

Frederick S. Pardee School of Global Studies, Boston University

# International Nuclear Politics

**IR315/ PO358/ HI335**

Tuesdays & Thursdays, 12:30 PM–1:45 PM in EPC 205

Professor Jayita Sarkar  
she/her/hers

Office: 154 Bay State Road, #201

Email: [jsarkar@bu.edu](mailto:jsarkar@bu.edu)

Office hours: Mondays, Tuesdays & Thursdays, 2:15-3:15 PM

Appointment mandatory to confirm meeting: <https://jsarkar.youcanbook.me>

**This is a screen down class. No laptops, tablets, cellphones are allowed.**

*Contact Prof. Sarkar with BU accommodation letter, if you need a screen during class.*

## Course Description

What are the causes and consequences of nuclear weapons and their related technologies? How are nuclear technologies, equipment and materials managed at the international, regional, and national levels? What is the 'global atomic marketplace' and how can it be controlled to contain proliferation threats? What are the tools of nonproliferation and counterproliferation that have been historically adopted by the United States and its allies? What policy lessons can be derived from those past policies? How has radioactive poisoning from nuclear tests, nuclear facilities and accidents affected lives, and how have effective has mitigation been? These are some of the questions that this course will examine. No background in nuclear issues is required for taking this course. This course satisfies *Historical Consciousness*, *Social Inquiry I*, and *Writing-Intensive Course*.

Pre-requisite: First-Year Writing Seminar — WR 100 or WR 120.

## Study Tracks

Foreign Policy & Security

International Systems & World Order

## Course Hub Outcomes

Historical Consciousness

Social Inquiry I

Writing-Intensive Course

## Course Learning Objectives

By the end of this course, students will have achieved the following course learning outcomes:

- Demonstrate a strong basis of knowledge of the politics, history and technologies surrounding nuclear weapons and nuclear energy.
- Demonstrate an understanding of dominant explanations for nuclear proliferation, nonproliferation, nuclear trade, and nuclear latency.
- Demonstrate the ability to do historical research and analysis, including the use of primary sources.

- Develop the ability to effectively collaborate within and across teams with a problem-solving approach to contemporary security problems

### **ACADEMIC HONESTY STATEMENT**

Students are responsible for understanding and following the provisions of the CAS Academic Conduct Code and Policies. Copies of the code are available here:

- <http://www.bu.edu/academics/policies/academic-conduct-code/>

Cases of misconduct must be reported to the Dean's office. All class members are expected to maintain the highest standards of academic honesty and integrity. You are expected to provide citations in papers for all quotations, paraphrases, and ideas taken from any source other than your own original thoughts. Boston University has very strict standards for intellectual integrity, and punishment for plagiarism is severe, and can include permanent expulsion from the university.

### **Instructional Format, Course Pedagogy, & Approach to Learning**

This is a lecture course organized around required weekly readings. Students are expected to come prepared with the required readings, and participate in class discussions. The instructor will lecture for half of the duration of each session. The other half is kept for class discussions. Occasionally, the instructor will circulate primary source material (i.e. declassified government document) relevant to the course content, and the students will examine this material during the session, and engage in class discussion.

### **Books & Courseware**

There are no required textbooks for this course. There are required readings that will be made available to the students through Blackboard and course reserves at BU's Mugar Library. Below is a list of movies/documentaries that students are required to watch as part of this course:

1. The Day After Trinity, 1980
2. Hiroshima, 2005
3. Fail-Safe, 1964
4. Dr. Strangelove, 1964
5. Chernobyl, HBO Series, 2019
6. Command & Control, 2016
7. Silkwood, 1983
8. Israel's Secret Weapon, 2003
9. The Vow from Hiroshima, 2021

### **Assignments**

**1. Policy Memo (15+20=35 points):** Students are required to write a policy memo in which they will (a) identify a contemporary policy problem relevant to international nuclear politics, (b) identify appropriate government agencies or ministries (of any country with adequate justification), (c) offer a minimum of 3 and a maximum of 5 policy options, (d) identify one best option and provide a data-driven justification for it, and (e) offer contingency plans. The policy memo will be addressed to a top policymaker, and will be written keeping in mind official etiquette and political and socioeconomic realities in mind. This assignment is broken down into two steps in order to help students to obtain feedback on their writing and analysis. All students will have a strict word limit for the policy memo of 2500 words.

