

PSCI 202
World Politics: An Introduction to International Relations

Williams College
Spring 2019

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Class Meeting Times: Monday/Thursday, 1:10-2:25 p.m.
Classroom: Griffin 7
Office Hours: Thursdays, 9-11 a.m. and by appointment

Course Description

This course is about how international politics fundamentally works. The first section of the class surveys the major theoretical paradigms that scholars have proposed as well as the core conceptual debates in which they are engaged. The questions dealt with during this part of the course are foundational: What are the effects of international anarchy? What causes conflict and cooperation between states in the international system? What role do domestic political systems play in shaping state behavior? Does economic interdependence help prevent interstate conflict? How do ideas and norms come into play? Do leaders and statecraft matter? How significant are international institutions? Do democracies and non-democracies behave differently in terms of how they conduct their foreign affairs? What fundamentally causes great power wars?

The second part of the course deals with “traditional” topics in international relations theory. Specifically, this section of the course examines the issues of morality; humanitarian intervention; the future of great power politics in light of the recent exacerbation of U.S.-Russian tensions and China’s rise; the nuclear revolution and nuclear proliferation; and the rivalry in South Asia between India and Pakistan, as well as its implications for stability in the area more generally. This class will not, however, touch on the Middle East—those interested in that topic are encouraged to take my PSCI 227 class.

The last section of the course focuses on “non-traditional” issues in the field that have grown increasingly important in recent years. It will examine climate change and energy security; cybersecurity; the role of gender in international politics; culture and the effects of transnational migration; and terrorism. The final class of the semester will deal with various arguments about where the international system is headed in the future. By the end of the course, students will not only have gained insight into these specific topics but, more importantly, will have developed an ability to think critically and analytically about the logic and evidence of the varying perspectives that we have discussed.

This is *not* a class about current events. Nevertheless, we will follow the news fairly carefully each class by discussing an important topic or a series of news stories. Students, therefore, are

encouraged to follow the news closely throughout the semester so that they can contribute to these discussions. Nor is this a class about American foreign policy. Naturally, because the United States plays a large role in international affairs, it will be the subject of some discussion, but the focus here is much broader.

Class Requirements and Format

Class Participation

Despite its size, this is *not* a “lecture” course. This class does not work without consistent input from students and regular attendance is therefore a key requirement. Although I will begin most class sessions by providing some background and context related to the day’s topic and readings, class participation is critically important and expected of each and every student. Class discussion is *the heart of this course*—it is during these discussions that we will really wrestle with the fundamental issues at stake. Students should come to class ready to talk, having thought seriously about the major concepts raised in the readings. If you really want to get something out of this course, you must be prepared to think and talk in a serious way. Discussion will allow students to consider the assigned readings analytically in greater depth and provide a forum of debate. I expect students to come to class prepared to discuss the readings, ask questions, and engage with their peers. If you don’t want to participate in class, then this course, frankly, is probably not for you. It is the students, rather than myself, who will be driving the discussion. The basic format for each session will be “Socratic,” meaning I will ask questions and structure the debate to get students to express key ideas and to think analytically. The goal of this method is to teach students *how* to think and argue, rather than *what* to think and argue. Because of its importance, **class participation will account for 20 percent of the final grade.** Students will be graded on both attendance *and* the quality of their preparation.

Two Analytical Essays

Students will also be required to write two analytical papers, six to eight pages in length, each of which will deal with a particular topic we have covered in class. Students will be given a choice of several topics to write about. Students will be evaluated based on the quality of their writing; demonstrated knowledge of the subject material and readings; and, above all, the persuasiveness and clarity of the analytical argument they make. It is much better to write a paper with a bad argument than one with no argument at all. Papers that merely summarize the material we have discussed—even though they may demonstrate that one has carefully done the assigned reading—will not fare as well as papers that incorporate less of the subject matter but take a clear position. The most important thing is for students to *advance a clear, compelling, and analytical argument*. I will go over in class more thoroughly what I am expecting.

The papers will not require any additional research beyond the assigned readings (please see me ahead of time if you are thinking about using any outside sources; in general, I tend to discourage students from doing this). Papers must include references to the readings using properly formatted citations. This can be done either through footnotes or parenthetical notation, and I will go over in class how to do this. There is also an excellent citation guide on the College’s library website. I encourage students to take advantage of the Writing Workshop—a truly wonderful resource—to get feedback on their writing mechanics.

