

**Department of Political Science
University of the Punjab, Lahore
Course Outline**



| | | | | | |
|------------------|---------------------------------|--------------------|--|---------------------|---|
| Programme | Diplomacy and Strategic Studies | Course Code | | Credit Hours | 3 |
|------------------|---------------------------------|--------------------|--|---------------------|---|

| | | | | | |
|---------------------|---|--|--|--|--|
| Course Title | Nuclear Diplomacy and Global Nonproliferation Regime | | | | |
|---------------------|---|--|--|--|--|

| |
|----------------------------|
| Course Introduction |
|----------------------------|

Nuclear proliferation became an increasingly major concern after France and then China joined the nuclear “club” in the 1960s. However, it was not until India’s “peaceful nuclear explosive” test of 1974 that a real sense of potential worldwide crisis emerged, which also spawned a substantial amount of serious writing on the issue. The basic puzzle facing the study of nuclear proliferation is why there is a considerable and persistent disparity between the number of nuclear weapons-capable states and the number of actual nuclear weapons states. Three early works that represented crucial conceptual breakthroughs in the struggle toward a proper descriptive inference of the dynamics of proliferation are William Epstein’s *The Last Chance* (1976), Stephen M. Meyer’s *The Dynamics of Nuclear Proliferation* (1984), and *Opaque Nuclear Proliferation* (1991), edited by Benjamin Frankel. More contemporary political science work features attempts by each of the major international relations paradigms to tackle the proliferation puzzle: realism, psychological constructivism, neoliberal institutionalism, liberalism, and sociological constructivism. While scholars disagree over a host of issues, a consensus on the dynamics of nuclear proliferation may be discerned. In particular, there are five points on which most recent works converge: that proliferation has been historically rare; that we cannot take the demand for nuclear weapons for granted; that domestic politics and identity considerations play a crucial role in shaping proliferation choices; and that theory-guided, in-depth comparative case studies are the most appropriate means of advancing the state of our knowledge at this point in time.

This course provides a comprehensive overview of nuclear non-proliferation and disarmament, exploring the historical context, key treaties and agreements, major international organizations, and current challenges in preventing the spread of nuclear weapons and promoting disarmament. Students will analyze the geopolitical, technical, and ethical dimensions of nuclear weapons and explore strategies for achieving a safer world.

Learning Outcomes

1. Understand the history and evolution of nuclear weapons and their impact on international security.
2. Examine the key treaties and agreements that govern nuclear non-proliferation and disarmament.
3. Analyze the roles of various international organizations and states in the non-proliferation regime.
4. Evaluate current challenges and debates in nuclear non-proliferation and disarmament.
5. Develop critical thinking skills related to policy-making and international diplomacy in the nuclear realm.

| Course Content | | Assignments/Readings |
|----------------|---|--|
| Week 1 | <p style="text-align: center;">Introduction to Nuclear Weapons</p> <ul style="list-style-type: none"> • Overview of nuclear weapons: Basic principles of nuclear fission and fusion. • Historical Development: Key milestones in the development of nuclear weapons. • Nuclear Strategy: Concepts such as deterrence, second-strike capability, and nuclear triad. | <p style="text-align: center;">Nuclear weapons: a very short introduction</p> <p style="text-align: center;">Siracusa, J. (2020). <i>Nuclear weapons: a very short introduction</i>. Oxford University Press, USA.</p> |
| Week 2 | <p style="text-align: center;">Historical Context of Nuclear Non-Proliferation</p> <ul style="list-style-type: none"> • Early Efforts and Cold War Dynamics: The role of the US and USSR in nuclear strategy and proliferation. | <p style="text-align: center;">The nuclear non-proliferation regime: an historical perspective</p> <p style="text-align: center;">Siracusa, J. M., & Warren, A. (2018). The nuclear non-proliferation regime: an historical perspective. <i>Diplomacy & Statecraft</i>, 29(1), 3-28.</p> |
| Week 3 | <p style="text-align: center;">Historical Context of Nuclear Non-Proliferation</p> | <p style="text-align: center;">Nuclear Non-proliferation—a Brief Historical background</p> |

| | | |
|--------|---|---|
| | <p>The Nuclear Arms Race: Key events and treaties (e.g., Partial Test Ban Treaty, SALT I & II).</p> <p>Post-Cold War Developments: Changing dynamics in nuclear proliferation.</p> | <p>Jonter, T. (2023). Nuclear Non-proliferation—a Brief Historical background. <i>K. Abbas, T. Krieger, P. Peerani and R. Rossa</i>, 6.</p> |
| Week 4 | <p>Post-Cold War Developments: Changing dynamics in nuclear proliferation.</p> | <p>The rise and demise of national development and the origins of post-cold war capitalism</p> <p>Berger, M. T. (2001). The rise and demise of national development and the origins of post-cold war capitalism. <i>Millennium</i>, 30(2), 211-234.</p> |
| Week 5 | <p>The Non-Proliferation Treaty (NPT)</p> <ul style="list-style-type: none"> • Origins and Objectives: Goals and provisions of the NPT. • Key Provisions: Non-proliferation, disarmament, and peaceful uses of nuclear energy. | <p>The negotiation of the non-proliferation treaty (NPT)</p> <p>Goldschmidt, B. (1980). The negotiation of the non-proliferation treaty (NPT). <i>IAEA bulletin</i>, 22(3/4), 73-80.</p> |
| Week 6 | <p>Nuclear Weapon-Free Zones and Regional Agreements</p> <ul style="list-style-type: none"> • Concept of nuclear weapon-Free Zones (NWFZs): Overview and importance. | <p>Nuclear-weapon-free zones: A history and assessment</p> <p>Goldblat, J. (1997). Nuclear-weapon-free zones: A history and assessment. <i>The Nonproliferation Review</i>, 4(3), 18-32.</p> |
| Week 7 | <p>Nuclear Weapon-Free Zones and Regional Agreements</p> | <p>Nuclear-Weapon-Free Zones: Problems and prospects</p> <p>Leigh-Phippard, H. (1993). Nuclear-Weapon-Free Zones: Problems and prospects. <i>Contemporary</i></p> |
| Week 8 | | |
| Week 9 | | |