**a. Draft Memo (15 points):** Students will submit a draft memo by email during Week 5, which should be at least 70% complete. The policy scenario, main policy options and the data must be clearly identified. Students will receive feedback and guidance from the instructor on the memo at this stage. Students are required to meet me during office hours at this stage to obtain and discuss feedback.

**b. Final Memo (20 points):** Students will submit the final policy memo during Week 9. No resubmission is permitted beyond this point.

**2. Movie Response Essay (15 points):** Students will write one movie analysis essay of 1000-1200 words analyzing two movies. A detailed handout will be provided with instructions.

**3. Op-Eds (15+15=30 points):** Each student will write two op-eds of approximately 750 to 1000 words each on a contemporary policy question relevant to national and/or international nuclear politics. Writing op-eds is an important way to influence public opinion in contemporary world. It is an important skill that combines complex knowledge with the ability to lucidly draw in an informed but non-expert audience, and make an evidence-based compelling argument. Op-ed guidelines will be circulated in class.

**4. Class Participation (20 points):** Regular attendance in class is mandatory but merely showing up to class will not suffice. In order to do well, do your readings prior to class, ask clarifying questions in and outside of class, and contribute to in-class discussions of the course content during class. Throughout the semester, student teams will make presentation on a chosen academic assigned reading (required or optional) for 10 minutes, which will be followed by a 5-minute Q&A by the entire class. Presentation (10%) and participation in Q&A, and regular attendance and in-class discussions (10%) will account for the 20%. Students will be briefed on how to read effectively through handouts like Patrick Rael's 'Predatory Reading'.

**Extra Credit Opportunities (up to 5 points, to be added to class participation):**  
Nov. 16 essay on BBC documentaries

### Grading Criteria & Scale

Explanation of grades and GPA at Boston University can be found by following this link: <https://www.bu.edu/reg/academics/grades-gpa/>

Attendance and Team Present	20% (10+10)	A	93 - 100
Movie Analysis	15%	A-	90-92
Policy Memo	35% (15+20)	B+	87-89
Op-Ed	30% (15+15)	B	83-86
		B-	80-82
		C+	77-79
		C	73-76

## CLASS POLICIES

### 1) Course members' responsibilities

- Students are expected to be punctual in class. Late arrivals will affect individual class participation grade.
- The instructor will respond to emails within 24 hours of receiving them, except on weekends. If the student is dissatisfied with their grade, please wait 48 hours from receiving the grade, and then meet the instructor.

### 2) Attendance & Absences

Students' attendance in this class is mandatory. If a student cannot attend a session, they must email the instructor in advance in order to excuse themselves. Any more than two absences during the semester will result in a deduction in the participation grade by one letter grade. Students who must be absent from class for religious observance must notify the instructor as early as possible.

### 3) Assignment Completion & Making Up

All assignments must be submitted on Blackboard as a 'Turnitin' assignment by midnight (Eastern Standard Time) on the day it is due. Late work without adequate justification will be penalized by one letter grade for that assignment. Students who will miss examinations for unforeseen factors or factors beyond their control must contact me with adequate justification as early as possible so that makeup assignments can be scheduled.

## STATEMENT ON ACCESSIBILITY

BU is committed to providing equal access to our coursework and programs to all students. In order to be sure that accommodations can be made in time for all exams and assignments, please plan to turn in your accommodations letter as soon as possible and no later than 14 days from the first exam/assignment. After you turn in your letter, please meet with the instructor to discuss the plan for accommodations so we can be sure that they are adequate and you are supported in your learning. If you have further questions or need additional support, please contact the Office of Disability Services ([access@bu.edu](mailto:access@bu.edu)).

## CAMPUS RESOURCES FOR STUDENTS IN DISTRESS

Please make use of BU resources to support yourself, friends and classmates when in distress: [http://www.bu.edu/helpinfo/pdf/10102\\_SHS.pdf](http://www.bu.edu/helpinfo/pdf/10102_SHS.pdf)

## CAREERS IN THE NUCLEAR FIELD

I will be frequently posting advertisements for internships and jobs on Blackboard. If you are interested in a particular job in a government agency, think tank, nonprofit, or university, feel free to reach out to me. I enjoy mentoring future nuclear wonks! Keep an eye out for opportunities at the Carnegie Endowment's Nuclear Policy Program, Stimson Center's South Asia Program, Harvard's Project on Managing the Atom, Wilson Center's Nuclear Proliferation International History Project, CSIS PONI, IGCC at UC San Diego, US Department of Energy, UN Office on Disarmament Affairs, and the national weapons laboratories, like Los Alamos, Livermore and Sandia, among others.