The first paper is due on Thursday, March 14 at 5 p.m. The second paper is due on Monday, April 15 at midnight. We will not meet as a class on either of those days so that you can focus on writing. The papers will each be worth 25 percent of the final grade. Late papers will be penalized a half letter grade per day past the deadline.

Since I am requiring you to write papers, it is only fair that I provide you with extensive and thoughtful comments once I have read them. I urge students to consider my feedback carefully. The goal is to make you all better writers and thinkers. If you have questions about what I have written on your paper, please drop by my office hours to discuss them.

Final Exam

There will also be a final exam, **which will be self-scheduled during finals period. This exam will be worth 30 percent of the final grade.** It will be comprised of identification, short answer, and essay questions. I will go over the format of the test in class when we get closer to the end of the semester.

How to Read and Write for this Course

A key goal of this course is to help students improve their ability to read critically. Everything we will read advances a basic point. While doing the assigned reading, students should ask themselves a series of questions: What is the author's basic argument? What is the logic that supports that argument? Is the evidence that she/he brings to bear compelling? Students who read actively in this way will not only absorb the material more thoroughly, but will also come to class ready to participate with greater confidence. The goal should be to dissect the piece—to understand its logical and empirical weaknesses/strengths and to comprehend its significance in conceptual, historical, and policy terms.

Writing development is also an important objective for this course. The ability to write well is an invaluable skill, one that will benefit students tremendously in the future. The analytical paper must have a clear thesis statement (typically stated at the end of the first paragraph) and the logical and empirical arguments students include in their papers should be geared toward supporting that statement. The introduction should set up the debate and state your argument. Each body paragraph should then have a clear, succinct topic sentence that advances *one* key point. And each substantive point should in turn be supported by concrete evidence. Make sure to read your paper *before* submitting it. I am happy to discuss the structure, logic, and evidence relating to student essays during office hours, but I will not read rough drafts. We will spend a portion of one class going over how to write persuasively, as students have found this very helpful in the past.

Office Hours

Please feel free to send me an email to set up an appointment or simply come by my office on Thursdays between 9 and 11 a.m. I am happy to talk about anything related to the course, to answer any questions you might have, and to discuss how to approach the papers and exams. In my experience, office hours can present an excellent opportunity for students to enhance their comprehension of the concepts we discuss in class and to develop a framework for their papers,

so I encourage everyone who feels they need help—or is simply interested in further discussion of the class material—to set up a meeting.

Academic Integrity and the Honor Code

All submitted work must be your own. **I take plagiarism and cheating extremely seriously and will not hesitate to pursue the maximum penalty allowed by the College in cases where I believe it has taken place.** If you are confused about what might constitute plagiarism or cheating, or have questions about specific aspects of the Honor Code, please feel free to come talk to me or to consult the many resources the College provides to help students in this area. I am always happy to advise students about this issue.

As for student collaboration, my policy is straightforward. There is absolutely nothing wrong with students studying for the exams together or with students exchanging ideas about what they plan to do in their papers. In fact, I welcome that sort of collaboration (incidentally, group discussions of this sort can be especially fruitful during office hours). **However, all written work must be done independently and students must formulate their own arguments in their papers. And, obviously, no sort of collaboration whatsoever is allowed during the exams.**

Issues of Health and Accessibility of Key Resources

Students with disabilities who may need an accommodation can contact Dr. G.L. Wallace at x4672. In addition, students experiencing physical or mental health challenges that is affecting their academic performance can come speak with me or with a dean so that they can be given access to the right resources. The deans can be reached at x4171.

A Note about Classroom Inclusivity

Some of the topics we will study in this class are controversial. It is only natural that students will disagree with me and with each other about certain concepts and events covered in this course. That is no bad thing—having these debates is vitally important to improving our collective understanding of these issues. So please feel free to express your opinions confidently in this class.

On the other hand, **I will not tolerate students being disrespectful to each other.** Again, debating the issues is both healthy and productive. But class can only take place in an environment where everyone feels welcome and able to express themselves.

With that in mind, I want to remind students that the College is committed to embracing diversity of age, background, beliefs, ethnicity, gender, gender identity, gender expression, national origin, religious affiliation, sexual orientation, and other visible and nonvisible categories. If you feel you are not being welcomed in this class or that it suffers from a lack of inclusivity, please come talk to me to share your concerns.

