

Technology and War

CAS IR 552

Fall 2025

Class Hours: Wednesdays, 6:30-9:15 pm

Classroom: 152 Bay State Rd, IRC 220

Instructor: Professor Sanne Cornelia J. Verschuren

Email: sversch@bu.edu

Office Hours: Mondays 2:30-4:00 pm and Wednesdays 1:30-3:00 pm

Office Hours Sign-Up Sheet: <https://calendly.com/sversch/officehours>

Office: 152 Bay State Road, Room 225

Course Description

Countries around the world are increasingly investing in their military arsenals. This includes the development of the next generation of traditional military weaponry like aircraft carriers and fighter jets, serious investments in cutting-edge technology such as missile defenses and drones, and the exploration of emerging fields of warfighting, including artificial intelligence and cyber security. With the military technology landscape rapidly changing, we can ask ourselves the following questions: Why do countries invest in their military arsenals? How do they make choices between different types of military technologies? Are there trends to be identified across the development of states' tools of warfare? How do countries use their military arsenals? What kind of limits have countries imposed on the development of their military arsenals? Have those limits been effective?

This course is centered around the life cycle of technology—from the development to the use, and to the disregard of the tools of warfighting. In the first module of the course, we examine the drivers behind the development of the tools of warfare. The second module, meanwhile, revolves around the use of technologies in warfare. The final module of the course features the political, strategic, legal, and ethical dynamics behind arms control. Each module will be illustrated through a range of case studies, including drones, missile defense, space weapons, and military applications of artificial intelligence.

This course aims to enhance your knowledge about weapons procurement, the proliferation of the tools of warfare, and practices of arms control, as well as to provide you with the necessary theoretical tools to better understand contemporary events relating to these issues. In doing so, this course will build upon core concepts within international relations, such as assumptions about the international system, theories of war and peace, and the tools that states have to address insecurity within the international system. It is therefore recommended that you have previously taken a class in international relations or international security. Beyond theory, this course aims to familiarize you with primary source material, such as legal texts, archival material, and audiovisual material.

Recommended (but not mandatory) Pre-requisite: Prior coursework in international relations or international security that helped you to familiarize yourself with key concepts within IR.

Short Course Description: How do countries make choices between military technologies? How do they use them? What about emerging technologies? In this course, we examine the drivers behind countries' development of military technologies, how they operationalize them, and why they sometimes restrict them.

Learning Goals

By the end of this course, you will be able to:

1. Summarize the historical and contemporary perspectives of key issues related to the development, use, and limits of states' military arsenals.
2. Identify key political, social, legal, and cultural factors contributing to the development of states' military arsenals and limits thereof.
3. Understand and reflect upon the origins, theories, and practices behind military build-ups, military uses as well as arms control.
4. Apply critical thought and creativity to these problems by exploring different strands of the academic and policy-relevant literature, as well as by using and assessing primary source materials.
5. Generate a relevant "political science"-type argument, both in oral and written format.
6. Develop your own research paper, related to the topic of the seminar.

BU Hub Learning Outcomes

This course satisfies two BU HUB Learning outcomes.

Scientific and Social Inquiry: Social Inquiry II

- Through this content of this course, students will learn to use their knowledge to engage with issues of public policy, such as climate change, inequality, and health, that involve the intersection of perspectives from different disciplines. This would entail an ability to identify the evidentiary basis for scientific claims, the challenges to it, and the connections among the economic, social, and scientific factors that shape the creation and adoption of effective public policy.

Communication: Writing-Intensive

- Through the reading memos and class discussions, students will be able to read and interpret texts, data, and media with understanding, engagement, appreciation, and critical judgment.
- With the help of the scaffolded essay assignment, students will be able to craft responsible, considered, and well-structured writing that is appropriate to genre, intended audience, or rhetorical situation.
- Building on the essay assignment, students will be able to write clearly and coherently in a range of modes and styles, integrating graphic, multimedia, and other elements as appropriate to the genre.

