

PSCI 202
World Politics: An Introduction to International Relations

Williams College
Spring 2020

Professor Galen Jackson

Schapiro 226

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Class Meeting Times: Monday/Thursday, 1:10-2:25 p.m.

Classroom: Griffin 7

Office Hours: Wednesdays, 2-4 p.m. and by appointment

Course Description

This is an introductory course on how international politics fundamentally works. The first section of the class surveys the major theoretical paradigms that scholars have developed. 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? Do democracies and non-democracies behave differently in terms of how they conduct their foreign affairs? What role do domestic political systems play in shaping state behavior? How do ideas and norms come into play? Do leaders and statecraft matter?

The second section of the course focuses on global issues. It will examine questions related to morality in international relations, especially those having to do with the targeting of civilians, the use of drones, and torture; debates over humanitarian intervention; migration and state borders; terrorism; cybersecurity; and the challenges of energy security and climate change.

The final part of the course deals with international security issues. Specifically, this section examines international politics in the nuclear age; nuclear proliferation and disarmament; security in South Asia, especially the India-Pakistan conflict; Russia, NATO, Brexit, and European security; and the implications of the rise of China. This course will not, however, touch on the Middle East—those interested in that topic are encouraged to take my PSCI 227 course. The final class of the semester will deal with various arguments about where the international system is headed. 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 begin 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. Although I will begin most class sessions by providing some background and context related to the day’s topics 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. 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 15 percent of the final grade. Being late to class will negatively impact students’ participation grades.**

Two Analytical Essays

Students will also be required to write two analytical papers, six to eight pages in length, which will deal with particular subjects 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. These papers will *not* require research. They must include references to the readings using properly formatted citations. I will post guides on GLOW that discuss how to approach the papers and how to do citations properly when the deadline for the first paper gets closer.

The first paper is due on **Thursday, March 19 at 11:59 p.m.** The second paper is due on **Monday, April 27 at 11:59 p.m.** **We will not meet as a class on either of those days so that you can focus on writing. Each paper will 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 comments in a timely manner. 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.

Extension Policy

My policy on extensions is very straightforward. Students have a total of **two extension days** during the course of the semester. In other words, students may, without asking for my

permission, turn in either (or both) papers late by a total of two days without receiving a penalty. For example, a student could turn in the first paper on time and the second one two days late. Alternatively, they could turn in each paper one day late without a penalty. **I strongly recommend not using your extension days, especially on the first paper, unless you have a very good reason. I will not grant any additional extensions beyond these two days, so use them wisely.** One additional point of clarification. Students may *not* use “partial” extension days. For example, a student may *not* turn in the first paper twelve hours late and retain the other twelve hours as an extension for the second paper.

Final Exam

There will also be a **self-scheduled final exam worth 35 percent of the final grade.** It will consist of a combination of identification, short answer, and essay questions. I will go over the format of the test in greater detail in class toward the end of the semester. I will also provide study guides to help students prepare.

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 they bring 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. The ability to write well is an invaluable skill, one that will benefit students in the future. The analytical papers must have a clear thesis statement (typically stated at the end of the first paragraph) and the logical/empirical arguments students include in their papers should be geared toward supporting that statement. Likewise, each body paragraph should begin with a clear topic sentence, which is then supported by the analysis provided in the remainder of that paragraph. I am happy to discuss the structure, organization, logic, and evidence relating to student essays during office hours, but I will not read rough drafts. Again, we will discuss this in class in greater detail.

Office Hours

Please feel free to send me an email to set up an appointment or simply come by my office on Wednesdays between 2 and 4 p.m. I am happy to talk about anything related to the course and to try to answer any questions you might have. 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. If you are confused about what might constitute plagiarism or cheating, or have questions about specific aspects of the Honor Code, 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.

On the issue of student collaboration, my policy is straightforward. There is absolutely nothing wrong with students studying for the final exam together or exchanging ideas about what they plan to do in their papers. In fact, I welcome that sort of collaboration. **However, all written work must be done independently and students must formulate their own arguments in their papers. And obviously no sort of collaboration is allowed during the final exam.**

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 talk about 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 class. On the other hand, **I will not tolerate students being disrespectful to each other.** 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 or to a college administrator to share your concerns.

Computer and Phone Policy

In previous years I have allowed students to use their computers to take notes during class. But as the saying goes, one bad apple can spoil the bunch. I have simply seen too many students be distracted by other students' misuse of their computers and phones in class to continue to allow them. However, if you have an accommodation that allows you to use such devices, please bring it to my attention.

