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## [ICPS 302/POL 352: Special Topics in ICPS: Nuclearity](#)

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Syllabus updated 2024-01-20. Total pages 1690

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### Class

### Office

W 1:10-2:30

TuTh 3:00-4:30 or by appointment

Vollum 234

ETC 203

<https://moodle.reed.edu/course/view.php?id=5333>

[alexmontgomery.com/officehours](http://alexmontgomery.com/officehours)

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### Course Description and Goals

Half-credit course for one semester. This course is an advanced seminar for students with sufficient introductory work in social science. It investigates substantive contemporary interdisciplinary topics that relate to policy in an international or comparative context.

### Nuclearity

This course investigates the origins and effects of the spread of nuclear weapons and related weapons of mass destruction at international and domestic levels through interdisciplinary and multi-method approaches. It begins with a discussion of reflexivity and interdisciplinarity and science and technology studies. It then looks at the past and future of nuclear weapons crises through the lenses of process tracing and counterfactuals. It then looks at the failure of two modern bomb projects in comparison with the first successful project through the lenses of case study methods and feminism. The course continues with network analysis of proliferation, unpacking individual leaders' psychological propensities through content analysis, and exploring how international discourses about nuclear weapons have structured international order. It ends with ethnographic approaches to nuclear weapons labs and open-source intelligence approaches to uncovering nuclear programs. Prerequisite: Sophomore standing and one of [POL 240](#), [ANTH 211](#), [HIST 370](#), or [SOC 211](#). Conference.

### Learning Outcomes and Distribution Requirements

By the end of this course students should be able to:

1. Articulate and discuss the different approaches to the interdisciplinary study of nuclear issues;
2. Evaluate the comparative strengths and weaknesses of these approaches;
3. Apply these approaches to historical and contemporary events.

ICPS 302 fulfills the [Group II distribution learning outcomes](#). When combined with an empirical introductory POL course, it fulfills the [History and Social Sciences divisional requirement](#) for non-Political Science HSS students. For Political Science students, it counts towards [subfield depth in International Relations](#). It is also an [ICPS course](#).

### Requirements

#### *Class Participation*

- Students are required to actively participate in the class; they will have the opportunity to do so both during and outside of class hours. Good participation involves—among other things—listening carefully to others, referring or responding to the previous speaker's comments while citing them by name, and asking questions in addition to or instead of making statements. There *is* such a thing as bad participation. This includes—but is not limited to—overriding others, dominating conversations, and conducting ad hominem attacks. Conflicts do arise in the classroom, and I expect you to engage with and resolve them as a learning opportunity in or after class; I am a resource for this. Participating includes reading carefully, posting memos before section, engaging in discussions during section, and continuing conversations after class.

#### *Reading*

- Skim the piece before reading it – title, abstract, introduction, and conclusion. Try to get the basic argument. It is much better to get the basic argument of every piece than it is to read every word of one or two pieces. When you read a text, you should annotate it. Highlight or circle signposts, including causal questions, summaries, conclusions, assumptions, counterarguments, lists, and emphasis (See [Amelia Hoover Green's article "How to Read Political](#)

[Science](#)"). When you are done, write up a short outline/summary of the piece for your own reference (See my handout on "[How to write summaries after taking notes](#)").

#### *Before Class Memos*

- Starting the second week, every student will author a short (about 250-500 words) reaction memo. The memos are not meant to be summaries of the articles or books. Instead, they are intended to help you organize your ideas and to help situate the readings vis-a-vis each other for that day as well as the course thus far. Your memo should respond to the readings thoughtfully, and should include the following elements: a) a "wow" statement about an idea or ideas that you appreciated; b) some puzzles regarding ideas that you did not fully understand and/or a thoughtful critique of one or two particular arguments that you did not find persuasive; and c) some unanswered questions or thoughts for discussion that arose while you were doing the reading. Please remember to address the collective assignment of readings by not focusing solely on just one reading or a subset throughout the entire memo. I will read them and return them to you at the start of class on Wednesday – no need to bring a hard copy to class. They will not be given extensive comments and we will use an internal check, check plus/check minus grading scheme. Late memos will not be accepted. This should be turned in to the appropriate forum on the course website by 8 AM on Wednesday.