Course Format

This course will mostly involve seminar-style discussions. I will start the class with a brief lecture, providing you with a sense of what is at stake, an overview of the relevant literature, and a brief presentation of the core concepts. However, most of the class will be devoted to small- and large-group discussions about the readings or relevant activities. The goal is to have you embrace a range of theoretical arguments and historical examples, to apply these insights to current strategic discussions, and to prepare you for future scholarly research and policy analysis. Your active participation is thus a crucial part of this seminar. This means that you should come to class prepared to discuss the readings. The readings will be distributed through Perusall.

I have an open-door policy, meaning that you can reach me via email, visit my office during office hours, or set up an appointment for another time. My office hours are Mondays 2:30-4:00 pm and Wednesdays 1:30-3:00 pm (sign up via [Calendly](#)). My office is located in 152 Bay State Road, Room 225. You can ask me questions about the course materials, course requirements, your academic experiences, and your career aspirations. I expect you to meet with me during office hours at least once per semester. You can also always reach out to me via email for questions and comments. In light of research, travel, and other teaching obligations, please allow 24-48 hours for me to respond to your email.

I invite you to bring your experiences and backgrounds into our class discussions. However, you are not expected, nor should you feel pressured to share personal information or to “represent” the perspective of any particular socio-cultural group. While it is important to explore and be aware of the different ways that we individually relate to the course material, my goal is that everyone should feel comfortable speaking about the texts and materials that we will be examining. Our classroom is a space where we can learn from one another, and this happens best when we build a community of compassion, curiosity, and respect together. If you ever feel that the classroom environment is discouraging your participation or is problematic in any way, please contact me.

Assessment & Grading Policy

As part of this course, you will have to complete a number of assignments—each of them aimed at helping you grapple with the complexities of military technology and developing or refining your analytical, writing, and presentation skills. These assignments consist of (1) active participation in class, (2) response memos, (3) two reversed classroom exercises, (4) a group presentation, and (5) a research paper. If you have any questions about these assignments, please do not hesitate to ask them in class or to reach out to me about them.

Active Participation in Class (15 percent of your overall grade)

As this course centrally features seminar-style discussions, your **active participation** is key. Your participation will be graded. Students’ participation grade has three components: (1) **attendance of the classes**; (2) **participation and interventions in the class discussions**; and (3) **the quality of the comments/questions on the course’s discussion board**.

For the latter part of the participation grade, you are expected to **post at least one comment or question for each reading** on Perusall **prior to** the start of the class.

If you cannot attend class due to medical, family/personal, or religious exceptions, please reach out to me with the required documentation **in advance of the class that you cannot attend**. For additional details, see: <https://www.bu.edu/academics/policies/attendance/> and <https://www.bu.edu/academics/policies/absence-for-religious-reasons/>.

Response Memos (15 percent of your overall grade)

This is a reading-intensive course. To really delve into the world of technology, I have assigned cutting-edge research by leading scholars in the field. In some cases, I opted for a shorter or more accessible format of such cutting-edge research pieces, like an op-ed or a video. You can expect between 100-120 pages of reading per class. This will be challenging. To help you with the reading, we will go over good reading practices during our first session. If you are interested in finding out more about one of the topics that we cover in class, please reach out. I have plenty more readings to recommend.

To aid you with the readings, you are expected to complete **two response memos** over the course of the semester. You can sign up for a session [here](#). Please do so by September 5th.

In these response memos, you should start with a central issue that, in your opinion, ties the assigned readings for that week together. Please briefly describe the central issue in one paragraph. Then, you will write two to three paragraphs about each of the readings, specifically summarizing the main argument and identifying a couple of praises for and shortcomings of the reading. In the final few paragraphs, you contrast the readings with each other, as well as explain how they relate to the central theme that you identified. Each paper should be **1200 words**. Reading memos should be uploaded to Blackboard **prior to the session**. You will receive written feedback.

The reading memos will be assessed on your ability to identify a common theme across the readings, the quality of your summaries of each reading and its potential limitations, as well as your writing style.