A Few Things to Keep in Mind

- 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 my office (Schapiro 226).
- 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 am 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.
- There is **no class on Monday, February 17**.

Course Schedule

Wednesday, February 5: Introduction to the Course (no reading)

Monday, February 10: Realism (65 pages)

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 13: Liberalism (73 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.

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

Sebastian Rosato, "The Flawed Logic of Democratic Peace Theory," *American Political Science Review*, Vol. 97, No. 4 (November 2003), pp. 585-602.

Monday, February 17: NO CLASS

Thursday, February 20: Constructivism (71 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.

Nina Tannenwald, "The Nuclear Taboo: The United States and the Normative Basis of Nuclear Non-Use," *International Organization*, Vol. 53, No. 3 (Summer 1999), pp. 433-468.

Monday, February 24: The Role of Leaders and Statecraft (80 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.

Daniel L. Byman and Kenneth N. Pollack, “Beyond Great Forces: How Individuals Still Shape History,” *Foreign Affairs*, Vol. 98, No. 6 (November/December 2019), pp. 148-160.

Thursday, February 27: Morality I—Targeting Civilians (34 pages)

W. Todd Groce, “Rethinking Sherman’s March,” *New York Times*, November 17, 2014.

Henry L. Stimson, “The Decision to Use the Atomic Bomb,” *Harper’s Magazine*, Vol. 194, No. 1161 (1947), pp. 97-107 (reprinted in *SAIS Review*, Vol. 5, No. 2 [1985], pp. 1-15).

Paul Fussell, “Thank God for the Atom Bomb,” *The New Republic*, August 1981.

Monday, March 2: Morality II—Drones and Torture (62 pages)

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

Scott Shane, “The Moral Case for Drones,” *New York Times*, July 14, 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.

Audrey Kurth Cronin, “Why Drones Fail: When Tactics Drive Strategy,” *Foreign Affairs*, Vol. 92, No. 4 (July/August 2013), pp. 44-54.

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.

Robert Jervis, “The Torture Blame Game: The Botched Senate Report on the CIA’s Misdeeds,” *Foreign Affairs*, Vol. 94, No. 3 (May/June 2015), pp. 120-127.

Thursday, March 5: Humanitarian Intervention I—Rwanda (61 pages)

Samantha Power, *A Problem from Hell: America and the Age of Genocide* (New York: Basic,

2002), pp. 329-389.

Monday, March 9: Humanitarian Intervention II—Libya (75 pages)

David E. Sanger, *Confront and Conceal: Obama's Secret Wars and Surprising Use of American Power* (New York: Broadway, 2012), pp. 335-366.

Max Boot, "Planning for a Post-Qaddafi Libya," *New York Times*, March 21, 2011.

Alan J. Kuperman, "Obama's Libya Debacle: How a Well-Meaning Intervention Ended in Failure," *Foreign Affairs*, Vol. 94, No. 2 (March/April 2015), pp. 66-77.

Evan Osnos, "In the Land of the Possible," *The New Yorker*, December 22, 2014.

Frederic Wehrey and Jeffrey Feltman, "Libya is Entering Another Civil War. America Can Stop It," *New York Times*, April 5, 2019.

Thursday, March 12: Migration, Culture, and State Borders (58 pages)

Suketu Mehta, "This Land is Their Land," *Foreign Policy*, September 12, 2017.

Suketu Mehta, "Why Should Immigrants 'Respect Our Borders'? The West Never Respected Theirs," *New York Times*, June 7, 2019.

Farhad Manjoo, "There's Nothing Wrong with Open Borders," *New York Times*, January 16, 2019.

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.

Robert Sapolsky, "This Is Your Brain on Nationalism: The Biology of Us and Them," *Foreign Affairs*, Vol. 98, No. 2 (March/April 2019), pp. 42-47.

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, March 16: Terrorism (64 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.

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, March 19: NO CLASS—FIRST PAPERS DUE

SPRING BREAK

Monday, April 6: 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.

Sanger, *Confront and Conceal*, 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.

Thursday, April 9: Energy and Climate Change I (65 pages)

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

Alice Hill and Leonardo Martinez-Diaz, “Adapt or Perish: Preparing for the Inescapable Effects of Climate Change,” *Foreign Affairs*, Vol. 99, No. 1 (January/February 2020), pp. 107-117.