## DETAILS OF CLASS MEETINGS

### PART I: Politics, History, & Technologies

#### WEEK 1

##### Sep. 2:

*What are weapons of mass destruction? How are nuclear weapons different? Are they different?*

#### Managing Weapons of Mass Destruction

- No readings. The instructor will lecture. Slides will be posted on Blackboard after lecture.

#### WEEK 2

##### Sep. 7

*What was the Manhattan Project? Why was it important?*

#### The Manhattan Project

- Pre-World War II to the Manhattan Project
  - Podcast: Direct Current, US Department of Energy S2E2, The Manhattan Project, Part I (entire episode)  
<https://www.energy.gov/podcasts/direct-current-energygov-podcast/s2-e2-manhattan-project-part-1>
  - Movie: The Day After Trinity (1980)

##### Sep. 9

*Why were nuclear weapons used against Japan? Who supported and who opposed that? Why?*

#### Atomic Bombings of Japan

- Podcast: Direct Current, US Department of Energy
  - S2E3, The Manhattan Project, Part II (until 19:33)  
<https://www.energy.gov/podcasts/direct-current-energygov-podcast/s2-e3-manhattan-project-part-2>
- Hachiya, Michiko. *Hiroshima Diary: The Journal of a Japanese Physician, August 6-September 30, 1945* (Chapel Hill, University of North Carolina, 1955, 1995), August 6, 1945. 1-9.
- Wellerstein, Alex. "Nagasaki: The Last Bomb," *New Yorker*, 7 August 2015.
- Documentary: "The Effects of the Atomic Bomb on Hiroshima and Nagasaki," 1946, <https://www.youtube.com/watch?v=QUvM2uQR1cA>
  - Context of documentary: [https://www.vice.com/en\\_us/article/aee7jj/the-documentary-about-hiroshima-and-nagasaki-the-u-s-didn-t-want-us-to-see](https://www.vice.com/en_us/article/aee7jj/the-documentary-about-hiroshima-and-nagasaki-the-u-s-didn-t-want-us-to-see)
- Optional Movie: Hiroshima, 2005

#### WEEK 3

##### Sep. 14: Nuclear Weapons & Anti-Racism

#### Dr. Aditi Verma (Harvard) & Dr. Katlyn Turner (MIT), Zoom

*Why are nuclear weapons called the ultimate weapon? What did it mean for the Cold War? Does that resonate with you in today's world? What about the human costs of nuclear weapons?*

- Katlyn M. Turner, Lauren J. Borja, Denia Djokić, Madicken Munk, Aditi Verma, "A call for antiracist action and accountability in the US nuclear community," *Bulletin of the Atomic Scientists*, 24 August 2020, <https://thebulletin.org/2020/08/a-call-for-antiracist-action-and-accountability-in-the-us-nuclear-community/>
- Adams, Lilly, "The human cost of nuclear weapons is not only a "feminine" concern," <https://thebulletin.org/2019/11/the-human-cost-of-nuclear-weapons-is-not-only-a-feminine-concern/>

## Sep. 16

*How do nuclear weapons work? What are proliferation pathways and why?*

### How do Nuclear Weapons Work?

- Fissile Materials & Significant Quantity  
Key Nuclear Explosive Materials by Institute for Science & International Security:  
[http://www.isis-online.org/publications/fmct/primer/Section\\_1.html](http://www.isis-online.org/publications/fmct/primer/Section_1.html)
- Nuclear 101: How do Nuclear Weapons Work? Part 1/2 by Matthew Bunn
  - <https://www.youtube.com/watch?v=zVhQObxb1Mc>
- Nuclear 101: How do Nuclear Weapons Work? Part 2/2 by Matthew Bunn
  - <https://www.youtube.com/watch?v=MnW7DxsJtb0>

*\*Op-Ed, Movie Analysis, Policy memo instructions discussed*

*\*\* Sign-up sheet for team presentations circulated*

## WEEK 4

### Sep. 21

*What does the US public think about the use of US nuclear weapons against its enemies abroad? Are nuclear targeting principles of the US military ethically sound?*

### U.S. Nuclear Targeting & U.S. Nuclear Weapons Use Today

- Sagan, Scott D. and Benjamin A. Valentino. "Revisiting Hiroshima in Iran: What Americans Really Think About Using Nuclear Weapons and Killing Noncombatants." *International Security* 42, no. 1 (Summer 2017): 41-79.
- Lewis, Jeffrey G. and Scott Sagan. "The Nuclear Necessity Principle: Making U.S. Targeting Policy Conform with Ethics & the Laws of War." *Daedalus* 145, no. 4 (Fall 2016): 62- 74.
- Movie: Command & Control, 2016