Reverse Classroom Exercise I – Readings (5 percent of your overall grade)

During session 5, there will be a first reversed classroom exercise. Students will sign up to discuss one of the **readings**. You can sign up [here](#). During the presentation of the reading, you will lead the class discussion about the reading, steer your fellow students to understand and critically assess the reading, and provide a contemporary application/example of the material covered in the reading.

To present the reading, you can opt to use the blackboard, powerpoint, or any other visual aid that you deem helpful. Each presenting team has **25 minutes** to take their fellow students through the reading.

Grades will be based on your understanding of the reading, your ability to convey the content of the reading to your fellow students, and the quality of your application/example.

Reverse Classroom Exercise II – Treaties (5 percent of your overall grade)

During session 12, there will be a second reversed classroom exercise. Students will sign up for one of the **arms control treaties**. You can sign up [here](#). Each group of students will write a **factsheet (1-2 pages)** and upload it to this [Google Drive link](#). Your factsheet should address the following items: What were the driving forces behind the treaty? Who were the main parties involved? How was the treaty negotiated? What were the main obstacles in negotiating the treaty? What were the successes and failures of the treaty? Students will **briefly present their factsheet during class (2-3 minutes)**. There is no need to use presentation tools.

Grades will be based on your assessment of the treaty, as well as the quality of your factsheet and brief presentation.

Group Presentation (15 percent of your overall grade)

Students will give a **presentation about a technology** that will set the stage for further discussion during the session. You can sign up for one of the presentations via [this link](#). Your presentation should last **15 minutes**. Your presentation should address the following items: What are the basic technical aspects behind the technology? Which states or non-state actors possess or are developing the technology? What are the implications of the technology for international security? Presentations should be uploaded on Blackboard on **Monday (midnight) before class**.

Grades will be based on the content of your presentation (ability to address the items), the sources that you use (please include a bibliography slide at the end of your slide deck), and your presentation style (timing, quality of the slides, and speaking skills).

Research Paper (45 percent of your overall grade)

Throughout the semester, you will work on a research paper. For this paper, you should choose a topic of interest, which is related to the course. Your research paper should be **5000 words, including footnotes/endnotes and bibliography**. To help you write this research paper, we will proceed in multiple steps:

- **Research Session** (Wednesday September 25th): During session 4, we will set some time aside to discuss some tips for writing a research paper.
- **Research Proposal** (Wednesday October 9th): By session 6, you will need to complete a research proposal. Please write two to three paragraphs, stating your proposed research question, explaining why you chose that research question, and providing some information about how you will be addressing that research question (potential case studies, for example). Please bring a copy of your proposal to class. We will briefly talk through them in class.
- **Research Paper Presentations** (Wednesday November 6th): During class, you will give a ten-minute presentation about your research paper. You will present your revised research question, your motivation for choosing the question, a brief overview of the relevant literature, an overview of your research design (case studies, for example), and a summary of any findings that you already have. Please use a presentation tool, like PowerPoint. You will receive feedback from your peers and the instructor.

- **Research Paper Outline** (Sunday November 24th): In week 12, you will need to submit a detailed research outline (3-4 pages). The key here is that you provide a well-developed argument that answers your research question. Your research outline should also include an overview of the relevant literature, your research design, and a preliminary overview of your evidence. The outline can be written in bullet points. We will discuss your research outline during office hours.
- **Submission Research Paper** (Friday December 13th): After reading week, you will submit the final version of your research paper. You will receive written feedback.

The final essay is due on **Friday December 13th at midnight**. Your essay must be uploaded on Blackboard.

Your essay will be assessed on the quality of your argument/thesis, the evidence/examples that you use, the way that you embed your argument within the scholarly literature, the structure of your essay, the quality of the sources that you are using, and your writing style.