#### *During Section Discussion*

- Class will sometimes start with an interruptible mini-lecture on my part; only after we've covered the basics of the articles and how they relate to each other will we move to discussion. I do this to ensure that you understood the basic assumptions, mechanisms, and implications of each theory, and will consequently often contain a Socratic component. This is also a good time to ask questions! Sometimes this will take up almost the entire class period. This is another reason why I ask you to list puzzles in your memos so I can get a sense of where you are stuck or what you are interested in and incorporate that into the mini lecture part. Sometimes we will not get to all of the readings or very far in the discussion. This is deliberate; you will still benefit from the context provided by those pieces even if we don't discuss them. If we miss something in class, you are most welcome to post (or re-post) your thoughts to Slack after the class. If you typically don't say much in class, posing thoughts or responding to others' contributions is a good way to demonstrate engagement.

#### *After Class Conversations*

- There used to be a post-class Moodle general forum for the entire semester, but no one used it, so I've moved it to Slack instead. Please post any remaining questions and observations there for the class to answer/discuss. I will also participate. I also invite you to go there and continue the conversation that we started in class—or even to start a conversation there before class.

#### *Makeups*

- If you miss a day of class for any reason whatsoever, you may make it up by posting a summary of each of the readings for that day to the relevant Moodle forum. In order to make up missed days from the first half of the semester, these must be posted before the first day of classes after the break; from the second half, by the end of reading period. If you are sick, do NOT come to class and spread it to the rest of us, even if you test negative for COVID. Instead, stay home, write your summaries up (which all of you should be doing every day in any case), and get better.

#### *Readings*

- Readings for the course are drawn from books and E-Readings, which can be downloaded directly from the links on Moodle. These are best used in conjunction with [Zotero](#), which is supported by the library. Please see the "[Zotero Import Instructions](#)" in the shared [Syllabus folder](#) on how to download all of the readings at once and import them into Zotero. If you do not use Zotero, this is a good time to start; there is also a zip file in the folder that contains all of the readings as PDFs in the meantime. Students are expected to have a copy of the readings immediately accessible for class every day for reference. [Students who use laptops and tablets for notetaking learn less and do less well on assessments](#), and [the mere presence of your smartphone reduces your available cognitive capacity](#); consequently, you are strongly encouraged to store your phone during class and to take notes by hand. The books are:

1. Alexandre Debs and Nuno P. Monteiro, *Nuclear Politics: The Strategic Causes of Proliferation* (Cambridge University Press, 2016).
2. Rebecca Davis Gibbons, *The Hegemon's Tool Kit: US Leadership and the Politics of the Nuclear Nonproliferation Regime* (Cornell University Press, 2022), <https://www.jstor.org/stable/10.7591/j.ctv1xn0v9d>.
3. Jeffrey G. Lewis, *The 2020 Commission Report on the North Korean Nuclear Attacks against the United States: A Speculative Novel* (Boston: Mariner Books, 2018).

4. Jacques E. C. Hymans, *The Psychology of Nuclear Proliferation: Identity, Emotions, and Foreign Policy* (Cambridge, UK: Cambridge University Press, 2006).
5. Shampa Biswas, *Nuclear Desire: Power and the Postcolonial Nuclear Order* (Minneapolis, MN: University of Minnesota Press, 2014), <https://ebookcentral.proquest.com/lib/reed/detail.action?docID=1793914>.

#### Course Website

- Frequent reading of the course website will be helpful for success in the class. Discussion and collaboration with your peers is available to you through the website as well as in class; supplemental and core readings will be made available there; and assignments will be turned in electronically using the site.

#### Assignment

- The major assignment is a medium-length (2000–2500 word, about 8–10 pages) essay. The due date is Wednesday, April 24 by 11:55 PM. Please turn it in by uploading a copy to Moodle. Late, short, or long essays will be marked down. Essays will be assessed using four criteria: A clear argument in the introductory paragraph, an explanation of the theories that you will be using, an illustration of your argument with direct examples, and a conclusion that discusses the implications of your findings.

#### Academic Integrity

- As a student at Reed, you have agreed to uphold the Honor Principle. When you submit an assignment with your name on it, you are signifying that all of the work contained therein is yours, unless otherwise cited or referenced. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged. Do not use AI bots such as ChatGPT or “learning support” platforms (e.g., Chegg, CourseHero) unless we authorize a specific use. *None of this precludes discussing your work with other students, tutors, or professors, swapping outlines and paper drafts for editing, and so forth; in fact, you are encouraged to do so—and to thank them in your paper, just as we do in our articles.* Academic work rests on an exchange of ideas that requires acknowledgment of other scholars’ intellectual work. When in doubt, always cite—if you do not, you are plagiarizing. If it is unclear what that means, [see examples](#) as well as [Reed’s policies](#). If you have questions about citation, please visit the Reed Library [citation guide](#).