| | | |
|----------------|--|--|
| | <ul style="list-style-type: none"> • Case Studies: Examples such as the Treaty of Tlatelolco (Latin America), Treaty of Rarotonga (South Pacific). | <p><i>Security Policy, 14(2), 93-114.</i></p> |
| Week 10 | <p style="text-align: center;">Disarmament Efforts and Challenges</p> <ul style="list-style-type: none"> • Key Treaties and Agreements: Comprehensive Nuclear-Test-Ban Treaty (CTBT), Treaty on the Prohibition of Nuclear Weapons (TPNW). • Disarmament vs. Non-Proliferation: Balancing disarmament goals with non-proliferation efforts. • Verification and Compliance: Mechanisms and challenges. | <p style="text-align: center;">Challenges to Disarmament, Demobilisation, and Reintegration</p> <p style="text-align: center;">Stibbe, P. (2012). Challenges to Disarmament, Demobilisation, and Reintegration. <i>E-International Relations, September.</i></p> |
| Week 11 | | |
| Week 12 | <p style="text-align: center;">International Organizations and Actors</p> <ul style="list-style-type: none"> • The International Atomic Energy Agency (IAEA): Role, functions, and challenges. • The United Nations and Nuclear Governance: Security Council, General Assembly, and related bodies. • Key State Actors: Major nuclear powers and emerging nuclear states. | <p style="text-align: center;">Overview of radiotherapy resources in Latin America: a survey by the International Atomic Energy Agency (IAEA)</p> <p style="text-align: center;">Zubizarreta, E. H., Poitevin, A., & Levin, C. V. (2004). Overview of radiotherapy resources in Latin America: a survey by the International Atomic Energy Agency (IAEA). <i>Radiotherapy and oncology, 73(1), 97-100.</i></p> |
| Week 13 | <p style="text-align: center;">Contemporary Issues and Challenges</p> <ul style="list-style-type: none"> • Nuclear Proliferation Threats: Case studies (e.g., North Korea, Iran). <ul style="list-style-type: none"> • Technological Advances: Implications for non-proliferation and disarmament. • Emerging Threats: Cybersecurity, rogue states, and non-state actors | <p style="text-align: center;">Nuclear Proliferation: The Current and Future Threat</p> <p style="text-align: center;">Glenn, J. H. (1985). Nuclear Proliferation: The Current and Future Threat. <i>Issues in Science and Technology, 1(2), 28-38.</i></p> |
| Week 14 | | |

| | | |
|--|---|--|
| | | |
| Week 15 | Policy and Diplomacy | |
| Week 16 | <ul style="list-style-type: none"> • Diplomatic Strategies: Negotiation and diplomacy in nuclear policy. • Case Studies: Successful and unsuccessful diplomatic efforts. • Future Directions: Prospects for global nuclear governance and disarmament. <p>Week 9: Ethical and Legal Perspectives</p> <ul style="list-style-type: none"> • Ethical Considerations: Moral implications of nuclear weapons and their use. • Legal Frameworks: International law and the role of treaties and agreements. • Public Perception and Advocacy: Influencing policy and public opinion. | <p>Iran's Nuclear Diplomacy: Power politics and conflict resolution Kaussler, B. (2013). <i>Iran's Nuclear Diplomacy: Power politics and conflict resolution</i>. Routledge.</p> |
| Textbooks and Reading Material | | |
| <p>The Spread of Nuclear Weapons: A Debate Renewed" by George Perkovich and James M. Acton Perkovich, G., & Acton, J. M. (Eds.). (2010). <i>The spread of nuclear weapons: A debate renewed</i> (2nd ed.). Carnegie Endowment for International Peace.</p> <p>The Nuclear Nonproliferation Treaty: The First 40 Years" edited by William C. Potter and Gaukhar Mukhatzhanova Potter, W. C., & Mukhatzhanova, G. (Eds.). (2010). <i>The nuclear nonproliferation treaty: The first 40 years</i>. Routledge.</p> | | |
| Teaching Learning Strategies | | |
| <ol style="list-style-type: none"> 1. Relevant material will be provided beforehand to the class both in printed and electronic form to match with the course contents designed 2. Reciprocal teaching method can be implemented to allow students a chance to speak their mind and discuss their problems 3. Brainstorming sessions will be encouraged with instructional scaffolding to allow students to develop their intellectual capabilities before being introduced to technical subjects | | |

4. Didactic questioning by the instructor will be a viable teaching tool to initiate small group discussions in a think-pair-share collaborative teaching environment.
5. Individual presentations may also be assigned to exclusively focus on students with learning difficulties or exceptional students with a potential to offer more to the class environment.

Assignments: Types and Number with Calendar

1. Week Four: Student report submission for previous lectures taught
2. Week Six-Eight: Surprise Quiz or Show-and-Tell Presentation on topics covered
3. Week Eleven: Research Report post-Midterms
4. Week Fifteen: Grouped presentations of Poster Competition on topics assigned

Assessment

| Sr. No. | Elements | Weightage | Details |
|---------|----------------------|-----------|--|
| 1. | Midterm Assessment | 35% | Written Assessment at the mid-point of the semester. |
| 2. | Formative Assessment | 25% | Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc. |
| 3. | Final Assessment | 40% | Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc. |