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.

Hiroko Tabuchi, “Japan Races to Build New Coal-Burning Power Plants, Despite the Climate Risks,” *New York Times*, February 3, 2020.

Clifford Krauss, “Flood of Oil Is Coming, Complicating Efforts to Fight Global Warming,” *New York Times*, November 3, 2019.

Robert D. Blackwill and Meghan L. O’Sullivan, “America’s Energy Edge: The Geopolitical Consequences of the Shale Revolution,” *Foreign Affairs*, Vol. 93, No. 2 (March/April 2014), pp. 102-114.

Umair Irfan, “We Need to Talk about the Ethics of Having Children in a Warming World,” *Vox*, March 11, 2019.

Ernesto Londono and Leticia Casado, “Amazon Deforestation in Brazil Rose Sharply on Bolsonaro’s Watch,” *New York Times*, November 18, 2019.

Stephen M. Walt, “Who Will Save the Amazon (and How?),” *Foreign Policy*, August 5, 2019.

Monday, April 13: Energy and Climate Change II (67 pages)

Ted Nordhaus, “Climate Change Requires Big Solutions: But Baby Steps Are the Only Way to Go,” *Foreign Policy*, July 20, 2019.

Michael Levi, “America’s Energy Opportunity: How to Harness the New Sources of U.S. Power,” *Foreign Affairs*, Vol. 92, No. 3 (May/June 2013), pp. 92-104.

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

Fred Krupp, Nathaniel Keohane, and Eric Pooley, “Less Than Zero: Can Carbon-Removal Technologies Curb Climate Change?” *Foreign Affairs*, Vol. 98, No. 2 (March/April 2019), pp. 142-152.

Richard K. Morse, “Cleaning Up Coal: From Climate Culprit to Solution,” *Foreign Affairs*, Vol. 91, No. 4 (July/August 2012), pp. 102-112.

Michael Totty, “The Case For and Against Nuclear Power,” *Wall Street Journal*, June 30, 2008.

Brad Plumer, “How Retiring Nuclear Power Plants May Undercut U.S. Climate Goals,” *New York Times*, June 13, 2017.

Thursday, April 16: International Politics in the Nuclear Age (72 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.

John Ausland, "A Nuclear War to Keep Berlin Open?" *International Herald Tribune*, June 19, 1991.

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.

Monday, April 20: Nuclear Proliferation and Disarmament (53 pages)

Kenneth N. Waltz, "Nuclear Myths and Political Realities," *American Political Science Review*, Vol. 84, No. 3 (1990), pp. 731-745.

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.

Marc Trachtenberg, "Waltzing to Armageddon," *The National Interest*, No. 69 (2002), pp. 144-152.

Joshua Shiffrinson, "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.

Ernest J. Moniz and Sam Nunn, "The Return of Doomsday: The New Nuclear Arms Race—and How Washington and Moscow Can Stop It," *Foreign Affairs*, Vol. 98, No. 5 (2019), pp. 150-161.

Bret Stephens, "The U.S. Needs More Nukes," *New York Times*, August 9, 2019.

Thursday, April 23: South Asia (56 pages)

Kai Schultz, "India's Soundtrack of Hate, With a Pop Sheen," *New York Times*, November 10, 2019.

Jeffrey Gettleman, "At Border of 2 Nuclear-Armed Nations: Machine Guns, Anxiety and Dancing," *New York Times*, January 25, 2020.

Ruchir Sharma, "No Country for Strongmen: How India's Democracy Constrains Modi,"

Foreign Affairs, Vol. 98, No. 2 (March/April 2019): 96-106.

Zach Montague, "U.S.-India Defense Ties Grow Closer as Shared Concerns in Asia Loom," *New York Times*, November 20, 2019.

Robert D. Blackwill and Ashley J. Tellis, "The India Dividend: New Delhi Remains Washington's Best Hope in Asia," *Foreign Affairs*, Vol. 98, No. 5 (September/October 2019), pp. 173-183.

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

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

Caitlin Talmadge, "Are Nuclear Weapons Keeping the India-Pakistan Crisis from Escalating—Or Making It More Dangerous?" *Washington Post Monkey Cage*, March 5, 2019.

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

Rahmatullah Nabil, "The World Must Secure Pakistan's Nuclear Weapons," *New York Times*, April 20, 2017.