#### Extensions

- Plagiarism often comes as the result of a student being up against a deadline without being able to meet it. If you are having trouble meeting a deadline for whatever reason, please contact us. Because the final assignment is a paper that will be handed out well in advance, we have no problem giving extensions. It is always better to ask for more time than to plagiarize. When you ask for an extension, you should a) explain what events are causing you to miss the deadline (if academic, you don’t need to tell us if personal) and b) request an amount of time proportional to the interfering events. You may ask for an extension up to, but not exceeding, the amount of time remaining for the assignment, except for cases of emergencies or unanticipatable circumstances.

#### Support and Accommodations

- As always, [academic support workshops](#) are available throughout the semester, including for Zotero; [writing drop-in](#) is available 7-10 PM Su–Th, and [individual tutors](#) can help with specific courses.
- If you require special arrangements for test taking or other class activities due to physical impairment, a learning disability, or other special circumstances, please contact Disability and Accessibility Resources. You can reach Disability and Accessibility Resources at (503) 517-7921 or [dar@reed.edu](mailto:dar@reed.edu). As soon as you receive the Accommodation Notification Letter, schedule an appointment with us and we can discuss how best to accommodate you.
- Life is full of surprises. If an extraordinary event occurs that impairs your ability to submit an assignment or keep up with the readings, please let us know. We can make alternative arrangements.

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### 24-Jan: 01.1. Nuclearity (34 Pages)

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- Gabrielle Hecht, "Negotiating Global Nuclearities: Apartheid, Decolonization, and the Cold War in the Making of the IAEA," *Osiris*, Vol. 21, No. 1 (2006), pp. 25–48, doi:[10.1086/507134](https://doi.org/10.1086/507134).
- Kathleen M. Vogel, "The Need for Greater Multidisciplinary, Sociotechnical Analysis: The Bioweapons Case — Central Intelligence Agency," *Studies in Intelligence*, Vol. 57, No. 3 (September 2013), pp. 1–10, <https://www.cia.gov/static/275dbfac65654d7630d4284c8671d6cc/Need-for-Greater-Multidisciplinary.pdf>.

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### 31-Jan: 02.1. Science and Technology Studies (134 Pages)

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- Steven Flank, "Exploding the Black Box: The Historical Sociology of Nuclear Proliferation," *Security Studies*, Vol. 3, No. 2 (Winter -1994 1993), pp. 259–294, doi:[10.1080/09636419309347549](https://doi.org/10.1080/09636419309347549).
- Donald MacKenzie and Graham Spinardi, "Tacit Knowledge, Weapons Design, and the Uninvention of Nuclear Weapons," *American Journal of Sociology*, Vol. 101, No. 1 (1995), pp. 44–99, doi:[10.1086/230699](https://doi.org/10.1086/230699).
- Itty Abraham, "The Ambivalence of Nuclear Histories," *Osiris*, Vol. 21, No. 1 (February 2006), pp. 49–65, doi:[10.1086/507135](https://doi.org/10.1086/507135).
- Kai-Henrik Barth, "Catalysts of Change: Scientists as Transnational Arms Control Advocates in the 1980s," *Osiris*, Vol. 21, No. 1 (2006), pp. 182–206, doi:[10.1086/507141](https://doi.org/10.1086/507141).

#### Further

- Ronald E. Doel and Kristine C. Harper, "Prometheus Unleashed: Science as a Diplomatic Weapon in the Lyndon B. Johnson Administration," *Osiris*, Vol. 21, No. 1 (2006), pp. 66–85, doi:[10.1086/507136](https://doi.org/10.1086/507136).
- John Krige, "Atoms for Peace, Scientific Internationalism, and Scientific Intelligence," *Osiris*, Vol. 21, No. 1 (2006), pp. 161–181, doi:[10.1086/507140](https://doi.org/10.1086/507140).

