

## Strategy and Arms Control INTA 4016/8803

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Spring 2024  
Habersham G17  
OH: M 1400-1530

This course is about strategy and arms control. In addition to covering the basic concepts of strategy, including the relationship between military objectives and politics, it will also cover the logic and dynamics of arms control. We will explore how fundamental concepts apply in various domains such as space and explore how emerging and disruptive technologies affect arms control and strategy. Students will examine the theoretical underpinnings of major policy debates concerning these issues.

This course will consist of in-person meetings, virtual classes if the situation necessitates, and recorded lectures. For in-class sessions, we will follow Georgia Tech health guidance. Please contact the instructor if health and religious reasons require you to be absent from class.

The course will be largely discussion-based. Everyone is expected to contribute. All assignments, homework, and exams will be assigned and submitted digitally. Please make sure you have access to a camera, microphone, and reliable internet connection in case the course goes on-line. If/when classes are virtual, the expectation is that cameras should be turned on unless notified otherwise.

Updated announcements will be posted in CANVAS Announcements throughout the semester.

### **Grades and course composition.**

*Class Participation:* 20% of Final Grade.

Students are expected to complete required course material prior to class and be prepared to discuss them. Asynchronous discussions/quizzes are also part of the participation grade. I have included a number of videos and podcasts as part of the required and supplemental materials for the course.

*Simulation:* 10% of Final Grade.

Details for this game will be explained throughout the semester. It is scheduled to take place in class during the last two weeks of class. The grade will be based on individual performance, group performance, and a few short deliverables which may overlap with previous work done throughout the course.

*One-Page Policy Memos:* 20% of Final Grade. Four worth 5% each.

You will write a 250-500 word, one page policy memo due at the start of class the day it is due (see Canvas and the schedule below). The policy memo, which is more like a reflection, should provide your analysis of the issue based on the readings and lecture for that week. Most weeks you will receive some type of prompt or question. Policy memos are graded on substance and clarity. You need to demonstrate your understanding of particular issue or subject as it relates to the readings and provide evidence for your argument. In other words, you need to show me that

you've read and digested the material. Because this is a short assignment, you will need to be brief and to the point. Choose a style of that you think would be the most effective way to get your point across (headings, subheading, bullet points). You may need to provide your interpretation of the question or state your assumptions if it's relevant. Sources (primarily the assigned readings) should be referenced and properly cited. Think about this in terms of writing a formal email to a supervisor. Do not leave this assignment to the last minute. Grammar, spelling, etc. does count.

#### *Group presentation and write up (20%)*

You will choose a week to present and lead discussion based on the class readings. You will have a written deliverable. Details to follow.

#### *Final Paper: 30%* (includes a 3-5 minute presentation, 1/6 of the final grade or 5% of your final grade)

The final research paper should be 10 pages (2,500-5,000 words). Graduate students should double this word and page count. You can choose any topic you like including what we cover in class. You will need to have this topic fully approved by me before March 1<sup>st</sup>. Please submit this in writing so I have record. Failure to get the proper approval by this date will result in a 5% reduction in your final grade per week. If you need change topics once you start writing, we can discuss.

The paper will identify a policy research question and provide background information on this issue. It should make references to the policy goals and key policy challenges. Depending on the subject, you may want to outline the stakeholders and any technological challenges. One of the important points is make sure you keep the "so what" question for international affairs in mind. The paper should use evidence and analysis to support your argument and conclude with policy recommendation. The paper will also include an executive summary (250-500). This will be graded separate as 25% of this grade or 5% of your total grade for the course. You can assume a high level government official who may not be familiar with the specifics may read this version of your deliverable.

#### **Learning outcomes:**

Student will demonstrate proficiency in the process of articulating and organizing rhetorical arguments in written, oral, visual, and nonverbal modes, using concrete support and conventional language. Student will demonstrate the ability to describe the social, political, and economic forces that influence social behavior. Student will demonstrate the ability to describe the social, political, and economic forces that influence the global system.

INTA specific learning outcomes are as follows:

- *Problem Solving in International Affairs.* Students will be able to use their knowledge of international affairs in a practical problem-solving way to address issues of immediate international concern. Includes knowledge of key issues, familiarity with methods to assess solutions, data-gathering research skills through which to put different methods into place.
- *Scientific analysis of international politics.* Students will be proficient in basic mathematical skills and be able to formulate problems in international affairs

mathematically if appropriate. Use software, process and analyze information, quantitative and qualitative methods.

- *Effective communication skills.* Students will be able to express their arguments clearly and effectively both in written reports and in their research and oral presentations.
- *Teamworking skills.* Students will be able to work in small groups in a way that demonstrates respect for their colleagues and efficiency in working collaboratively towards projects and goals.

