

POL 444: Global Catastrophic Risks
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Class	Office
Th 12:00-2:50 Aspen Multipurpose Room https://moodle.reed.edu/course/view.php?id=3884	TuTh 3:00-4:00 or by appointment Vollum 317 http://alexmontgomery.com

Course Description and Goals

Full course for one semester. This course investigates global catastrophic risks—challenges, some created by humans and others by nature—that have the potential to drastically alter human civilization, the planet, or life itself. Such “apocalyptic” risks include extreme climate change, ecological catastrophes, global pandemics, nuclear war, artificial intelligence, and asteroid impacts. The course will analyze these nascent Armageddons using a variety of theoretical perspectives including the precautionary principle, the social construction of risk, normal accidents theory, and concepts of high-reliability operations. Prerequisites: junior standing and Political Science 240, or consent of the instructor. Conference.

Learning Outcomes

After successfully completing this class, a student will:

- learn the theoretical underpinnings of the study of global catastrophic risks
- understand how different systems theories relate to each other and to the world
- know how to apply systems theories to historical and contemporary events

Distribution Requirements

This course can be used towards your Group II, “History and Social Sciences,” requirement. It accomplishes the following learning goals for the group:

- Analyze institutions, formations, languages, structures, or processes, whether social, political, religious, economic, cultural, intellectual or other.
- Think in sophisticated ways about causation, social and/or historical change, human cognition, or the relationship between individuals and society, or engage with social, political, religious or economic theory in other areas.

Along with any introductory POL course, this course also fulfills half of the History and Social Sciences divisional requirement for non-Political Science HSS students. For Political Science students, it counts as one of the four “additional” courses required and 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 first 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 Thursday - 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 Thursday.

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. As the class progresses and as we move from theory to practice, we will dedicate more time to the discussion portion of class. 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, the latter of which can be downloaded directly from the links on Moodle. These are best used in conjunction with [Zotero](#), which is supported by the library. Students are expected to bring a copy of the readings to 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, *laptops and cell phones are not permitted in class*, although tablet devices and convertible laptops may be used without a keyboard for the sole purpose of bringing the readings. Readings marked "Further" on the syllabus are other relevant articles or books; they are not required for class. Students who have a particular interest in the topics in question are encouraged to read these pieces and to incorporate them into their assignments. Readings marked "Review" on the syllabus are from POL 240; you should look over your notes or skim/reread those texts.

Ten (!) books are for sale at the bookstore. Most of them we are reading the entire (or near entire) book for a single day, and so putting them on library reserve is not terribly feasible. Nonetheless, you may be able to use Summit to acquire them for the correct day.

Required, single-day

- Week 2: Robert Jervis (1997) *System Effects: Complexity in Political and Social Life*. Princeton, UNITED STATES: Princeton University Press <<http://ebookcentral.proquest.com/lib/reed/detail.action?docID=617297>> – visited on 2021-06-15, 295, ISBN 978–1–4008–2240–9
- Week 3: Charles Perrow (1999) *Normal Accidents: Living with High-Risk Technologies*. New York, NY: Basic Books, 411, ISBN 0691004129
- Week 9: Jeffrey G. Lewis (2018) *The 2020 Commission Report on the North Korean Nuclear Attacks against the United States: A Speculative Novel*. Boston: Mariner Books, ISBN 978–1–328–57391–9
- Week 10: Gregory D. Koblentz (2009) *Living Weapons: Biological Warfare and International Security*. Ithaca: Cornell University Press <<http://www.worldcat.org/oclc/304386783>>, 244, ISBN 0801477522
- Week 11: Scott Gottlieb (2021) *Uncontrolled Spread: Why COVID-19 Crushed Us and How We Can Defeat the Next Pandemic*. HarperCollins. Google-Books-ID: VXsCEAAAQBAJ, ISBN 978–0–06–308002–7
- Week 12: Jared M Diamond (2005) *Collapse: How Societies Choose to Fail or Succeed*. New York: Viking <<http://www.worldcat.org/oclc/56367771>>, 525, ISBN 9780143117001
- Week 13: Kim Stanley Robinson (2020) *The Ministry for the Future*. Orbit, 576, ISBN 978–0–316–30016–2
- Week 15: Neal Stephenson (2015) *Seveneves: A Novel*. New York, NY: William Morrow, ISBN 9780062334510

Required, multi-day

- Weeks 4-6: Gene I. Rochlin (1998) *Trapped in the Net*. Princeton, NJ: Princeton University Press, 218, ISBN 9780691002477
- passim: Nick Bostrom and Milan M. Ćirković, editors (2011) *Global Catastrophic Risks*. Oxford University Press, ISBN 978–0–19–960650–4

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.

