plagiarism and other forms of academic dishonesty will be reported to the administration and may result in a lowered or failing grade for the course and up to possible dismissal from the School of Diplomacy. See University and School standards for academic conduct here: <https://www.shu.edu/student-life/upload/Student-Code-of-Conduct.pdf> and <https://www.shu.edu/diplomacy/academic-conduct.cfm>.

Resources for academic integrity are on the course Blackboard page.

Citation Formats

Papers should utilize one of the Chicago Manual of Style citation formats: Author-Date or Notes and Bibliography. The guidelines for these formats can be found online at https://www.chicagomanualofstyle.org/tools_citationguide.html.

* Please note that I may adjust the syllabus during the semester.

Non-Exhaustive List of Possible Student Term Paper Topics

- * Analysis of the IAEA - UN Special Team Inspections of Iraq that discovered the Iraq Weapons Development Program.
- * Role of Atoms for Peace initiative of Eisenhower in contributing to nuclear proliferation.
- * Rise and fall of the Khan network in developing a nuclear weapons program for Libya.
- * Tactical nuclear weapons in international agreements on weapons controls.
- * The relationship between Israel and South Africa in nuclear weapons development and testing as a case study in covert development of nuclear weapons programs.
- * Pros and cons for development of a nuclear weapons program by Saudi Arabia or Egypt.
- * Cuban Missile Crisis and lessons learned.
- * Missile Defense – pros and cons.
- * An analysis of the decision to use nuclear weapons against Japan.
- * Aging and obsolescence of nuclear arsenals and nuclear submarine fleets.
- * New treaty roadblocks and opportunities.
- * China's nuclear weapons program in the context of their foreign policy objectives.
- * AUKUS, nuclear submarines, and implications for the Indo-Pacific.

SCHEDULE OF TOPICS AND READINGS

1/20 1.0 Course introduction; syllabus negotiation

No readings for today

1/27 2.0 Nuclear history 1895-1945

2.1 *The Manhattan Project* by Francis George Gosling (a Google Book online; click on *Preview this Book*). It is possible to read the entire book online without a purchase, but it cannot be printed. A printed copy can be ordered from various vendors identified online at <http://books.google.com/books?id=SKaSCzKs8ZsC&printsec=frontcover#v=onepage&q&f=false> (66 pages)

Also, most of this material can be found online at the Atomic Archive - The Manhattan Project - Making the Atomic Bomb. Click on the History link and then on the Manhattan Project link. <http://www.atomicarchive.com/index.shtml>

2.2 Trinity, First Atomic Bomb Test, 1945: <http://www.youtube.com/watch?v=XH907H1wadE>

Writing Assignment #1 – Prepare a brief summary of how various branches of civil government, the military, the business community and academics collaborated in implementing the Manhattan Project.

2.3 Nuclear Express – Chapter 1 and 2

2/3 3.0 Hiroshima, Nagasaki; syllabus revisitation

3.1 *Hiroshima* by John Hersey, Vintage Books A division of Random House, New York, Originally published in 1946 with a 1985 Aftermath.

Writing Assignment #2 – Japan is the only country in the world in which atomic weapons have been used against a civilian population. Given the insights provided from the Aftermath section of the Hersey book - What do you believe might be the long-term impact of Hiroshima and Nagasaki on Japanese society? (optional) How do you think their attitudes and perceptions might differ from those of Americans? (optional) How do you think the 1945 experience affected attitudes regarding the Fukushima disaster?

The following reference materials will be cited during classroom discussions. Please have printouts available as needed.