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 27: NO CLASS—SECOND PAPERS DUE

Thursday, April 30: Russia, NATO, and Europe I (64 pages)

Susan B. Glasser, "Putin the Great: Russia's Imperial Impostor," *Foreign Affairs*, Vol. 98, No. 5 (September/October 2019), pp. 10-16.

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.

John J. Mearsheimer, "Getting Ukraine Wrong," *New York Times*, March 13, 2014.

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

Thomas Graham, "Let Russia Be Russia: The Case for a More Pragmatic Approach to Moscow," *Foreign Affairs*, Vol. 98, No. 6 (November/December 2019), pp. 134-146.

Monday, May 4: Russia, NATO, and Europe II (47 pages)

Bret Stephens, "NATO Is Full of Freeloaders: But It's How We Defend the Free World," *New York Times*, December 5, 2019.

Michael Mandelbaum, "The New Containment: Handling Russia, China, and Iran," *Foreign Affairs*, Vol. 98, No. 2 (March/April 2019), pp. 123-131.

Stephen M. Walt, "NATO Isn't What You Think It Is," *Foreign Policy*, July 26, 2018.

John J. Mearsheimer, "Why We Will Soon Miss the Cold War," *The Atlantic Monthly*, Vol. 266, No. 2 (August 1990), pp. 35-42.

Robert Kagan, "The New German Question: What Happens When Europe Comes Apart?" *Foreign Affairs*, Vol. 98, No. 3 (May/June 2019): 108-120.

Alina Polyakova and Benjamin Haddad, "Europe Alone: What Comes After the Transatlantic Alliance," *Foreign Affairs*, Vol. 98, No. 4 (July/August 2019), pp. 109-120.

Thursday, May 7: The Rise of China (64 pages)

Aaron L. Friedberg, "Hegemony with Chinese Characteristics," *The National Interest*, No. 114 (July/August 2011), pp. 18-27.

Richard McGregor, "Party Man: Xi Jinping's Quest to Dominate China," *Foreign Affairs*, Vol. 98, No. 5 (September/October 2019), pp. 18-25.

Gordon G. Chang, "China's Coming Revolution," *The National Interest*, May 21, 2016.

Chris Buckley, "China Is Detaining Muslims in Vast Numbers. The Goal: 'Transformation,'" *New York Times*, September 8, 2018.

Nicholas Eberstadt, "With Great Demographics Comes Great Power: Why Population Will Drive Geopolitics," *Foreign Affairs*, Vol. 98, No. 4 (July/August 2019), pp. 146-157.

Gordon G. Chang, "China's Self-Inflicted Demographic Disaster Is Here," *The National Interest*, October 31, 2015.

Gordon G. Chang, "The Great Fall of China," *The National Interest*, No. 154 (March/April 2018), pp. 64-72.

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, May 11: Is a U.S.-China Was Inevitable? (88 pages)

Kurt M. Campbell and Ely Ratner, “The China Reckoning: How Beijing Defied American Expectations,” *Foreign Affairs*, Vol. 97, No. 2 (March/April 2018), pp. 60-70.

Fareed Zakaria, “The New China Scare: Why America Shouldn’t Panic About Its Latest Challenger,” *Foreign Affairs*, Vol. 99, No. 1 (January/February 2020), pp. 52-69.

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.

Natasha Kassam, “China Has Lost Taiwan, and It Knows It,” *New York Times*, December 1, 2019.

Emily Cochrane, Edward Wong, and Keith Bradsher, “Trump Signs Hong Kong Democracy Legislation, Angering China,” *New York Times*, November 27, 2019.

Thursday, May 14: The Future of World Order (65 pages)

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

Stephen M. Walt, “The End of Hubris: And the New Age of American Restraint,” *Foreign Affairs*, Vol. 98, No. 3 (May/June 2019), pp. 26-35.

Jennifer Lind and William C. Wohlforth, “The Future of the Liberal Order Is Conservative: A Strategy to Save the System,” *Foreign Affairs*, Vol. 98, No. 2 (March/April 2019), pp. 70-81.

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.

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.

Jessica Chen Weiss, “A World Safe for Autocracy? China’s Rise and the Future of Global Politics,” *Foreign Affairs*, Vol. 98, No. 4 (July/August 2019), pp. 92-102.

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

Tanisha M. Fazal and Paul Poast, “Was Is Not Over: What the Optimists Get Wrong About Conflict,” *Foreign Affairs*, Vol. 98, No. 6 (November/December 2019), pp. 74-83.