Grade Distribution

The breakdown of your grades is as follows:

Active Participation	15%
Response Memos	15%
Reverse Classroom I – Readings	5%
Reverse Classroom II – Treaties	5%
Group Presentation	15%
Final Essay	45%

Work will be graded on the following scale:

- 90%-100%: A- and up = Extraordinary work and excellent understanding of concepts
- 80%-89%: B- and up = Good work and solid command of concepts
- 70%-79%: C- and up = Adequate work and sufficient understanding of concepts
- 60%-69%: D and up = Poor work and little understanding of concepts
- 0%-59%: F = Lack of work and no understanding of concepts

Guidelines for Written Assignments

Electronic copies of written assignments (PDF only) should be submitted on Blackboard by the deadline. Please ensure that your work in typeset according to the following guidelines:

- **PDF only (!)**
- Times New Roman font (12 point)
- Double spaced
- 1-inch margins on all sides
- Numbered pages
- Date of the Assignment
- Don't forget to add your name to the document!

Late Assignments

An assignment will be considered late if it is turned in a day after it is due. **A late assignment will be penalized 2% of its final grade per day that it is late.**

Please contact me **prior** to the deadline, if you encounter a medical, family or personal emergency and need an extension. Extension requests made after the deadline will be declined.

Academic Integrity

All members of the University are expected to maintain the highest standards of academic honesty and integrity, and the CAS [Academic Conduct Code](#) will be strictly enforced. The online environment does not change your responsibility to follow the Academic Conduct Code. The work you submit must be your own, with clear and accurate citations for the source of any quotations, data, or ideas.

Plagiarism and cheating are serious offenses and will be punished in accordance with BU's [Academic Conduct Code](#).

Inclusive Learning Environment

In this class, we will work together to develop a learning community that is inclusive and respectful. Our diversity may be reflected by differences in race, culture, age, religion, sexual orientation, socioeconomic background, and myriad other social identities and life experiences. The goal of inclusiveness, in a diverse community, encourages and appreciates expressions of different ideas, opinions, and beliefs, so that conversations and interactions that could potentially be divisive turn instead into opportunities for intellectual and personal enrichment. A dedication to inclusiveness requires respecting what others say, their right to say it, and the thoughtful consideration of others' communication. Both speaking up and listening are valuable tools for furthering thoughtful, enlightening dialogue. Respecting one another's individual differences is critical in transforming a collection of diverse individuals into an inclusive, collaborative, and excellent learning community. Our core commitment shapes our core expectation for behavior inside and outside of the classroom.

A critical part of building a learning environment that is inclusive of sexual orientation and gender identity is asking and correctly using someone's name and pronouns. You can add your pronouns in Blackboard at the beginning of the term so that we can refer to you using the correct pronouns. If your pronoun set is not available in Blackboard, please let me know so that I can use the correct pronouns. Preferred names and pronouns may change during the term, so feel free at any point to let me know that you would like to be addressed differently. As a community, we will strive to address each other with the names and pronouns identified in Blackboard. If we make mistakes or are corrected, we will briefly apologize and correct ourselves.

Accessibility

Boston University is committed to providing equal access to our coursework and programs to all students, including those with disabilities. 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 to me as soon as possible after the first class, but no later than 14 days prior to the midterm. After you turn in your letter, please meet with me to discuss the plan for accommodations so we can be sure that they are adequate and that you are supported in your learning. If you have further questions or need additional support, please contact the [Office of Disability Services](#).

BU Resources for Students

BU offers a variety of resources to support you in your learning. Please find a non-exhaustive list of these resources below. If you have any questions, please do not hesitate to contact me.

- BU Research Guides: <https://library.bu.edu/guides/>
- BU Libraries – Ask a Librarian: <https://askalibrarian.bu.edu>
- The CAS Writing Center: <https://www.bu.edu/writingprogram/the-writing-center/>
- BU Diversity & Inclusion: <https://www.bu.edu/diversity/resources/student-resources/>
- BU Mental Health Resources: <https://www.bu.edu/shs/behavioral-medicine/behavioral-resources/>
- BU Educational Resource Center: <https://www.bu.edu/erc/resource-guide/>
- Pardee Writing Tutoring Program: <https://www.bu.edu/pardeeschool/pardee-school-writing-tutors>

Resources on International Security

For analyses of latest issues and developments:

- Arms Control Association
- Arms Control Wonk
- Bulletin of the Atomic Scientists
- Carnegie Endowment for International Peace
- Center for Nonproliferation Studies
- Center for Strategic and International Studies
- Comprehensive Test Ban Treaty Organization
- Council on Foreign Relations
- Federation of American Scientists
- Henry L. Stimson Center
- International Atomic Energy Agency
- International Institute for Strategic Studies
- Lawfare
- Nuclear Suppliers Group

- Partnership for Global Security Nuclear News
- Political Violence at a Glance
- Proliferation News
- The Stanton Foundation
- Stockholm International Peace Research Institute
- Union of Concerned Scientists
- War on the Rocks

Other useful sources:

- Federation of American Scientists Nuclear Notebook: contains details of all the nuclear programs of the world.
- Nuclear Threat Initiative: contains many resources and data on nuclear, biological, radiological, and cyber-nuclear threats.
- Bulletin of the Atomic Scientists: articles and analysis of current and past nuclear issues.
- Harvard Project on Cold War Studies: contains links to declassified documents in many international archives.
- Cold War International History Project: contains documents and reports on various historical events from the Cold War.
- National Security Archive, an independent, non-governmental organization that files Freedom of Information Act requests and publishes online documents related to the Cold War.
- Office of the Historian, U.S. Department of State publishes Foreign Relations of the United States series.

Course Schedule

SESSION 1 – Wednesday September 4th: What is technological change?

- Michael C. Horowitz and Shira Pindyck. 2023. “What is a Military Innovation and Why it Matters.” In *Journal of Strategic Studies* 46(1): pp. 85-114.
- J Andrés Gannon. 2023. “Planes, Trains, and Armored Mobiles: Introducing a Dataset of the Global Distribution of Military Capabilities.” In *International Studies Quarterly* 67(4): pp. 1-12.

MODULE 1: The Development of Military Technology

SESSION 2 – Wednesday September 11th: Why does military technology change?

- Fiona S. Cunningham. 2022. “Strategic Substitution: China’s Search for Coercive Leverage in the Information Age.” In *International Security* 47(1): pp. 46-92.
- Andrea Gilli and Mauro Gilli. 2016. “The Diffusion of Drone Warfare? Industrial, Organizational, and Infrastructural Constraints.” In *Security Studies* 25(1): pp. 50-84.
- Lisel Hintz and David E. Banks. 2022. “Symbolic Amplification and Suboptimal Weapons Procurement: Explaining Turkey’s S-400 Program.” In *Security Studies* 31(5): pp. 826-856.
- Donald Rumsfeld. 2000. “Summary of Ballistic Missile Defense Task Force.” Library of Congress. Rumsfeld Papers. Box II: 174.
- Joseph R. Biden. 2000. “The Biden Letters.” Clinton Presidential Archives. Accessed Online.
- Technology Case: Missile Defense

SESSION 3 – Wednesday September 18th: Who initiates technological change?

- Benjamin M. Jensen. 2018. “The Role of Ideas in Defense Planning: Revisiting the Revolution in Military Affairs.” In *Defence Studies* 18(3): pp. 302-317.
- Nina Kollars. “War’s Horizon: Soldier-Led Adaptation in Iraq and Vietnam.” In *Journal of Strategic Studies* 38(4): 529-553.
- Benjamin O. Fordham. 2019. “The Domestic Politics of World Power: Explaining Debates over the United States Battleship Fleet, 1890–91.” In *International Organization*. 73(2): pp. 435-468.
- Donald MacKenzie. 1990. *Inventing Accuracy: A Historical Sociology of Nuclear Missile Guidance*. The MIT Press: Cambridge. pp. 1-27.
- Audrey K. Cronin. 2023. “Open Source Technology and Public-Private Innovation are the Key to Ukraine’s Strategic Resilience.” In *War on The Rocks*:
<https://warontherocks.com/2023/08/open-source-technology-and-public-private-innovation-are-the-key-to-ukraines-strategic-resilience/>.
- Technology Case: U.S. Space Force

SESSION 4 – Wednesday September 25th: How does technological change happen?