3.2 Reference: Bell W.C., and Dallas CE. "Vulnerability of populations and the urban health care systems to nuclear weapon attack--examples from four American cities, *International Journal of Health Geographics*, 28 Feb 2007. (Results from hypothetical 20 kiloton and 550 Kiloton nuclear

detonations at New York, Chicago, Washington DC, and Atlanta) (33 Pages)
<http://www.ncbi.nlm.nih.gov/pubmed/17328796>

3.3 Reference note: Hydrogen Bomb at <http://www.infoplease.com/ce6/history/A0824719.html>

3.4 Reference note: <http://www.pbs.org/wgbh/amex/bomb/peoplevents/pandeAMEX63.html>

3.5 Homeland Security: Effects of 1 Megaton Surface Blast and a 25 Megaton Air Blast (3 pages) <http://www.nationalterroralert.com/nuclear/>

3.6 Video, first hydrogen bomb: <http://www.youtube.com/watch?v=h7vyKDcSTaE>

3.7 Nuclear Express, Chapter 3

2/10 4.0 Postwar nuclear history

3.1 Sandia National Labs, *US Nuclear Strategic Policy: An Oral History*.

Part 1 → <https://www.youtube.com/watch?v=Qz0Dg5gljhw>

Part 2 → https://www.youtube.com/watch?v=cA_8I5hjNO0

Writing Assignment #3 – Submit a 100 word abstract about your essay, whether it be for JQAS, UNIDIR, or a traditional term paper.

2/17 5.0 Strategy: from the Cold War to beyond the superpowers

5.1 Thomas Schelling, “The Diplomacy of Violence,” in *Arms and Influence* (Yale University Press, 1966), 1-34. <http://slantchev.ucsd.edu/courses/pdf/Schelling%20-%20The%20Diplomacy%20of%20Violence.pdf>

5.2 Francis Gavin, “The Myth of Flexible Response: United States Strategy in Europe during the 1960s,” *International History Review* 23, No. 4 (2001): 847-875.
<https://www.jstor.org/stable/40108839>

5.3 Colin Gray and Keith Payne, “Victory is Possible,” *Foreign Policy* 39 (1980): 14-27.
<https://www.jstor.org/stable/pdf/1148409.pdf>

5.4 Robert Jervis, “Why Nuclear Superiority Doesn’t Matter,” *Political Science Quarterly* 94, No. 4 (1979-1980): 617-633. <https://www.jstor.org/stable/pdf/2149629.pdf>

5.5 M. Taylor Fravel and Evan Medeiros, “China’s Search for Assured Retaliation: The Evolution of Chinese Nuclear Strategy and Force Structure,” *International Security* 35, No. 2 (2010): 48-87. <https://www.jstor.org/stable/pdf/40981243.pdf>

5.6 John Mueller, "The Essential Irrelevance of Nuclear Weapons," *International Security* 13, No. 2 (1988): 55-79. <https://muse.jhu.edu/article/446775/pdf>

5.7 Ward Wilson, "The Winning Weapon? Rethinking Nuclear Weapons in Light of Hiroshima," *International Security* 31, No. 4 (2007): 162-179. <https://www.jstor.org/stable/pdf/4137569.pdf>

Writing Assignment #4 – Choose one of the articles above. Summarize it in three sentences. Don't make the sentences overly long or overly complex. Don't use compound sentences. Make choices about what is important. Then, write three to six more sentences that apply the article to a current event. Your entire assignment will thus be six to nine sentences and should fit on one double-spaced page in 12-point Times New Roman or similar font. Bring a printed copy to hand to me at the beginning of class. No electronic submissions this time: I want to see if I can incorporate your insights into class discussion on the fly.

Here is an example of a three-sentence summary using Morgenthau's six principles of political realism:

Morgenthau elaborates six principles of realism in international relations. The most important principles can be reduced to three ideas: laws rooted in human nature give rise to international politics; interest, universal in concept though not content, is defined in terms of power and guides the conduct of international politics; and the concrete principle of state survival trumps even universal moral principles both in the abstract and in the concrete. One potential weakness in Morgenthau's framework is a perhaps too-rigid separation of the realms of economic, political, moral, and religious man.

Morgenthau's claim that state survival is more important than any other consideration illuminates recent the North Korean nuclear and missile crisis. It is no secret that the United States would welcome a unified, democratic Korea and that many US actions since the middle of the 20th century have been directed toward that end. In response, North Korea long ago decided to develop nuclear munitions and long-range missiles as a cornerstone of its defense policy. North Korea believes that the power inherent in such military capability will suffice to prevent state death at the hands of American offensive action either by defeating US and allied forces in a militarized dispute or by preventing hostile military action in the first place.