Miscellaneous Items

- There are no assigned books for this class. The readings will all be included in a series of course packets, which students can pick up from the packet room.
- **Some of what we study in this class can be very hard to talk about.** If you find you are having difficulties for this reason, please come speak to me and I'm sure we can work something out.
- **I reserve the right to make changes to the syllabus** during the semester if I think it will benefit the class.

Course Schedule

Wednesday, January 30: Introduction to the Course (no reading)

Monday, February 4: International Anarchy and the Realist Paradigm (71 pages)

Francis J. Gavin, "It's Never Been a Better Time to Study IR," *Foreign Policy*, February 20, 2018.

John J. Mearsheimer, *The Tragedy of Great Power Politics* (New York: W.W. Norton, 2001), pp. 29-54.

Marc Trachtenberg, "The Question of Realism: A Historian's View," *Security Studies*, Vol. 13, No. 1 (Fall 2003), pp. 156-194.

Thursday, February 7: Liberalism and Democratic Peace Theory (70 pages)

Michael Doyle, "Kant, Liberal Legacies, and Foreign Affairs," *Philosophy and Public Affairs*, Vol. 12, No. 4 (Summer 1983), pp. 205-235.

John M. Owen, "How Liberalism Produces the Democratic Peace," *International Security*, Vol. 19, No. 2 (Fall 1994), pp. 87-125.

Monday, February 11: Liberalism and Economic Interdependence (79 pages)

Thomas L. Friedman, "Foreign Affairs Big Mac I," *New York Times*, December 8, 1996.

Azar Gat, "The Democratic Peace Theory Reframed: The Impact of Modernity," *World Politics*, Vol. 58, No. 1 (October 2005), pp. 73-100.

Erik Gartzke and Yonatan Lupu, "Trading on Preconceptions: Why World War I Was Not a Failure of Economic Interdependence," *International Security*, Vol. 36, No. 2 (Spring 2012), pp. 115-150.

Peter Beinart, "An Illusion for Our Time: The False Promise of Globalization," *The New Republic*, October 20, 1997.

Clyde Prestowitz, "Does Globalization Mean War?" *Foreign Policy*, December 2, 2013.

Thursday, February 14: Social Constructivism (57 pages)

Alexander Wendt, "Anarchy is What States Make of It: The Social Construction of Power Politics," *International Organization*, Vol. 46, No. 2 (Spring 1992), pp. 391-425.

Brent J. Steel, "Ontological Security and the Power of Self-Identity: British Neutrality and the American Civil War," *Review of International Studies*, Vol. 31, No. 3 (July 2005), pp. 519-540.

Monday, February 18: The Role of Leaders and Statecraft (77 pages)

Robert Jervis, "Do Leaders Matter and How Would We Know?" *Security Studies*, Vol. 22, No. 2 (April/June 2013), pp. 153-179.

Daniel L. Byman and Kenneth N. Pollack, "Let Us Now Praise Great Men: Bringing the Statesman Back In," *International Security*, Vol. 25, No. 4 (Spring 2001), pp. 107-146.

James K. Galbraith, "Kennedy, Vietnam, and Iraq," *Salon*, November 22, 2003.

Steve Kornacki, "Why President Gore Might Have Gone into Iraq after 9/11, Too," *Salon*, August 30, 2011.

Thursday, February 21: International Institutions (81 pages)

John J. Mearsheimer, "The False Promise of International Institutions," *International Security*, Vol. 19, No. 3 (Winter 1994-1995), pp. 5-49.

G. John Ikenberry, "Institutions, Strategic Restraint, and the Persistence of American Postwar Order," *International Security*, Vol. 23, No. 3 (Winter 1998-1999), pp. 43-78.

Monday, February 25: Domestic Politics and Regime Type I (52 pages)

James D. Fearon, "Domestic Political Audiences and the Escalation of International Disputes," *American Political Science Review*, Vol. 88, No. 3 (September 1994), pp. 577-592.

Elizabeth N. Saunders, "War and the Inner Circle: Democratic Elites and the Politics of Using Force," *Security Studies*, Vol. 24, No. 3 (July/September 2015), pp. 466-501.

Thursday, February 28: Domestic Politics and Regime Type II (56 pages)

Dan Reiter and Allan C. Stam III, "Democracy, War Initiation, and Victory," *American Political*

Science Review, Vol. 92, No. 2 (June 1998), pp. 377-389.