- Stephen P. Rosen. 1991. *Winning the Next War: Innovation and the Modern Military*. Cornell University Press: Ithaca, USA, pp. 1-53.
- Matthew Evangelista. 1988. *Innovation and the Arms Race: How the United States and Soviet Union Develop Military Technologies*. Cornell University Press: Ithaca, USA, pp. 50-83.
- Elke Schwarz. 2015 “From blitzkrieg to Blitzscaling: Assessing the Impact of Venture Capital Dynamics on Military Norms.” In *Finance and Society* pp. 1-24.
- “Can Europe Fund its Defense Ambitions.” *NPR Podcast*:
<https://www.npr.org/2024/03/18/1197963085/can-europe-fund-its-defense-ambitions>.
- Technology Case: Precision-Guided Munitions

SESSION 5 – Wednesday October 2nd: Does technological change improve military power?

(!) Reversed Classroom Exercise I

- Kendrick Kuo. 2022. “Dangerous Changes: When Military Innovation Harms Combat Effectiveness.” In *International Security* 47(2): pp. 48-87.
- Lennart Maschmeyer. 2021. “The Subversive Trilemma: Why Cyber Operations Fall Short of Expectations.” In *International Security* 46(2): 51-90.
- Shira Eini Pindyck. 2022. “Are Gender Inclusive Militaries Better at Integrating Disruptive Technologies?” In *IGCC*: <https://ucigcc.org/wp-content/uploads/2022/05/Gender-Inclusive-Militaries-Pindyck-5.6.22.pdf>.
- Julia Macdonald and Jacquelyn Schneider. 2017. “Why Troops Don’t Trust Drones: The “Warm Fuzzy” Problem.” In *Foreign Affairs*:
<https://www.foreignaffairs.com/articles/united-states/2017-12-20/why-troops-dont-trust-drones>.
- Erik Lin-Greenberg. 2020. “Allies and Artificial Intelligence: Obstacles to Operations and Decision-Making.” In *Texas National Security Review* 3(2): pp. 56-76.

MODULE 2 – The Use of Military Technology

SESSION 6 – Wednesday October 9th: How do military technologies shape the onset and escalation of conflict?

- Neil C. Renc. 2022. “Superweapons and The Myth of Technological Peace.” In *European Journal of International Relations* 29(1): pp. 129-152.
- Caitlin Talmadge. 2019. “Emerging Technology and Intra-war Escalation Risks: Evidence from the Cold War, Implications for Today.” In *Journal of Strategic Studies* 42(6): pp. 864-877.
- Jelena Vivic and Rupal H. Mehta. 2022. “Why Russian Cyber Dogs Have Mostly Failed to Bark.” In *War on the Rocks*: <https://warontherocks.com/2022/03/why-cyber-dogs-have-mostly-failed-to-bark/>.
- Erik Lin-Greenberg. 2022. “Wargame of Drones: Remotely Piloted Aircraft and Crisis Escalation.” In *Journal of Conflict Resolution* 66(10): pp. 1737-1765.
- Technology Case: Cyber Weapons

SESSION 7 – Wednesday October 16th: How do military technologies change the conduct of conflict?

- Hugh Gusterson. 2014. “Towards an Anthropology of Drones: Remaking Space, Time, and Valor in Combat.” In Matthew Evangelista and Henry Sue (eds.) *The American Way of Bombing: Changing Ethical and Legal Norms, from B-17s to Drones*. Cornell University Press: Ithaca, pp. 191-206.
- Majed Akhter. 2017. “The Proliferation of Peripheries: Militarized Drones and the Reconfiguration of Global Space.” In *Progress in Human Geography* 43(1): pp. 64-80.
- Antonio Calcara, Andrea Gilli, Mauro Gilli, Raffaele Marchetti, Ivan Zaccagnini. 2022. “Why Drones Have Not Revolutionized War: The Enduring Hider-Finder Competition in Air Warfare.” In *International Security* 46(4): pp. 130-171.
- Dominika Kunertova. 2023. “Drones have Boots: Learning from Russia’s War in Ukraine.” In *Contemporary Security Policy* 44(4): pp. 576-591.
- Technology Case: Drones

SESSION 8 – Wednesday October 23rd: How do non-state actors use military technologies?