### Sep. 23

*How does the acquisition of nuclear weapons affect foreign policies of countries?*

*What do the most recent US nuclear posture reviews look like? Why?*

### The Utility of Nuclear Weapons in Foreign Policies of Countries

- Bell, Mark "Beyond Emboldenment: How Acquiring Nuclear Weapons Can Change Foreign Policy." *International Security* 40, no. 1 (Summer 2015): 87-119.
- Arms Race: Dr. Seuss, "The Butter Battle Book" (Random House, NY, 1984)  
<https://www.youtube.com/watch?v=qYQiyMcsf9c>
- U.S. Nuclear Posture Reviews
  - Executive summaries of NPR 2010 & 2018

## WEEK 5

### Sep. 28

*What are the three models of the bomb? Do those models still work? What are the supply and demand side challenges to proliferation?*

### Demand & Supply Sides of Proliferation

- Sagan, Scott D. "Why Do States Build Nuclear Weapons?: Three Models in Search of a Bomb." *International Security* 21, no. 3 (1996-1997): 54 - 86.

- Miller, Nicholas L. "Why Nuclear Energy Programs Rarely Lead to Proliferation." *International Security* 42, no. 2 (Fall 2017): 40-77.

*\*Op-Ed #1 due by midnight as Turnitin Assignment*

### Sep. 30 – Nuclear Weapons & International Law

**Expert Visitor: Dr. Mary X. Mitchell, University of Toronto, Zoom**

*How has the ICJ responded to nuclear weapons? What is the relationship between nuclear testing, sovereignty, and environmental law?*

- Ranganathan, Surabhi. "Nuclear Weapons and the Court," *American Journal of International Law* Vol. 111 (2017): 88-95.
- Mitchell, Mary X. "Offshoring American Environmental Law: Land, Culture, and Marshall Islanders' Struggles for Self-Determination During the 1970s," *Environmental History* 22 (2017): 209–234.

## WEEK 6

### Oct. 5

*What was 'Atoms for Peace'? What effects did it have for proliferation and nonproliferation? Why?*

#### Atoms for Peace

- President Eisenhower's Speech at UN General Assembly, 8 Dec. 1953.
- Drogan, Mara. "The Nuclear Imperative: Atoms for Peace and the Development of U.S. Policy on Exporting Nuclear Power, 1953-1955," *Diplomatic History* Vol. 40, No. 5 (2016): 948- 974.

### Oct. 7

*What is the relationship between US grand strategy? Do you agree with Gavin? Why/ why not?*

#### Nonproliferation & US Grand Strategy

- Gavin, Francis J. "Strategies of Inhibition: U.S. Grand Strategy, the Nuclear Revolution, and Nonproliferation." *International Security* 40, no. 1 (Summer 2015): 9- 46.

## WEEK 7

### Oct. 14 – Decolonization & Nuclear Weapons

**Expert Visitor: Austin Cooper, University of Pennsylvania, Zoom**

- Cooper, Austin. "French report grapples with nuclear fallout from Algerian War," *Bulletin of the Atomic Scientists*, 4 March 2021.
- Roxane Panchasi, "No Hiroshima in Africa': The Algerian War and the Question of French Nuclear Tests in the Sahara," *History of the Present* Vol. 9, No. 1 (Spring 2019): 84-112.
- Toxique (2021), podcast on book: <https://spia.princeton.edu/news/toxique-aftermath-french-nuclear-testing-south-pacific> [ <https://moruroa-files.org/en/investigation/moruroa-files> ]

## WEEK 8

Oct. 19

*What is the role of technology in nonproliferation? What are the limitations? What is the role of the United States as a nuclear supplier? How has that changed?*

### Nonproliferation through Assistance

- Krige, John and Jayita Sarkar. "U.S. Technological Collaboration for Nonproliferation: Key Evidence from the Cold War," *Nonproliferation Review*, 25, no. 3-4 (2018).
- Sarkar, J. "The Economic Strategies of U.S. Nonproliferation Policy during the Nixon-Ford Years," *Journal of Global Security Studies*, Vol. 6, No. 1 (March 2021): 1-6.

Oct. 21

*What is nuclear reversal? Why does it matter?*

### Nuclear Reversal/Denuclearization

- Levite, Ariel. "Never Say Never Again: Nuclear Reversal Revisited." *International Security* 27, no. 3 (2002/03): 59-88.