Assignments

You may write two shorter papers or one longer one for this course. If you are writing a longer paper, you have an additional interim task to complete (a detailed outline, due Monday of Week 12). In general, I look for four things in an essay: 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. Note that word counts include your bibliography.

- Week 7 (Mon, Oct 11, noon) - Proposal + Annotated Bibliography OR First Paper, 1750-2500 words
- Week 12 (Mon, Nov 15, noon) - Detailed Outline + Updated Bibliography
- Week 16 (Mon, Dec 13, noon) - Final 3750–5000-word Paper OR Second Paper, 1750-2500 words

Citation and Plagiarism

A major goal of this course is to encourage good reading, research, and citation habits. Good research requires good documentation of sources and the ability to put one's own analysis and thoughts into a paper rather than relying on others. When in doubt as to whether you should cite something, always do it. Citations are required for ideas as well as facts, and are imperative even if you are not directly quoting authors. Make sure that you provide as specific a citation as possible; if an author discusses an idea in one section or one page, cite the specific section or page instead of the full article or book. I usually recommend that students use in-text author-date citation with full Chicago Manual of Style citations; see their Citation Quick Guide: <http://www.chicagomanualofstyle.org/tools_citationguide.html>.

However, style is less important than the cites being present. If you use an idea or a fact without attribution, you are plagiarizing someone else's work. Plagiarism and cheating are violations of academic integrity and thus violations of Reed's Honor Principle. As specified by Reed's academic conduct policy, such violations will result in disciplinary actions, including suspension or permanent dismissal from the College. Plagiarism is submitting a piece of work which in part or in

whole is not entirely the student's own work without attributing those same portions to their correct source. For examples of plagiarism and how to avoid it, see <<http://tinyurl.com/jdlrbd3>>. If nothing else, you should avoid “sinister buttocks” syndrome. For more information on Reed's policies see: <http://www.reed.edu/academic/gbook/comm_pol/acad_conduct.html>.

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 me. Because every assignment is a paper that will be handed out well in advance, I 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 me 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 unanticipated 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'd like to request academic accommodations due to a disability, please contact Disability and Accessibility Services. As soon as they have sent out the Accommodation Notification Letter, schedule an appointment with me to discuss how those accommodations could apply to this course.

2-Sep: 01.1. Prediction, Catastrophe, and Risk (161 Pages)

- Nick Bostrom and Milan M. Ćirković (2011) Introduction. In Bostrom and Ćirković *Global Catastrophic Risks*. chapter 1, 1–29
- Eliezer Yudkowsky (2011) Cognitive Biases Potentially Affecting Judgement of Global Risks. In Bostrom and Ćirković *Global Catastrophic Risks*. chapter 5, 91–119
- Ulrich Beck (1992) From Industrial Society to the Risk Society: Questions of Survival, Social Structure and Ecological Enlightenment. *Theory, Culture, and Society*. 9(1), 97–123 <<http://dx.doi.org/10.1177/026327692009001006>>
- Daniel W. Drezner (2015) Do Experts and the Public Think Differently about the Apocalypse? *The Washington Post*. March 13, 3 <<http://www.washingtonpost.com/posteverything/wp/2015/03/13/do-experts-and-the-public-think-differently-about-the-apocalypse/>> – visited on 2015-04-01, ISSN 0190–8286
- Dennis Pamlin and Stuart Armstrong (2015) *Global Challenges: 12 Risks that Threaten Human Civilisation – the Case for a New Category of Risks*. February Global Challenges Foundation. Executive summary only (4-24) <<https://www.pamlin.net/s/12-Risks-that-threaten-human-civilisation-GCF-Oxford-2015.pdf>> – visited on 2015-04-01
- John Mecklin (2019) Special Issue: Apocalypse Soon? How Civilization Might End—and How to Make Sure it Doesn't. *Bulletin of the Atomic Scientists*. 75(6)November, 263–294 <<http://dx.doi.org/10.1080/00963402.2019.1680045>>, ISSN 0096–3402
- Alexander H. Montgomery and Amy J. Nelson (2020) *The Rise of the Futurists: The Perils of Predicting with Futurethink*. November <<https://www.brookings.edu/research/the-rise-of-the-futurists-the-perils-of-predicting-with-futurethink/>> – visited on 2020-11-30
- Science and Security Board (2021) *It is 100 Seconds to Midnight: 2020 Doomsday Clock Statement*. January 27 Bulletin of the Atomic Scientists <<https://thebulletin.org/doomsday-clock/current-time/>> – visited on 2020-01-27