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### 07-Feb: 03.1. Sex and Death (146 Pages)

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- Carol Cohn, "Sex and Death in the Rational World of Defense Intellectuals," *Signs*, Vol. 12, No. 4 (Summer 1987), pp. 687–718, doi:[10.1086/494362](https://doi.org/10.1086/494362).
- Shine Choi and Catherine Eschle, "Rethinking Global Nuclear Politics, Rethinking Feminism," *International Affairs*, Vol. 98, No. 4 (July 2022), pp. 1129–1147, doi:[10.1093/ia/iiacl118](https://doi.org/10.1093/ia/iiacl118).
- Anne Sisson Runyan, "Indigenous Women's Resistances at the Start and End of the Nuclear Fuel Chain," *International Affairs*, Vol. 98, No. 4 (July 2022), pp. 1149–1167, doi:[10.1093/ia/iiacl123](https://doi.org/10.1093/ia/iiacl123).
- Anand Sreekumar, "Feminism and Gandhi: Imagining Alternatives beyond Indian Nuclearism," *International Affairs*, Vol. 98, No. 4 (July 2022), pp. 1189–1209, doi:[10.1093/ia/iiacl122](https://doi.org/10.1093/ia/iiacl122).
- Lorraine Bayard de Volo, "Masculinity and the Cuban Missile Crisis: Gender as Pre-Emptive Deterrent," *International Affairs*, Vol. 98, No. 4 (July 2022), pp. 1211–1229, doi:[10.1093/ia/iiacl121](https://doi.org/10.1093/ia/iiacl121).
- Emma Rosengren, "Gendering Sweden's Nuclear Renunciation: A Historical Analysis," *International Affairs*, Vol. 98, No. 4 (July 2022), pp. 1231–1248, doi:[10.1093/ia/iiacl113](https://doi.org/10.1093/ia/iiacl113).
- Laura Rose Brown and Laura Considine, "Examining 'Gender-Sensitive' Approaches to Nuclear Weapons Policy: A Study of the Non-Proliferation Treaty," *International Affairs*, Vol. 98, No. 4 (July 2022), pp. 1249–1266, doi:[10.1093/ia/iiacl114](https://doi.org/10.1093/ia/iiacl114).

#### Further

- Carol Cohn, "Slick'ems, Glick'ems, Christmas Trees, and Cookie Cutters: Nuclear Language and How We Learned to Pat the Bomb," *Bulletin of Atomic Scientists*, Vol. 43 (1987), pp. 17–24.
- Carol Cohn, "Wars, Wimps, and Women: Talking Gender and Thinking War," in Miriam Cooke and Angela Woollacott, ed., *Gendering War Talk* (Princeton, NJ: Princeton University Press, 1993), pp. 227–246.
- Carol Cohn, "Motives and Methods: Using Multi-Sited Ethnography to Study US National Security Discourses," in Brooke A Ackerly, Maria Stern, and Jacqui True, ed., *Feminist Methodologies for International Relations* (Cambridge, UK: Cambridge University Press, 2006), pp. 91–107.
- Carol Cohn, "Opinion | The Perils of Mixing Masculinity and Missiles," *The New York Times* January 5, 2018, sec. Opinion, <https://www.nytimes.com/2018/01/05/opinion/security-masculinity-nuclear-weapons.html>.
- Rebecca H Hogue and Anaïs Maurer, "Pacific Women's Anti-Nuclear Poetry: Centring Indigenous Knowledges," *International Affairs*, Vol. 98, No. 4 (July 2022), pp. 1267–1288, doi:[10.1093/ia/iiacl120](https://doi.org/10.1093/ia/iiacl120).
- Hebatalla Taha, "Atomic Aesthetics: Gender, Visualization and Popular Culture in Egypt," *International Affairs*, Vol. 98, No. 4 (July 2022), pp. 1169–1187, doi:[10.1093/ia/iiacl115](https://doi.org/10.1093/ia/iiacl115).