## WEEK 9

Oct. 26

### Global Nonproliferation Regime: NPT & TPNW

*What are the NPT and TPNW? What is the significance of each treaty?*

- Text of the Treaty on Nuclear Nonproliferation, 1968.  
<http://www.un.org/en/conf/npt/2005/npttreaty.html>
- Treaty on the Prohibition of Nuclear Weapons, 2017.  
<https://d3n8a8pro7vbmxc.cloudfront.net/tectodevms/pages/2417/attachments/original/1571248124/TPNW-English1.pdf?1571248124>
- Movie: The Vow from Hiroshima, 2021

*\*Draft Policy Memo due by midnight as Turnitin Assignment*

Oct. 28

### Global Nonproliferation Regime: IAEA & NSG

*What are the IAEA and the NSG? What is the global atomic marketplace? How can we tackle the private sector to prevent illicit trade and smuggling?*

- Burr, William. "A Scheme of 'Control': The United States and the Origins of the Nuclear Suppliers' Group, 1974–1976." *The International History Review* 36, no. 2 (2014): 252-76.
- Stewart, Ian J. . "Antiproliferation: Tackling Proliferation by Engaging the Private Sector." *Project on Managing the Atom Discussion Paper* (November 2012).  
<http://www.belfercenter.org/sites/default/files/files/publication/Antiproliferation-Layout-final.pdf>  
[p. 1-17]

## WEEK 10



Nov. 2

### Climate Change & Nuclear Energy

*What are the stakes in promoting nuclear energy as the “carbon free” answer to climate change?*

- Socolow, Robert H. & Alexander Glaser. “Balancing Risk: Nuclear Energy & Climate Change,” *Daedalus*, vol. 1 (Fall 2009): 31-44.
- Goldemberg, Jose. “Nuclear Energy in Developing Countries,” *Daedalus*, vol. 1 (Fall 2009): 71-80.
- Krzyzaniak, John and Nicholas R. Brown. “Fact-check: Five claims about thorium made by Andrew Yang,” *The Bulletin of the Atomic Scientists*, 18 December 2019.

## PART II: Case Studies

Nov. 4

### Crisis Case #1: 1962 Cuban Missile Crisis

*What factors caused the Cuban Missile Crisis? Can there be lessons?*

- Cohen, Eliot A. (Winter 1985/6). "Why We Should Stop Studying the Cuban Missile Crisis." *The National Interest* (2): 3-13.
- Movies: *Dr. Strangelove* (1964) & *Fail-Safe* (1964)

## WEEK 11

Nov. 9

*What are the challenges to learning from military nuclear crises with a small N problem?*

### Crisis Case #2: 1983 Able Archer

- Jones, Nate and J. Peter Scoblic. “The Week the World Almost Ended,” *Slate*, Apr. 2017: <https://slate.com/news-and-politics/2017/06/able-archer-almost-started-a-nuclear-war-with-russia-in-1983.html>

### Crisis Case #3: 1969 Sino-Soviet border conflict

- “Soviet Denies Plan to Attack China, Calls Assertion by Haldeman A Lie,” *The New York Times*, 18 February 1978, <https://www.nytimes.com/1978/02/18/archives/soviet-denies-plan-to-attack-china-calls-assertion-by-haldeman-a.html>

*\*Movie Analysis due by midnight as Turnitin Assignment*

Nov.11:

### Country Case #1: ISRAEL

#### Proliferation [dd/ss], Nonproliferation, Counterproliferation

*How did Israel acquire their nuclear weapons? What factors aided on the demand and supply sides of their proliferation process? What is their relationship with the global nonproliferation?*

- Rabinowitz, Or. *Bargaining on Nuclear Tests : Washington and Its Cold War Deals*. First Edition. ed. Oxford, United Kingdom: Oxford University Press, 2014.
  - Chapter 5: Israel
- “Blast from the Past,” *Foreign Policy*, 22 Sep. 2019: <https://foreignpolicy.com/2019/09/22/blast-from-the-past-vela-satellite-israel-nuclear-double-flash-1979-ptbt-south-atlantic-south-africa/>

## WEEK 12

### Nov. 16: no class

- Movie: Israel's Secret Weapon, 2003 & Project 706, 1980
  - <https://www.youtube.com/watch?v=ckPmAqG8Zyo>
  - <https://www.youtube.com/watch?v=mu99D4l6ja0>
- Watch the two BBC documentaries and write a 750-word report on lessons for proliferation and nonproliferation from Israeli and Pakistan cases. Extra credit 3 points.