Michael C. Desch, "Democracy and Victory: Why Regime Type Hardly Matters," *International Security*, Vol. 27, No. 2 (Fall 2002), pp. 5-47.

Monday, March 4: Causes of Great Power Wars (96 pages)

Dale C. Copeland, *The Origins of Major War* (Ithaca, NY: Cornell University Press, 2000), pp. 56-78.

Eckart Kehr, "Anglophobia and Weltpolitik," in Eckart Kehr and Gordon Craig, eds., *Economic Interest, Militarism, and Foreign Policy* (Berkeley, CA: University of California Press, 1977), pp. 22-49.

Nina Tannenwald, "Stigmatizing the Bomb: Origins of the Nuclear Taboo," *International Security*, Vol. 29, No. 4 (Spring 2005), pp. 5-49.

Thursday, March 7: Morality and International Politics (65 pages)

Michael C. Desch, "It Is Kind to Be Cruel: The Humanity of American Realism," *Review of International Studies*, Vol. 29, No. 3 (July 2003), pp. 415-426.

W. Todd Groce, "Rethinking Sherman's March," *New York Times*, November 17, 2014.

Jo Becker and Scott Shane, "Secret 'Kill List' Proves a Test of Obama's Principles and Will," *New York Times*, May 29, 2012.

Daniel Byman, "Why Drones Work: The Case for Washington's Weapon of Choice," *Foreign Affairs*, Vol. 92, No. 4 (July/August 2013), pp. 32-43.

Albert M. Calland et al., "Ex-CIA Directors: Interrogations Saved Lives," *Wall Street Journal*, December 10, 2014.

Matt Ford, "Antonin Scalia's Case for Torture," *The Atlantic*, December 13, 2014.

John Yoo, "Dianne Feinstein's Flawed Torture Report," *Los Angeles Times*, December 13, 2014.

Peter Bergen, "Did Torture Help Lead to Bin Laden?" *CNN*, December 10, 2014.

Monday, March 11: Humanitarian Intervention (66 pages)

Samantha Power, *A Problem from Hell: America and the Age of Genocide* (New York: Basic, 2002), pp. 329-389.

Micah Zenko, "The Big Lie About the Libyan War," *Foreign Policy*, March 22, 2016.

Thursday, March 14: NO CLASS—FIRST PAPERS DUE

SPRING BREAK

Monday, April 1: Russia, NATO, and European Security (68 pages)

Mark Kramer, “The Myth of a No-NATO-Enlargement Pledge to Russia,” *The Washington Quarterly*, Vol. 32, No. 2 (April 2009), pp. 39-61.

Joshua R. Itzkowitz Shiffrin, “Deal or No Deal? The End of the Cold War and the U.S. Offer to Limit NATO Expansion,” *International Security*, Vol. 40, No. 4 (Spring 2016), pp. 7-44.

Marc Trachtenberg, “A Double Standard?” *H-Diplo/ISSF*, July 19, 2017.

Thursday, April 4: The Rise of China and Security in East Asia (83 pages)

Elizabeth Economy, “Don’t Break the Engagement,” *Foreign Affairs*, Vol. 83, No. 3 (May/June 2004), pp. 96-109.

John J. Mearsheimer, “Can China Rise Peacefully?” *The National Interest*, October 25, 2014.

John J. Mearsheimer, “Taiwan’s Dire Straits,” *The National Interest*, No. 130 (March/April 2014), pp. 29-39.

Stephen G. Brooks and William C. Wohlforth, “The Once and Future Superpower: Why China Won’t Overtake the United States,” *Foreign Affairs*, Vol. 95, No. 3 (May/June 2016), pp. 91-104.

Monday, April 8: International Politics in the Nuclear Age (70 pages)

Robert Jervis, *The Meaning of the Nuclear Revolution: Statecraft and the Prospect of Armageddon* (Ithaca, NY: Cornell University Press, 1989), pp. 1-45.

Francis J. Gavin, *Nuclear Statecraft: History and Strategy in America’s Atomic Age* (Ithaca, NY: Cornell University Press, 2012), pp. 57-74.

Elbridge Colby, “If You Want Peace, Prepare for Nuclear War: A Strategy for the New Great-Power Rivalry,” *Foreign Affairs*, Vol. 97, No. 6 (November/December 2018), pp. 25-32.