- Stephen Biddle. 2021. *Nonstate Warfare: The Military Methods of Guerillas, Warlords, and Militias*. Princeton University Press, Princeton: USA, pp. 1-21 and 107-145.
- Costantino Pischetta, Mauro Gilli, and Andrea Gilli. 2025. “Weapons of the Weak: Technological Change, Guerrilla Firepower, and Counterinsurgency Outcomes.” In *Journal of Conflict Resolution* 0(0).
- Michael C. Horowitz. 2010. “Nonstate Actors and the Diffusion of Innovations: The Case of Suicide Terrorism.” In *International Organization* 64(1): pp. 33-64.
- Kerry Chávez and Ori Swed. 2023. “The Empirical Determinants of Violent Nonstate Actor Drone Adoption.” In *Armed Forces & Society*:
https://journals.sagepub.com/doi/full/10.1177/0095327X231164570?casa_token=tvvHO7UkaBsAAAAA%3AZLaxuP6jl5WcLer7BJ46xkPtdd3UyeROr8Jj-wAHLcmmSq6ppqoFop_3CudXTEhXg7Ng2OAO3Ffau.
- Technology Case: Cruise missiles & Ballistic missiles (non-state actors)

SESSION 9 – Wednesday October 30th: Wargame

- No Readings.

SESSION 10 – Wednesday November 6th: Research Paper Presentations

- No Readings.

MODULE 3 – Restraining Military Technology

SESSION 11 – Wednesday November 13th: Why do actors disregard military technologies?

- John D. Maurer. 2018. “The Purposes of Arms Control.” *Texas National Security Review* 2(1): 8-27.
- David Holloway. 2020. “Racing Towards Armageddon? Soviet Views of Strategic Nuclear

War, 1955-1972.” In Michael D. Gordin and G. John Ikenberry. (eds.) *The Age of Hiroshima*. Princeton University Press, pp. 71-88.

- Sarah E. Kreps, Elizabeth N. Saunders, and Kenneth A. Schultz. 2018. “The Ratification Premium: Hawks, Doves, and Arms Control.” In *World Politics*: 70(4):479-514.
- Henrique Gabrino. 2023. “Rebels against Mines? Legitimacy and Restraint on Landmine Use in the Philippines.” In *Security Studies* 32(3): pp. 505-536.

SESSION 12 – Wednesday November 20th: How do actors disregard military technologies?

(!) Reversed Classroom Exercise II

- Rose Gottemoeller. 2020. Negotiating with the Russians: A Personal Perspective. Youtube: <https://www.youtube.com/watch?v=GHjdlodz Mk>.
- Richard Price. 1998. “Reversing the Gun Sights: Transnational Civil Society Targets Land Mines.” In *International Organization* 52(3): pp. 613-644.
- Sarah Kreps, Elizabeth N. Saunders, and Kenneth A. Schultz. 2018. “The Ratification Premium: Hawks, Doves, and Arms Control.” In *World Politics* 70(4): pp. 479-514.

SESSION 13 – Wednesday December 4th: What are the main challenges in the constraint of military technology?

- Jane Vaynman and Tristan A. Volpe. 2023. “Dual Use Deception: How Technology Shapes Cooperation in International Relations.” In *International Organization* 77(3): pp. 599-632.
- Aaron Bateman. 2022. “Mutually Assured Surveillance at Risk: Anti-Satellite Weapons and Cold War Arms Control.” In *Journal of Strategic Studies* 45(1): 119-142.
- Swati Srivastava. 2023. “Algorithmic Governance and the International Politics of Big Tech.” In *Perspectives on Politics* 21(3): pp. 989-1000.
- Benerike Prem. 2022. “Governing through Anticipatory Norms: How UNIDIR Constructs Knowledge about Autonomous Weapons Systems.” In *Global Society* 36(2): pp. 261-280.
- Technology Case: Autonomous Weapons