### Nov. 18

#### Country Case #2 & 3: INDIA & PAKISTAN

*How did India and Pakistan acquire their nuclear weapons? What factors aided on the demand and supply sides of their proliferation process? What was the A.Q. Khan network and what is its significance today?*

- Sumit Ganguly. 1999. "India's Pathway to Pokhran II: The Prospects and Sources of New Delhi's Nuclear Weapons Program." *International Security* Vol. 23 No. 4, 148-177.
- Khan, Feroz Hassan. *Eating Grass: The Making of the Pakistani Bomb*. Stanford, CA: Stanford University Press, 2013.
  - Chapter 7: Mastery of Uranium Enrichment
  - Chapter 8: Procurement Network in the Grey Market

## WEEK 13

### Nov. 23

#### Country Cases #4 & 5: NORTH KOREA & IRAN

*What is the origin story of Iran's nuclear program? What is the future of the Iran nuclear deal? What lessons can be derived from Iran's nuclear program?*

*What are the key factors that are behind the persistence of the North Korean nuclear problem? What is alliance decoupling? What is its significance in NE Asia?*

- Sagan, Scott D. "The Korean Missile Crisis," *Foreign Affairs* (Nov. -Dec. 2017): <https://www.foreignaffairs.com/articles/north-korea/2017-09-10/korean-missile-crisis>
- Lewis, Jeffrey. "Imagining Nuclear War with North Korea," *The Economist*, Aug. 9, 2018.
- NYT- Ed Board on Iran, 2021: <https://www.nytimes.com/2021/04/23/opinion/iran-nuclear-deal.html>

*\* Final Policy Memo due by midnight as Turnitin Assignment*

## WEEK 14

### Nov. 30

#### Radiation Poisoning. Country Case #6: SOUTH AFRICA. KAZAKHSTAN

*How does the invisibility of radiation affect the politics surrounding it? What is the significance of nuclear sites in South Africa?*

*What is radiophobia? What is its significance in the Soviet and US context?*

- Hecht, Gabrielle. "The Work of Invisibility: Radiation Hazards and Occupational Health in South African Uranium Production," *International Labor and Working Class History* 81 (Spring 2012): 94-113.
- Stawkowski, Magdalena. "Radiophobia Had to Be Reinvented." *Culture, Theory and Critique*. 58, no. 4 (2017):357-374.
- *Nuclear Sites Case Study*. South Africa–Vaalputs. Sophia Poteet (Pardee '22)

Dec. 2

**Cases. NEW MEXICO. NAVAJO NATION**

**Cristina Morrison (BU Pardee '22, Former Nuclear Sites Research Intern)**

*What is the significance of nuclear sites in New Mexico, Navajo Nation, and Marshall Islands?*

- *Nuclear Sites Case Study*. New Mexico. Cristina Morrison (Pardee '22)
- Sarkar, Jayita & Caitlin Meyer, "Radiation Illnesses & COVID-19 in the Navajo Nation," *Bulletin of the Atomic Scientists*, 3 Feb. 2021, <https://thebulletin.org/2021/02/radiation-illnesses-and-covid-19-in-the-navajo-nation/>
- Movie: *Silkwood* (1983)

**WEEK 15**

Dec. 7

**Chernobyl**

*What happened in Chernobyl? What is the significance of nuclear accidents for public health and safety?*

- Brown, Kate. "Five Myths about Chernobyl," *Washington Post*, 5 June 2019. [https://www.washingtonpost.com/outlook/five-myths/five-myths-about-chernobyl/2019/07/05/34eb2506-9214-11e9-aadb-74e6b2b46f6a\\_story.html](https://www.washingtonpost.com/outlook/five-myths/five-myths-about-chernobyl/2019/07/05/34eb2506-9214-11e9-aadb-74e6b2b46f6a_story.html)
- Hecht, Gabrielle, "Does Chernobyl Still Matter?," *Public Books*, 22 November 2019. <https://www.publicbooks.org/does-chernobyl-still-matter/>
- Gessen, Masha. "What HBO's Chernobyl Got Right, What It Got Terribly Wrong," *New Yorker*, 4 June 2019. <https://www.newyorker.com/news/our-columnists/what-bbos-chernobyl-got-right-and-what-it-got-terribly-wrong>
- Movie: *Chernobyl*, Season 1, HBO Series

**Dec. 9.** No Class. Use this time to polish your op-ed #2.

*\*Op-Ed #2 due by midnight as Turnitin Assignment*