Further

- Milan M. Ćirković (2011) Observation Selection Effects and Global Catastrophic Risks. In Bostrom and Ćirković *Global Catastrophic Risks*. chapter 6, 120–145

9-Sep: 02.1. Systems Thinking (314 Pages)

- Robert Jervis (1997) System Effects: Complexity in Political and Social Life. In Jervis *System Effects*, 1–295

- John M. Murray (2021) *Future Operational Environment: Forging the Future in an Uncertain World 2035-2050*. Army Futures Command 525-2 AFC Pamphlet, 19 pages <<https://apps.dtic.mil/sti/citations/AD1128552>> – visited on 2021-08-11

Further

- Yacov Y. Haimes (2011) Systems-Based Risk Analysis. In Bostrom and Ćirković *Global Catastrophic Risks*. chapter 7, 146–163

16-Sep: 03.1. Normal Accidents (350 Pages)

- Charles Perrow (1999) Normal Accidents: Living with High-Risk Technologies. In Perrow *Normal Accidents*, 003–352

23-Sep: 04.1. High-Reliability Operations (242 Pages)

- Gene I. Rochlin (1998) Trapped in the Net. In Rochlin *Trapped in the Net*. chapter 1-4, 1–73
- Karl E. Weick (1987) Organizational Culture As a Source of High-Reliability. *California Management Review*. 29(2)Winter, 112–127
- Karlene H. Roberts (1990) Managing High Reliability Organizations. *California Management Review*. 32(4), 101–113 <<http://www.proquest.com/docview/215882454/abstract/9E9672491ACD40B4PQ/1>> – visited on 2021-06-01, ISSN 00081256
- Todd R. La Porte and Paula M. Consolini (1991) Working in Practice but Not in Theory: Theoretical Challenges of "High-Reliability Organizations". *Journal of Public Administration Research and Theory*. 1(1)January, 19–48 <<http://www.jstor.org/stable/1181764>>
- Gene I. Rochlin (1993) Defining "High Reliability" Organizations in Practice: A Taxonomic Prologue. In Karlene H. Roberts, editor *New Challenges to Understanding Organizations*. New York, NY: Macmillan, ISBN 0024020524. chapter 2, 11–32
- Paul R. Schulman (1993) The Negotiated Order of Organizational Reliability. *Administration and Society*. 25(3)November, 353–372 <<http://dx.doi.org/10.1177/009539979302500305>>

Aircraft Carriers

- Gene I. Rochlin, Todd R. La Porte, and Karlene H. Roberts (1987) The Self-Designing High Reliability Organization: Aircraft Carrier Flight Operations at Sea. *Naval War College Review*. 90Autumn, 76–90

Critical Infrastructure

- Paul Schulman et al. (2004) High Reliability and the Management of Critical Infrastructures. *Journal of Contingencies and Crisis Management*. 12(1), 14–28 <<http://dx.doi.org/10.1111/j.0966-0879.2004.01201003.x>>, ISSN 1468–5973

Nuclear Power

- Mathilde Bourrier (1996) Organizing Maintenance Work at Two American Nuclear Power Plants. *Journal of Contingencies and Crisis Management*. 4(2)June, 104–112 <<http://dx.doi.org/10.1111/j.1468-5973.1996.tb00082.x>>, ISSN 1468–5973