### **Plagiarism & Academic Integrity**

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. All students enrolled at Georgia Tech, and all its campuses, are to perform their academic work according to standards set by faculty members, departments, schools and colleges of the university; and cheating and plagiarism constitute fraudulent misrepresentation for which no credit can be given and for which appropriate sanctions are warranted and will be applied. For information on Georgia Tech's Academic Honor Code, please visit <http://www.catalog.gatech.edu/policies/honor-code/> or Academic Honor Code.

Any student suspected of cheating or plagiarizing on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations. Students are prohibited from submitting written work generated by artificial intelligence tools like ChatGPT. Asking ChatGPT to write a response for you is plagiarism for the simple reason that you did not write the answer or the essay. Furthermore, ChatGPT generates a written response using the writing of others without any credit or citations of the authors or websites.

### **Accommodations for Students with Disabilities**

If you are a student with learning needs that require special accommodation, contact the Office of Disability Services at (404) 894-2563 or <http://disabilityservices.gatech.edu/>, as soon as possible, to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

### **Course material and required reading:**

The modules include most, if not all of your course material. I have also created a youtube channel which you can easily find some of the required and supplemental course material. The following books can be found on line through the library but you may want to purchase some of them.

Lawrence Freedman, *Strategy* (Oxford: Oxford University Press, 2013).

Colin S. Gray, *Modern Strategy* (Oxford University Press, 1999)

Thomas Schelling, *Arms and Influence* (Yale University Press, 1966)

John Klein, *Understanding Space Strategy* (Routledge, 2016)

### **Schedule (subject to change)**

**January 8: Introduction.**

**January 10: Origins of Strategy; Origins of Arms Control**

Freedman, *Strategy*, Chapters 1-5.

“A Long History Behind Arms Control,” Brookings Institution (2013). See link to video in Canvas

**January 15:** No Class. MLK Jr. Holiday

**January 17: What is Strategy?**

Freedman, *Strategy*, Chapters 6-7.

Colin Gray, “The Dimensions of Strategy,” *Modern Strategy*, 16-47

Watch *On Deterrence* (Sandia National Laboratory)

Gray, “Strategy, Politics, Ethics,” *Modern Strategy*, 48-68.

Gray, “Why Strategy is Difficult”, Chapter 3 in *Strategy* (Routledge, 2014)

Recommended:

Read over Clausewitz Books 1&2.

Gray “The Strategist’s Toolkit: The Legacy of Clausewitz”

Betts, R. K. (2000). “Is Strategy an Illusion?” *International Security* 25(2), 5-50. (skim only)

**January 22: Grand Strategy? (Presentation)**

Richard Betts, “The Grandiosity of Grandstrategy,” *The Washington Quarterly* (December 2019)

Hal Brands, “Barak Obama and the Dilemmas of American Grand Strategy,” *The Washington Quarterly* 39:4 (Winter 2017), p.101-125.

Drezner, D. W., Krebs, R. R., & Schweller, R. (2020). The End of Grand Strategy: America Must Think Small. *Foreign Affairs*, 99(3), 107-117.

**January 24 : What is Arms Control?**

Jennifer L. Erickson, “Arms Control” in Alexandra Gheciu, and William C. Wohlforth (eds), *The Oxford Handbook of International Security*, Pages 399–414

Morton H. Halperin and Thomas C. Schelling, [\*Strategy and Arms Control\*](#) (New York: Twentieth Century Fund, 1961), p. 1-39 (GT Library)

Maurer, John D. "The Purposes of Arms Control (November 2018)." *Texas National Security Review* (2018).

Recommended:

Schelling, Thomas C. 2005. Reciprocal measures for arms stabilization. *Daedalus* 134(4): 101-117.

**January 29: What Arms Control isn’t? (Memo 1 due)**

Colin Gray, “Arms Control Does not Control Arms” *Orbis* 37:3 (Summer 1993), 333-348

Marc Trachtenberg, “The Past and Future of Arms Control,” *Daedalus* 120:1 (1991)

Chris Ford, “The politics of arms control: a discussion with Assistant Secretary Christopher Ford,” IISS 2021 (podcast. **First 20min.** Canvas)

**January 31: Strategic Interaction, Deterrence and Coercion (Presentation)**

Kissinger on Nuclear Deterrence. See video in Canvas.

CSIS-PONI, Deterrence 101:

- Module 1 - Foundations of Deterrence; Module 2 – Theories of Nuclear Use; Module 3 - Strategic Stability, Escalation, and Crisis Management. See Module.

Schelling, *Arms and Influence*, Chapter 1-2

Freedman, *Strategy*, Chapters 11&13

**February 5: Strategic Culture: A debate. (Presentation)**

Reflection: What is strategic culture and why does it matter for strategy and AC?

Colin Gray, “Strategic Culture,” 129-150

Elizabeth Kier, “Culture and Military Doctrine: France between the Wars,” *International Security*, vol. 19, no. 4, Spring 1995: 65–93

Video: JSOU Forum May 2021 Panel 7: Strategic Culture: Avoiding Mirror Imaging

Recommended (8803):

Alastair Iain Johnston, “Thinking about Strategic Culture” *International Security*, Volume 19, Number 4, Spring 1995, pp. 32-64.