2/24 6.0 Norms and use

6.1 Rosemary Foot, "Nuclear Coercion and the Ending of the Korean Conflict," *International Security* 13, No. 3 (1988-1989): 92-112. <https://muse.jhu.edu/article/446785/pdf>

6.2 Marc Trachtenberg, "The Influence of Nuclear Weapons in the Cuban Missile Crisis," *International Security* 10, No. 1 (1985): 137-163. <https://muse.jhu.edu/article/446154/pdf>

6.3 Hal Brands and David Palkki, "Saddam, Israel, and the Bomb: Nuclear Alarmism Justified?" *International Security* 36, No. 1 (2011): 133-166. <https://www.jstor.org/stable/41289691>

6.4 Nina Tannenwald, "The Nuclear Taboo: The United States and the Normative Basis of Nuclear Non-Use," *International Organization* 53, No. 3 (1999): 433-468. <https://www.jstor.org/stable/2601286>

6.5 T.V. Paul, "Nuclear Taboo and War Initiation in Regional Conflicts," *Journal of Conflict Resolution* 39, No. 4 (1995): 696-717. <https://www.jstor.org/stable/174383>

6.6 Daryl Press, Scott Sagan, and Ben Valentino, "Atomic Aversion: Experimental Evidence on Taboos, Traditions, and the Non-Use of Nuclear Weapons," *American Political Science Review* 107, No. 1 (2013): 188-206. <https://www.jstor.org/stable/23357763>

6.7 T.V. Paul, "Taboo or tradition? The non-use of nuclear weapons in world politics," *Review of International Studies* 36, No. 4 (October 2010): 853-863. <https://www.jstor.org/stable/40961956>

Supplementary Reading on Game Theory (as requested by students in previous class):

Kenneth A. Oye, "Explaining Cooperation under Anarchy: Hypotheses and Strategies," *World Politics* 38, No. 1 (October, 1985): 1-24. <http://www.jstor.org/stable/2010349>

Supplementary Resource on Op-Ed Writing:

The OpEd Project, "Op-ed Writing: Tips and Tricks," <https://www.theopedproject.org/resources>

Example of a blog post written in the style of an op-ed that uses the standard op-ed "formula."

Brian K. Muzás, "Bipolarity is the Wong Concept for U.S.-China Relations," *The Internationalist*, December 11, 2020, Council on Foreign Relations. <https://www.cfr.org/blog/bipolarity-wrong-concept-us-china-relations>

Writing Assignment #5 – Write a sentence outline for your essay. A useful online introduction is <https://tacomacc.instructure.com/courses/1065965/pages/how-to-write-a-sentence-outline>. Combine this approach with the structural tips from the op-ed resources above. At minimum, this sentence outline should include the topic sentences of all your paragraphs.

3/3 7.0 New arms race and terrorism

7.1 Jeffrey Smith, "Hypersonic Missiles Are Unstoppable. And They're Starting a New Global Arms Race," *New York Times*, June 19, 2019. <https://www.nytimes.com/2019/06/19/magazine/hypersonic-missiles.html>

7.2 Gregg Herken, "Russia's mysterious 'new' nuclear weapons aren't really new," *Washington Post*, August 15, 2019. <https://www.washingtonpost.com/outlook/2019/08/15/russias-mysterious-new-nuclear-weapons-arent-really-new/>

7.3 Gregory D. Koblentz, "Strategic Stability in the Second Nuclear Age," November

2014. Council on Foreign Relations.
https://cdn.cfr.org/sites/default/files/pdf/2014/11/Second%20Nuclear%20Age_CSR71.pdf

7.4 Charles Glaser, "The flawed case for nuclear disarmament," *Survival* 40, no. 114 (1998): 112-128. <https://doi.org/10.1080/00396338.1998.9688523>

7.5 Michael Levi, "Stopping Nuclear Terrorism: The Dangerous Allure of a Perfect Defense," *Foreign Affairs* 87:1 (Jan/Feb 2008).
<https://ciaotest.cc.columbia.edu/journals/fa/v87i1/0000794.pdf>