Nuclear Submarines

- Paul E. Bierly, III and J. C. Spender (1995) Culture and High Reliability Organizations: The Case of the Nuclear Submarine. *Journal of Management*. 21(4), 639–656 <<http://dx.doi.org/10.1177/014920639502100403>>

War

- Chris C. Demchak (1996) Tailored Precision Armies in Fully Networked Battlespace: High Reliability Organizational Dilemmas in the 'Information Age'. *Journal of Contingencies and Crisis Management*. 4(2)June, 93–103 <<http://dx.doi.org/10.1111/j.1468-5973.1996.tb00081.x>>, ISSN 1468–5973

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- Gene I. Rochlin et al. (1996) Berkeley 'High-Reliability Organizations' Special Issue. *Journal of Contingencies and Crisis Management*. 4(2)June, 55–112 <<http://dx.doi.org/10.1111/j.1468-5973.1996.tb00077.x>>, ISSN 0966–0879, 1468–5973
- Nick Pidgeon (1997) The Limits to Safety? Culture, Politics, Learning and Man-Made Disasters. *Journal of Contingencies and Crisis Management*. 5(1), 1–14 <<http://dx.doi.org/10.1111/1468-5973.00032>>, ISSN 09660879
- Gene I. Rochlin (1999) Safe operation as a social construct. *Ergonomics*. 42(11)November, 1549–1560 <<http://dx.doi.org/10.1080/001401399184884>>
- Paul R. Schulman and Emery Roe (2007) Designing Infrastructures: Dilemmas of Design and the Reliability of Critical Infrastructures. *Journal of Contingencies and Crisis Management*. 15(1), 42–49 <<http://dx.doi.org/10.1111/j.1468-5973.2007.00503.x>>, ISSN 1468–5973

30-Sep: 05.1. Market Collapse (99 Pages)

- Gene I. Rochlin (1998) Chap. 5-6 In Rochlin *Trapped in the Net*, 74–107
- Peter Taylor (2011) Catastrophes and Insurance. In Bostrom and Čirković *Global Catastrophic Risks*. chapter 8, 164–183
- Mauro F. Guillén and Sandra L. Suárez (2010) The Global Crisis of 2007–2009: Markets, Politics, and Organizations. In Lounsbury and Hirsch *Markets on Trial: The Economic Sociology of the U.S. Financial Crisis: Part A*, 257–279 <[https://www.emerald.com/insight/content/doi/10.1108/S0733-558X\(2010\)000030A012/full/html](https://www.emerald.com/insight/content/doi/10.1108/S0733-558X(2010)000030A012/full/html)> – visited on 2021-06-07
- Charles Perrow (2010) The Meltdown Was Not an Accident. In Lounsbury and Hirsch *Markets on Trial: The Economic Sociology of the U.S. Financial Crisis: Part A*, 309–330

Further

- Anke Müssig (2009) The Financial Crisis: Caused by Unpreventable or Organized Failures? *International Journal of Economic Sciences and Applied Research*. 2(1), 51–70
- Donald Palmer and Michael Maher (2010) A Normal Accident Analysis of the Mortgage Meltdown. In Lounsbury and Hirsch *Markets on Trial: The Economic Sociology of the U.S. Financial Crisis: Part A*, 219–256 <[https://doi.org/10.1108/S0733-558X\(2010\)000030A011](https://doi.org/10.1108/S0733-558X(2010)000030A011)> – visited on 2021-06-07
- Donald Palmer and Michael W. Maher (2010) The Mortgage Meltdown as Normal Accidental Wrongdoing. *Strategic Organization*. 8(1)February, 83–91 <<http://dx.doi.org/10.1177/1476127009355368>>. Publisher: SAGE Publications, ISSN 1476–1270
- Marc Schneiberg and Tim Bartley (2010) Regulating or Redesigning Finance? Market Architectures, Normal Accidents, and Dilemmas of Regulatory Reform. In Lounsbury and Hirsch *Markets on Trial: The Economic Sociology of the U.S. Financial Crisis: Part A*, 281–307 <[https://www.emerald.com/insight/content/doi/10.1108/S0733-558X\(2010\)000030A013/full/html](https://www.emerald.com/insight/content/doi/10.1108/S0733-558X(2010)000030A013/full/html)> – visited on 2021-06-07