**February 7: Guest Lecture. Adm Sandy Winnefeld. (Strategy and Arms Control)**

- TBA
- “U.S. Strategic Nuclear Policy, An Oral History, Part 1&2” Sandia National Laboratory (see Canvas for link to video)

**February 12: Strategic Stability (Presentation)**

Schelling, *Arms & Influence*, 234-264.

Chris Ford, “Anything but simple: Arms Control and Strategic Stability”

Christopher F. Chyba; New Technologies & Strategic Stability. *Daedalus* 2020; 149 (2): 150–170. doi: [https://doi.org/10.1162/daed\\_a\\_01795](https://doi.org/10.1162/daed_a_01795)

**February 14: Arms Control and International Politics (Memo 2)**

Robert Jervis, Arms Control, Stability, and Causes of War, Vol. 108, No. 2 (Summer, 1993), pp. 239-253

Timothy W. Crawford, Khang X. Vu; Arms Control as Wedge Strategy: How Arms Limitation Deals Divide Alliances. *International Security* 2021; 46 (2): 91–129

Linton F. Brooks; The End of Arms Control?. *Daedalus* 2020; 149 (2): 84–100. doi: [https://doi.org/10.1162/daed\\_a\\_01791](https://doi.org/10.1162/daed_a_01791)

Recommended:

Andrew J. Coe and Jane Vaynman. “Why Arms Control Is So Rare? ” *American Political Science Review* 114.2 (2020), pp. 342–355. (skim for argument

### **February 19: Deep Dive: Overview of Arms Control Treaties (Presentation)**

### **February 21: Emerging Technology, Strategy, and Arms Control (Memo 3)**

Vaynman, Better Monitoring and Better Spying: The Implications of Emerging Technology for Arms Control

Gamberini, Sarah Jacobs, and Lawrence Rubin. "Quantum Sensing's Potential Impacts on Strategic Deterrence and Modern Warfare." *Orbis* 65.2 (2021): 354-368.

### **February 26: Emerging Technology Strategy, Arms Control: AI and Cyberspace (Presentation)**

- TBA

### **February 28: Drones. Strategy and Arms Control? (Presentation)**

- TBA

### **March 4: Space Strategy**

John Klein, *Understanding Space Strategy*, 1-48

Borowitz, M. J., Rubin, L., & Stewart, B. (2020). National Security Implications of Emerging Satellite Technologies. *Orbis*, 64(4), 515–527

**Recommended:**

Moltz, James Clay. "The Changing Dynamics of Twenty-First-Century Space Power." *Journal of Strategic Security* 12, no. 1 (2019): 15-43.

### **March 6: Space and Arms Control (Presentation)**

John J. Klein, *Understanding Space Strategy*, Chapter 5 and 224-226 (arms control section)  
Overview of Outerspace Treaty (1967)

### **March 11: Space Arms Control: ASAT (Memo 4)**

Aaron Bateman (2022) Mutually assured surveillance at risk: Antisatellite weapons and cold war arms control, *Journal of Strategic Studies*, 45:1

Audrey M. Schaffer, “The Role of Space Norms in Protection and Defense,” *Joint Force Quarterly* 87:4 2017, 88-92

Ben Baseley-Walker and Brian Weeden, “Verification in space: theories, realities and possibilities,” UNIDIR 3, Disarmament Forum, p. 39-50  
<https://www.unidir.org/files/publications/pdfs/arms-control-verification-en-320.pdf>

James Lewis, “Emerging Technologies and Next Generation Arms Control,”  
<https://www.csis.org/analysis/emerging-technologies-and-next-generation-arms-control>

Jeff Foust, “U.S. Dismisses Space Weapons Treaty Proposal As ‘Fundamentally Flawed,’”  
<https://spacenews.com/41842us-dismisses-space-weapons-treaty-proposal-as-fundamentally-flawed/>

Christopher A. Ford, “Arms Control in Outer Space: History and Prospects,” *Arms Control and International Security Papers* (ACIS) 1:12, July 20, 2020, 1-10

Colin Gray, “*Space Arms Control: A. Skeptical View*,” *Air University Review* 37, no. 1 (November–December 1985), pp. 73–86

Johnson-Freese, J., & Burbach, D. (2019). The outer space treaty and the weaponization of space. *Bulletin of the Atomic Scientists*, 75(4), 137–141.

**March 13: Guest Lecture. “The INF” Dr. Robert Bell, Distinguished Professor of Practice (Memo 7)**

**March 18: Spring Break**

**March 20: Spring Break**

**March 25: DPRK (Presentation)**

**March 27: Simulation**

**April 1: Simulation**

**April 3: No class.**

**April 8: Iran (Presentation)**

**April 15: Student Presentations on final papers.**

**April 17: Student Presentations on final papers.**

**April 22: Papers due. No class.**

**Final Assignment due April 29.**