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### 14-Feb: 04.1. Nuclear Politics (166 Pages)

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- Alexandre Debs and Nuno P. Monteiro, "Introduction; A Strategic Theory of Nuclear Proliferation; The Historical Patterns of Nuclear Proliferation," *Nuclear Politics* (2016), pp. 1–86.
  - Alexandre Debs and Nuno P. Monteiro, "Conclusion," *Nuclear Politics* (2016), pp. 437–462.
  - Alexander H. Montgomery, "Nuclear Politics: The Strategic Causes of Proliferation," *International Politics Reviews* May 2018, pp. 10–14, doi:[10.1057/s41312-018-0045-9](https://doi.org/10.1057/s41312-018-0045-9).
  - Rebecca Davis Gibbons, "Introduction: Understanding Adherence to the Nuclear Nonproliferation Regime; Explaining Adherence to the Nuclear Nonproliferation Regime," *The Hegemon's Tool Kit* (2022), pp. 1–35.
  - Rebecca Davis Gibbons, "Conclusion: Maintaining the Regime in a Changing Global Order," *The Hegemon's Tool Kit* (2022), pp. 163–176.
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### 21-Feb: 05.1. Technology and Proliferation (116 Pages)

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- R. Scott Kemp, "The Nonproliferation Emperor Has No Clothes," *International Security*, Vol. 38, No. 4 (Summer 2014), pp. 39–78.
  - Alexander H. Montgomery, "Double or Nothing? The Effects of the Diffusion of Dual-Use Enabling Technologies on Strategic Stability" July 2020, <https://cisssm.umd.edu/research-impact/publications/double-or-nothing-effects-diffusion-dual-use-enabling-technologies>.
  - Alexander H. Montgomery, "Nonproliferation Implications of the Spread of Emerging Technologies" (Second annual conference of the Alva Myrdal Centre for Nuclear Disarmament, Uppsala University, Uppsala, Sweden, 2023).
  - Alexander H. Montgomery and Amy J. Nelson, "Ceci n'est Pas Une Nuke? The Impact of Emerging Militarized Technologies on Deterrence and Strategic Stability" (Arms Control and Emerging Technologies Working Group, Center for Strategic & International Studies, International Security Program, Project on Nuclear Issues, 2023).
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### 28-Feb: 06.1. The 2020 Commission Report (270 Pages)

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- Jeffrey G. Lewis, *The 2020 Commission Report on the North Korean Nuclear Attacks against the United States: A Speculative Novel* (Boston: Mariner Books, 2018).
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### 06-Mar: 07.1. Back in the DPRK (139 Pages)

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- Jacques E. C. Hymans, "Introduction: Life in a Nuclear-Capable Crowd; Leaders' National Identity Conceptions and Nuclear Choices; Measuring Leaders' National Identity Conceptions," *The Psychology of Nuclear Proliferation* (2006), pp. 1–84.
- Jacques E. C. Hymans, "Assessing North Korean Nuclear Intentions and Capacities: A New Approach," *Journal of East Asian Studies*, Vol. 8, No. 2 (2008), pp. 259–292.
- Alexandre Debs and Nuno P. Monteiro, "DPRK," *Nuclear Politics* (2016), pp. 277–297.

Further

- Timothy S. Rich, "Deciphering North Korea's Nuclear Rhetoric: An Automated Content Analysis of KCNA News," *Asian Affairs: An American Review*, Vol. 39, No. 2 (April 2012), pp. 73–89, doi:[10.1080/00927678.2012.678128](https://doi.org/10.1080/00927678.2012.678128).
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### 13-Mar: 08.1. Spring Break

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### 20-Mar: 09.1. Proliferation Networks (106 Pages)

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- Alexander H. Montgomery, "Ring in Proliferation: How to Dismantle an Atomic Bomb Network," *International Security*, Vol. 30, No. 2 (Fall 2005), pp. 153–187, doi:[10.1162/016228805775124543](https://doi.org/10.1162/016228805775124543).
- Nick Ritchie, "Relinquishing Nuclear Weapons: Identities, Networks and the British Bomb," *International Affairs*, Vol. 86, No. 2 (2010), pp. 465–487, doi:[10.1111/j.1468-2346.2010.00892.x](https://doi.org/10.1111/j.1468-2346.2010.00892.x).
- Justin V. Hastings, "The Geography of Nuclear Proliferation Networks," *The Nonproliferation Review*, Vol. 19, No. 3 (November 2012), pp. 429–450, doi:[10.1080/10736700.2012.734190](https://doi.org/10.1080/10736700.2012.734190).
- David Kinsella and Alexander H. Montgomery, "Arms Supply and Proliferation Networks," in Jennifer Nicoll Victor, Alexander H. Montgomery, and Mark Lubell, ed., *The Oxford Handbook of Political Networks* (Oxford University Press, 2016), pp. 761–786, doi:[10.1093/oxfordhb/9780190228217.013.33](https://doi.org/10.1093/oxfordhb/9780190228217.013.33).