30-Sep: 05.2. Political Collapse (107 Pages)

- Robin Hanson (2011) Catastrophe, Social Collapse, and Human Extinction. In Bostrom and Čirković *Global Catastrophic Risks*. chapter 17, 363–380
- Bryan Caplan (2011) The Totalitarian Threat. In Bostrom and Čirković *Global Catastrophic Risks*. chapter 22, 504–519
- Sheri Berman et al. (2018) A Discussion of Steven Levitsky and Daniel Ziblatt's How Democracies Die. *Perspectives on Politics*. 16(4)December, 1092–1104 <<http://dx.doi.org/10.1017/S1537592718002852>>. Publisher: Cambridge University Press, ISSN 1537–5927, 1541–0986
- Steven Levitsky and Daniel Ziblatt (2018) How Democracies Die. In Levitsky and Ziblatt *How Democracies Die*, 1–32
- Steven Levitsky and Daniel Ziblatt (2018) How Democracies Die. In Levitsky and Ziblatt *How Democracies Die*, 204–231

Further

- Charles Tilly (1999) War Making and State Making as Organized Crime. In Theda Skocpol, Peter Evans and Dietrich Rueschemeyer, editors *Bringing the State Back in*. Cambridge. chapter 5, 169–191
- Carl Schmitt (2005) Chap. 1-2 in *Political Theology: Four Chapters on the Concept of Sovereignty*. Chicago: University of Chicago Press, 6–35, ISBN 9780226738895
- Carl Schmitt (2008) The Concept of the Political: Expanded Edition. In *The Concept of the Political: Expanded Edition*. University of Chicago Press, 19–79

7-Oct: 06.1. Autonomous Weapons (214 Pages)

- Gene I. Rochlin (1998) Chap. 7-11 In Rochlin *Trapped in the Net*, 108–209
- Eliezer Yudkowsky (2011) Artificial Intelligence as a Positive and Negative Factor in Global Risk. In Bostrom and Ćirković *Global Catastrophic Risks*. chapter 15, 308–345
- Heather M. Roff (2015) *Autonomous or ‘Semi’ Autonomous Weapons? A Distinction Without Difference*. January 16 Huffington Post <http://www.huffingtonpost.com/heather-roff/autonomous-or-semi-autono_b_6487268.html> – visited on 2015-08-25
- Maciej Ceglowski (2016) *Superintelligence: The Idea That Eats Smart People*. October 29 <<https://idlewords.com/talks/superintelligence.htm>> – visited on 2020-01-03
- Paul Scharre (2018) Chap. 9-12 in *Army of None: Autonomous Weapons and the Future of War*. W. W. Norton & Company, 143–202, ISBN 978–0–393–60899–1
- Heather M. Roff (2019) Artificial Intelligence: Power to the People. *Ethics & International Affairs*. 33(2), 127–140 <<http://dx.doi.org/10.1017/S0892679419000121>>, ISSN 0892–6794, 1747–7093