John Mueller, “Nuclear Weapons Don’t Matter: But Nuclear Hysteria Does,” *Foreign Affairs*, Vol. 97, No. 6 (November/December 2018), pp. 10-15.

Thursday, April 11: The Proliferation Debate (64 pages)

Scott D. Sagan and Kenneth N. Waltz, “The Great Debate: Is Nuclear Zero the Best Option?”

The National Interest (September/October 2010), pp. 88-96.

Eric Schlosser, *Command and Control: Nuclear Weapons, the Damascus Accident, and the Illusion of Safety* (New York: Penguin, 2013), pp. 245-249.

Joshua Shiffrin, "Learning to Love Kim's Bomb: The Upside of a Nuclear-Armed North Korea," *Foreign Affairs*, October 3, 2018.

James Van de Velde, "Go Ahead: Let Japan and South Korea Go Nuclear," *The National Interest*, October 1, 2016.

Keir A. Lieber and Daryl G. Press, "The New Era of Counterforce: Technological Change and the Future of Nuclear Deterrence," *International Security*, Vol. 41, No. 4 (Spring 2017), pp. 9-49.

David E. Sanger and William J. Broad, "Trump Vows to Reinvent Missile Defenses, but Offers Incremental Plans," *New York Times*, January 17, 2019.

Monday, April 15: NO CLASS—SECOND PAPERS DUE

Thursday, April 18: South Asian Security (81 pages)

Vipin Narang, "Posturing for Peace? Pakistan's Nuclear Postures and South Asian Stability," *International Security*, Vol. 34, No. 3 (Winter 2009-2010), pp. 38-40, 55-76.

Moeed Yusuf, "How the India-Pakistan Conflict Leaves Great Powers Powerless," *Foreign Policy*, December 10, 2018.

Pamela Constable, "Pakistan Pivots to China Amid Fresh Concerns Over U.S. Ties with India," *Washington Post*, June 30, 2017.

David E. Sanger, "Obama's Worst Pakistan Nightmare," *New York Times*, January 8, 2009.

Jeffrey Goldberg and Marc Ambinder, "The Ally From Hell," *The Atlantic*, December 2011.

Mark Landler, Helene Cooper, and Eric Schmitt, "Taliban Talks Raise Question of What U.S. Withdrawal From Afghanistan Could Mean," *New York Times*, January 28, 2019.

Steve Coll, "We Can't Win in Afghanistan Because We Don't Know Why We're There," *New York Times*, January 26, 2018.

Monday, April 22: Climate Change and the Energy Question (66 pages)

Megan O'Sullivan, *Windfall: How the New Energy Abundance Upends Global Politics and Strengthens America's Power* (New York: Simon and Schuster, 2017), pp. 146-164.

Elizabeth Kolbert, “The Weight of the World,” *The New Yorker*, August 24, 2015.

Somini Sengupta, “The World Needs to Quit Coal. Why Is It So Hard?” *New York Times*, November 24, 2018.

Daniel Yergin, *The Quest: Energy, Security, and the Remaking of the Modern World* (New York: Penguin, 2011), pp. 471-487.

Joshua Busby, “Warming World: Why Climate Change Matters More Than Anything Else,” *Foreign Affairs*, Vol. 97, No. 4 (July/August 2018), pp. 49-55.

Thursday, April 25: Cybersecurity (68 pages)

Richard A. Clarke and Robert K. Knake, *Cyber War: The Next Threat to National Security and What to Do About It* (New York: HarperCollins, 2010), pp. 64-68.

Lucas Kello, “The Meaning of the Cyber Revolution: Perils to Theory and Statecraft,” *International Security*, Vol. 38, No. 2 (Fall 2013), pp. 7-40.

David E. Sanger, *Confront and Conceal: Obama’s Secret Wars and Surprising Use of American Power* (New York: Broadway, 2012), pp. 188-209.

New York Times Graphic of How the Stuxnet Worm Worked

David E. Sanger et al., “In 5G Race With China, U.S. Pushes Allies to Fight Huawei,” *New York Times*, January 26, 2019.

Monday, April 29: Gender and International Politics (77 pages)

Bradley A. Thayer and Valerie M. Hudson, “Sex and the Shaheed: Insights from the Life Sciences on Islamic Suicide Terrorism,” *International Security*, Vol. 34, No. 4 (Spring 2010), pp. 37-62.