7.6 Ellen Barry, "A Secret Race for Abandoned Nuclear Material," *New York Times*, August 18, 2013. <https://www.nytimes.com/2013/08/18/world/asia/a-secret-race-for-abandoned-nuclear-material.html>

7.7 Graham Allison, "How to Stop Nuclear Terror," *Foreign Affairs* 83, No. 1 (2004): 64-74.
<https://www.jstor.org/stable/20033829>

7.8 Matthew Bunn and Anthony Wier, "Seven Myths of Nuclear Terrorism," *Current History* 104, No. 681 (2005): 153-161. <https://www.jstor.org/stable/45318035>

7.9 Keir Lieber and Daryl Press, "Why States Won't Give Nuclear Weapons to Terrorists," *International Security* 38, No. 1 (2013): 80-104.
https://www.belfercenter.org/sites/default/files/files/publication/IS3801_pp080-104.pdf

Writing assignment #6 – A three-sentence summary and six-sentence application like writing assignment #4.

3/10 SPRING BREAK – no class

3/17 8.0 JQAS essay presentations

3/24 9.0 Proliferation: supply and demand

9.1 Scott Sagan, "Why Do States Build Nuclear Weapons? Three Models in Search of a Bomb," *International Security* 21, No. 3 (1996-1997): 54-86. <https://muse.jhu.edu/article/447446/pdf>

9.2 Etel Solingen, "The Political Economy of Nuclear Restraint," *International Security* 19, No. 2 (1994): 126-169. <https://muse.jhu.edu/article/447354/pdf>

9.3 Jacques Hymans, "Isotopes and Identity: Australia and the Nuclear Weapons Option, 1949-1999," *Nonproliferation Review* 7, No. 1 (2000): 1-23.
<https://doi.org/10.1080/10736700008436791>

9.4 Nuno Monteiro and Alex Debs, "The Strategic Logic of Nuclear Proliferation," *International Security* 39, No. 2 (Fall 2014): 7–51. <https://direct.mit.edu/isec/issue/39/2>

9.5 Sonali Singh and Christopher Way, "The Correlates of Nuclear Proliferation," *Journal of Conflict Resolution* 48, No. 6 (2004): 859-885.
<https://journals.sagepub.com/doi/pdf/10.1177/0022002704269655>

9.6 Matthew Fuhrmann, "Spreading Temptation: Proliferation and Peaceful Nuclear Cooperation Agreements," *International Security* 34, No. 1 (2009): 7-41.
<http://www.jstor.com/stable/40389184>

9.7 Matthew Kroenig, "Exporting the Bomb: Why States Provide Sensitive Nuclear Assistance," *American Political Science Review* 103, No. 1 (2009): 113-133.
<https://www.jstor.org/stable/27798489>

9.8 David Albright and Corey Hinderstein, "Unraveling the AQ Khan Network and Future Proliferation Networks," *Washington Quarterly* 28, No. 2 (2005): 111-128.
<https://doi.org/10.1162/0163660053295176>

9.9 R. Scott Kemp, "The Nonproliferation Emperor Has No Clothes: The Gas Centrifuge, Supply-Side Controls, and the Future of Nuclear Proliferation," *International Security* 38, No. 4 (2014): 39-78. <https://www.jstor.org/stable/24481100>

Writing assignment #7 – A three-sentence summary and six-sentence application like writing assignment #4.

3/31 10.0 Nonproliferation, counterproliferation, abolition

10.1 Francis Gavin, "Blasts from the Past: Proliferation Lessons from the 1960s," *International Security* 29, No. 3 (2004-2005): 100-135. <https://www.jstor.org/stable/4137557>

10.2 Nicholas Miller, "Nuclear Dominoes: A Self-Defeating Prophecy?" *Security Studies* 23, No. 1 (2014): 33-73. <https://doi.org/10.1080/09636412.2014.87418>

10.3 Ariel Levite, "Never Say Never Again: Nuclear Reversal Revisited," *International Security* 27, No. 3 (2002-2003): 59-98. <https://www.jstor.org/stable/3092114>

10.4 Maria Rost Rublee, "Taking Stock of the Nuclear Nonproliferation Regime: Using Social Psychology to Understand Regime Effectiveness," *International Studies Review* 10, No. 3 (2008): 420-450. <https://www.jstor.org/stable/25481987>