Further

- Justin V. Hastings, "The Economic Geography of North Korean Drug Trafficking Networks," *Review of International Political Economy*, Vol. 0 (February 2014), pp. 1–32, doi:[10.1080/09692290.2014.880934](https://doi.org/10.1080/09692290.2014.880934).

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### 27-Mar: 10.1. Nuclear Desire (199 Pages)

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- Shampa Biswas, *Nuclear Desire: Power and the Postcolonial Nuclear Order* (Minneapolis, MN: University of Minnesota Press, 2014), <https://ebookcentral.proquest.com/lib/reed/detail.action?docID=1793914>.
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### 03-Apr: 11.1. The Hegemon's Toolkit (164 Pages)

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- Alexandre Debs and Nuno P. Monteiro, "South Africa," *Nuclear Politics* (2016), pp. 258–276.
- Alexandre Debs and Nuno P. Monteiro, "Japan," *Nuclear Politics* (2016), pp. 359–376.
- Rebecca Davis Gibbons, "How the United States Promotes the Nuclear Nonproliferation Regime; Slow but Successful US Promotion of the NPT; The Hard-Fought Battle for NPT Extension; Mixed Success in Promoting a New Safeguards Agreement," *The Hegemon's Tool Kit* (2022), pp. 36–162, <https://www.jstor.org/stable/10.7591/j.ctv1xn0v9d>.

Further

- Jim Walsh, "Will Egypt Seek Nuclear Weapons? An Assessment of Motivations, Constraints, Consequences, and Policy Options," in William C Potter and Gaukhar Mukhatzhanova, ed., *Forecasting Nuclear Proliferation in the 21st Century: Volume 2, a Comparative Perspective* (Stanford, Calif: Stanford University Press, 2010), pp. 13–41.
  - Robert M. Cornejo, "When Sukarno Sought the Bomb: Indonesian Nuclear Aspirations in the Mid-1960s," *Nonproliferation Review*, Vol. 7, No. 2 (Summer 2000), pp. 31–43, <http://cns.miis.edu/pubs/npr/vol07/72/72corn.pdf>.
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### 10-Apr: 12.1. Nuclear Taboo (89 Pages)

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- T. V. Paul, "Nuclear Taboo and War Initiation in Regional Conflicts," *Journal of Conflict Resolution*, Vol. 39, No. 4 (December 1995), pp. 696–717, doi:[10.1177/0022002795039004005](https://doi.org/10.1177/0022002795039004005).
  - Richard Price, "A Genealogy of the Chemical Weapons Taboo," *International Organization*, Vol. 49, No. 1 (1995), pp. 73–103, <http://www.jstor.org/stable/2706867>.
  - Nina Tannenwald, "The Nuclear Taboo: The United States and the Normative Basis of Nuclear Non-Use," *International Organization*, Vol. 53, No. 3 (Summer 1999), pp. 433–468, doi:[10.1162/002081899550959](https://doi.org/10.1162/002081899550959).
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### 17-Apr: 13.1. The Psychology of Nuclear Proliferation (127 Pages)

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- Jacques E. C. Hymans, "The Struggle over the Bomb in the French Fourth Republic," *The Psychology of Nuclear Proliferation* (2006), pp. 85–113.
- Jacques E. C. Hymans, "'We Have a Big Bomb Now': India's Nuclear U-Turn," *The Psychology of Nuclear Proliferation* (2006), pp. 171–203.
- Jacques E. C. Hymans, "Conclusion: Lessons for Policy," *The Psychology of Nuclear Proliferation* (2006), pp. 204–228.
- Alexandre Debs and Nuno P. Monteiro, "India," *Nuclear Politics* (2016), pp. 238–258.
- Alexandre Debs and Nuno P. Monteiro, "France," *Nuclear Politics* (2016), pp. 418–436.

Further

- Jacques E. C. Hymans, "Australia's Search for Security: Nuclear Umbrella, Armament, or Abolition?," *The Psychology of Nuclear Proliferation* (2006), pp. 114–140.
  - Jacques E. C. Hymans, "Argentina's Nuclear Ambition – and Restraint," *The Psychology of Nuclear Proliferation* (2006), pp. 141–170.
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24-Apr: No Class

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