Valerie M. Hudson and Andrea den Boer, “Missing Women and Bare Branches: Gender Balance and Conflict,” Environmental Change and Security Program Report, Issue 11 (2005), pp. 20-24.

Valerie M. Hudson and Andrea M. Den Boer “‘Bare Branches’ and Danger in Asia,” *Washington Post*, July 4, 2004.

Didi Kirsten Tatlow, “In China, a Lonely Valentine’s Day for Millions of Men,” *New York Times*, February 14, 2017.

Francis Fukuyama, “Women and the Evolution of World Politics,” *Foreign Affairs*, Vol. 77, No. 5 (September/October 1998), pp. 24-40.

Swanee Hunt, "Let Women Rule," *Foreign Affairs*, Vol. 86, No. 3 (May/June 2007), pp. 109-120.

Bob Dreyfuss, "Obama's Women Advisers Pushed War Against Libya," *The Nation*, March 19, 2011.

Maureen Dowd, "Fight of the Valkyries," *New York Times*, March 22, 2011.

Charli Carpenter, "Flight of the Valkyries? What Gender Does and Doesn't Tell Us About Operation Odyssey Dawn," *Foreign Affairs*, March 28, 2011.

Thursday, May 2: Culture and Transnational Migration (41 pages)

Samuel P. Huntington, "The Clash of Civilizations?" *Foreign Affairs*, Vol. 72, No. 3 (Summer 1993), pp. 22-49.

John B. Judis, "What the Left Misses About Nationalism," *New York Times*, October 15, 2018.

Matthew Goodwin, "Why Immigration Was Key to the Brexit Vote," *Irish Times*, May 5, 2017.

Max Fisher and Katrin Bennhold, "Germany's Europe-Shaking Political Crisis Over Migrants, Explained," *New York Times*, July 3, 2018.

Matt Stephens, Megan Specia, and Patrick Kingsley, "Hillary Clinton Says Europe Must 'Get a Handle' on Migration to Thwart Populism," *New York Times*, November 22, 2018.

Monday, May 6: Terrorism (68 pages)

Rick Gladstone, "Many Ask, Why Not Call Church Shooting Terrorism?" *New York Times*, June 18, 2015.

Robert A. Pape, "The Strategic Logic of Suicide Terrorism," *American Political Science Review*, Vol. 97, No. 3 (August 2003), pp. 343-361.

Max Abrahms, "What Terrorists Really Want: Terrorist Motives and Counterterrorism Strategy," *International Security*, Vol. 32, No. 4 (Spring 2008), pp. 78-105.

Benjamin Bahney and Patrick B. Johnson, "ISIS Could Rise Again: What Its Last Resurrection Says About Its Future in Iraq and Syria," *Foreign Affairs*, December 15, 2017.

Barbara F. Walter, "The Jihadist Threat Won't End With ISIS' Defeat: Why Similar Groups Will Continue to Emerge," *Foreign Affairs*, December 22, 2017.

Robin Wright, "Sixteen Years After 9/11, How Does Terrorism End?" *The New Yorker*, September 10, 2017.

John Mueller, "Is There Still a Terrorist Threat? The Myth of the Omnipresent Enemy," *Foreign Affairs*, Vol. 85, No. 5 (September/October 2006), pp. 2-8.

Thursday, May 9: The Future of World Order (70 pages)

Carl Kaysen, "Is War Obsolete? A Review Essay," *International Security*, Vol. 14, No. 4 (Spring 1990), pp. 42-64.

Eliot A. Cohen, "America's Long Goodbye: The Real Crisis of the Trump Era," *Foreign Affairs*, Vol. 98, No. 1 (January/February 2019), pp. 138-146.

Bret Stephens, "The Rudderless West," *New York Times*, January 17, 2019.

Azar Gat, "The Return of the Authoritarian Great Powers," *Foreign Affairs*, Vol. 86, No. 4 (July/August 2007), pp. 59-69.

Daniel Deudney and G. John Ikenberry, "Liberal World: The Resilient Order," *Foreign Affairs*, Vol. 97, No. 4 (July/August 2018), pp. 16-24.

Graham Allison, "The Myth of the Liberal Order: From Historical Accident to Conventional Wisdom," *Foreign Affairs*, Vol. 97, No. 4 (July/August 2018), pp. 124-133.

Ross Douthat, "The Trump Doctrine," *New York Times*, January 29, 2019.