10.5 Nicholas Miller, "The Secret Success of Nonproliferation Sanctions," *International Organization* 68, No. 4 (Fall 2014): 913-944. <https://www.jstor.org/stable/43283283>

10.6 Jason Ellis, "The Best Defense: Counterproliferation and U.S. National Security," *Washington Quarterly* 26, No. 2 (2003): 115-133. <https://doi.org/10.1162/01636600360569739>

10.7 William Burr and Jeffrey Richelson, "Whether to 'Strangle the Baby in the Cradle': The United States and the Chinese Nuclear Program, 1960-64," *International Security* 25, No. 3 (2000-2001): 54-99. <https://muse.jhu.edu/article/447731/pdf>

10.8 Sarah Kreps and Matthew Fuhrmann, "Attacking the Atom: Does Bombing Nuclear Facilities Affect Proliferation?" *Journal of Strategic Studies* 34, No. 2 (2011): 161-187. <https://www.tandfonline.com/doi/full/10.1080/01402390.2011.559021>

10.9 Malfrid Braut-Hegghammer, "Revisiting Osirak: Preventive Attacks and Nuclear Proliferation Risks," *International Security* 36, No. 1 (2011): 101-132. <https://www.jstor.org/stable/41289690>

10.10 George Shultz, William Perry, Henry Kissinger, and Sam Nunn, "A World Free of Nuclear Weapons," *Wall Street Journal*, January 4, 2007. <https://www.aixpaix.de/atomwaffenfrei/WallStreetJournal.pdf>

10.11 Thomas Schelling, "A World Without Nuclear Weapons?" *Daedalus* 138, No. 4 (2009): 124-129. <https://www.jstor.org/stable/40544007>

Writing assignment #8 – A three-sentence summary and six-sentence application like writing assignment #4.

4/7 11.0 UNIDIR essay presentations

3/14 EASTER BREAK – no class

4/21 12.0 *Provisional Topic: Energy and climate*

Writing assignment #9 – A three-sentence summary and six-sentence application like writing assignment #4.

4/28 13.0 *Provisional Topic: Poison and accidents*

Writing assignment #10 – A three-sentence summary and six-sentence application like writing assignment #4.

5/5 14.0 *Provisional Topic*: Regional developments
Traditional term paper presentations

Writing assignment #11 – A three-sentence summary and six-sentence application like writing assignment #4.

5/12 EXAMS BEGIN – no final exam for this class

RESOURCES ON NUCLEAR PROLIFERATION

Historics of (Successful) Nuclear Weapons Programs

United States: Richard Rhodes, *The Making of the Atomic Bomb*

Soviet Union: David Holloway, *Stalin and the Bomb*

Britain: Margaret Gowing, *Independence and Deterrence*

France: Lawrence Scheinman, *Atomic Energy Policy in France under the Fourth Republic*

China: John Lewis and Litai Xue, *China Builds the Bomb*

Israel: Avner Cohen, *Israel and the Bomb*

India: George Perkovich, *India's Nuclear Bomb*

South Africa: Helen Purkett and Stephen Burgess, *South Africa's Weapons of Mass Destruction*

Pakistan: Feroz Khan, *Eating Grass*

North Korea: Jonathan Pollack, *No Exit: North Korea, Nuclear Weapons, and International Security*

Online Sources

Nuclear Threat Initiative, <http://www.nti.org/>

Federation of American Scientists, <http://www.fas.org/programs/ssp/nukes/index.html>

Atomic Heritage Foundation, <https://www.atomicheritage.org/>

Archival Documents Online

Foreign Relations of the United States, 1961-1980, <http://history.state.gov/historicaldocuments>

Foreign Relations of the United States, Pre-1961, <http://uwdc.library.wisc.edu/collections/FRUS>

National Security Archive, <http://www2.gwu.edu/~nsarchiv/>

Digital National Security Archive, <http://nsarchive.chadwyck.com/marketing/index.jsp>

Cold War International History Project, <http://www.wilsoncenter.org/program/cold-war-international-history-project>