Further

- Ronald C. Arkin (2010) The Case for Ethical Autonomy in Unmanned Systems. *Journal of Military Ethics*. 9(4)December, 332–341 <<http://dx.doi.org/10.1080/15027570.2010.536402>>, ISSN 1502–7570, 1502–7589
- Ian Kerr and Katie Szilagyi (2012) Asleep at the Switch. *How Lethal Autonomous Robots Become a Force Multiplier of Military Necessity*. Miami: University of Miami School of Law., 39
- Kenneth Anderson and Matthew C. Waxman (2013) *Law and Ethics for Autonomous Weapon Systems: Why a Ban Won’t Work and How the Laws of War Can*. Rochester, NY: Social Science Research Network SSRN Scholarly Paper ID 2250126, 33 pages <<http://papers.ssrn.com/abstract=2250126>> – visited on 2015-08-24
- Heather M. Roff (2014) The Strategic Robot Problem: Lethal Autonomous Weapons in War. *Journal of Military Ethics*. 13(3), 211–227 <<http://dx.doi.org/10.1080/15027570.2014.975010>>, ISSN 1502–7570
- Michael Horowitz and Paul Scharre (2015) *An Introduction to Autonomy in Weapon Systems*. February 13 <<http://www.cnas.org/intro-to-autonomy-in-weapon-systems>> – visited on 2015-08-24
- Heather M. Roff (2015) *The International-Relations Argument Against Killer Robots*. August 19 Defense One <<http://www.defenseone.com/ideas/2015/08/international-relations-argument-against-killer-robots/119275/>> – visited on 2015-08-25
- Heather M. Roff (2015) Lethal Autonomous Weapons and Jus Ad Bellum Proportionality. *Case Western Reserve Journal of International Law*. 47(1)April, 37–52 <<http://scholarlycommons.law.case.edu/jil/vol47/iss1/7>>, ISSN 0008–7254
- Stephanie Carvin (2017) *Normal Autonomous Accidents: What Happens When Killer Robots Fail?* Rochester, NY: Social Science Research Network SSRN Scholarly Paper ID 3161446, 32 pages <<https://papers.ssrn.com/abstract=3161446>> – visited on 2021-06-02
- Daniel H. Wilson (2018) *How to Survive a Robot Uprising: Tips on Defending Yourself Against the Coming Rebellion*. Bloomsbury Publishing USA, ISBN 978–1–63557–265–0
- Zachary Kallenborn (2021) *Was a Flying Killer Robot Used in Libya? Quite Possibly*. May 20 Bulletin of the Atomic Scientists website <<https://thebulletin.org/2021/05/was-a-flying-killer-robot-used-in-libya-quite-possibly/>> – visited on 2021-06-02

14-Oct: 07.1. Imagining Armageddon (185 Pages)

- James J. Hughes (2011) Millennial Tendencies in Responses to Apocalyptic Threats. In Bostrom and Ćirković *Global Catastrophic Risks*. chapter 4, 73–90
- Richard A. Posner (2011) Public Policy Towards Catastrophe. In Bostrom and Ćirković *Global Catastrophic Risks*. chapter 9, 184–204
- Joseph Cirincione (2011) The Continuing Threat of Nuclear War. In Bostrom and Ćirković *Global Catastrophic Risks*. chapter 18, 381–401

- Gary Ackerman and William C. Potter (2011) Catastrophic Nuclear Terrorism: A Preventable Peril. In Bostrom and Čirković *Global Catastrophic Risks*. chapter 19, 402–449
- Richard Pipes (1977) Why the Soviet-Union Thinks It Could Fight and Win a Nuclear War. *Commentary*. 64, 21–34
- Michael Mandelbaum (1980) The Bomb, Dread, and Eternity. *International Security*. 5(2)Autumn, 3–23
<<http://dx.doi.org/10.2307/2538442>>
- Iver B. Neumann and Daniel H. Nexon (2006) Introduction. In Daniel H. Nexon and Iver B. Neumann, editors *Harry Potter and International Relations*. Lanham, MD: Rowman and Littlefield, ISBN 0742539598. chapter 1, 1–23
- Alex Wellerstein (2012) *In Search of a Bigger Boom*. September 12 Restricted Data: The Nuclear Secrecy Blog
<<http://blog.nuclearsecrecy.com/2012/09/12/in-search-of-a-bigger-boom/>> – visited on 2015-08-13

21-Oct: 08.1. Fall Break: No Class

28-Oct: 09.1. Nuclear Weapons (304 Pages)

- Jeffrey G. Lewis (2018) The 2020 Commission Report on the North Korean Nuclear Attacks against the United States: A Speculative Novel. In Lewis *The 2020 Commission Report on the North Korean nuclear attacks against the United States*, 1–270
- Lee Clarke (1993) Drs. Pangloss and Strangelove Meet Organizational Theory: High Reliability Organizations and Nuclear Weapons Accidents. *Sociological Forum*. 8(4)December, 675–689
<<http://dx.doi.org/10.1007/BF01115218>>, ISSN 08848971
- Eric Schlosser (2016) World War Three, by Mistake. *The New Yorker*. December 23, 13
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- Colin H. Kahl (2019) This is How Easily the U.S. and Iran Could Blunder into War. *Washington Post*. May 23, 6
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