

POL 4020: UNITED STATES FOREIGN POLICY

Fall 2021
MWF 1:30-2:35
Dr. Rosco Williamson

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Course Reading – Required Texts

- Alex Mintz and Karl DeRouen, Jr. (2010), *Understanding Foreign Policy Decision Making* (Cambridge University Press)
- Warren I Cohen (2013), *The New Cambridge History of American Foreign Relations, Volume IV: Challenges to American Primacy, 1945 to the Present* (Cambridge University Press)
- Stephen D Krasner (2020), *How to Make Love to a Despot: An Alternative Foreign Policy for the Twenty-First Century* (Liveright Publishing Co.)

Course Objectives

The United States is clearly the most powerful country in the world militarily, economically, culturally, and in just about every other measurement. If it chooses to pursue a particular objective or policy, the rest of the world often must either go along or grumble quietly. But, the US is not omnipotent. There are many constraints on its ability to act in the world.

Understanding and explaining US foreign policy requires an examination of its actions, the policy-making environment, and the purposes for which it acts. Policy is a *tool* that is useful (or “good”) only to the extent that it achieves some *goal*. Before we can ask what US foreign policy should be, we must ask what goals the US seeks to achieve. The study of public policy, and foreign policy more particularly, is a constant struggle to figure out why the policy that *should* be implemented differs so often from the policy that *is* ultimately enacted. Thus, there are four very general questions this course must ask: (1) what *should* US foreign policy be and (2) why, and (3) what *is* US foreign policy and (4) why.

We will attempt to answer these questions with three different methodologies. First, we will look at foreign policy theory in general and provide a framework for examining the US case specifically. This will involve looking at the multicausality of foreign policy outputs and their applicability to the US. Second, we will do a historical survey of US foreign policy from the mid-20th century to today. This allows us to vary some of the key causal factors (i.e. leadership, global context, etc.) and arrive at a better understanding of which causes matter most and when. Finally, we will examine a series of cases facing the current and upcoming administrations and seek to apply the hypotheses we have accumulated in the first two parts of the course.

Course Outcomes

- Students will understand ways in which theory, practice, and institutional structures combine to inform United States foreign policy making and implementation.
- Students will apply lessons and patterns from the history of United States foreign policy to better explain and critique current policies and propose more effective policies.
- Students will assess the role and impact of the United States in the world.

Course Grading

The following is the breakdown of how the final grade will be determined:

25%	Exam #1
25%	Final Exam
25%	Book Review
15%	Attendance and Participation
10%	Assignments

Make-ups

NO MAKE-UP EXAMS WILL BE ALLOWED WITHOUT A UNIVERSITY-APPROVED EXCUSED ABSENCE OR DOCTOR'S WRITTEN PERMISSION. Any student receiving a university-approved excused absence should contact the professor BEFORE the absence to arrange a time to make-up the missed exam.

Attendance and Participation

Participation will be 7% of your total grade. There aren't a lot of people in class, so no one can hide in the crowd. Participation is not measured in quantity but in quality. The student who talks all the time, but doesn't add very much to the discussion, will fare no better than the student who says nothing. Good participation means being prepared for class, demonstrating it, *and* joining in on class discussions. If at any time during the semester I believe students are not keeping up with the readings, I may assign summaries of the assigned readings to be turned in which will count toward the participation grade.

Attendance will be 8% of your total grade. Of the 45 total class sessions:

<i>If you miss</i>	<i>0-1 classes</i>	<i>= you get the full 8%</i>
	2	= 7%
	3	= 6%
	4	= 5%
	5	= 4%
	6	= 3%
	7	= 2%
	8	= 1%
	9 or more	= 0% and the possibility of being dropped from the class

In terms of tardiness: if you are repeatedly tardy my passive aggressiveness eventually wears off and every tardy after it will count as an absence.

Finally, setting aside the punishments and threats associated with attendance and tardiness, the course is for your benefit. Absences not only can hurt your final grade, but they obstruct your education. One of the amazing things about education is you never know when some new idea is going to strike you and change the way you think about the world. So, take advantage of every opportunity that you have and immerse yourself in learning – even when you'd rather be asleep in your bed.

Book Review

Each student will select a book from the attached list to read and review it. This is **not** a summary of the book, but a review. The goal of the review is to develop and present your own ideas about an overarching US foreign policy strategy by interacting with and responding to the arguments and strategies presented in the book you are reviewing. Thus, the book and the review are a springboard to discussing your own ideas of what the US foreign policy strategy should be.

The amount of reading for this review should be between 250 and 350 pages. If the book you choose is shorter than this amount, you will need to read additional books or articles to make up the difference (if you need help finding additional reading that is relevant to the book/topic you have chosen, ask me). This additional reading should be brought into the review as well. If the book you choose is longer, feel free to reduce the amount you read (for example, don't read the four chapters that interest you the least). If you want to review a book(s) that is not on the attached list, clear it with the professor first.

The review will be 6-8 pages, double-spaced. You will be graded on the clarity and content of your argument, the interaction with the book being reviewed, and grammar. A rough draft will be turned in a few weeks before the final paper is submitted and exchanged with another student who will read and provide feedback on the paper.

Key dates:

September 22: select a book to review

November 3: submit rough draft to be read by another student

November 8: rough draft returned

November 22: final paper turned in

OFFICIAL INFORMATION

Final Examination Policy

Successful completion of this class requires taking the final examination **on its scheduled day**. No requests for early examinations or alternative days will be approved.

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

PLNU Attendance and Participation Policy

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation.

Use of Technology

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers compatible with their computer available to use. If a student is in need of

technological resources please contact student-tech-request@pointloma.edu. Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3 unit class delivered over 14 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 112.5 total hours meeting the course learning outcomes (roughly 7.5 hours per week, including class sessions). The time estimations are provided in the Canvas modules.

State Authorization

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

PLNU Mission To Teach – To Shape – To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modelled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

SCHEDULE OF READINGS AND LECTURES

***Readings that are not from required textbooks can be found on Canvas unless otherwise noted. There will also be numerous readings not on the syllabus that are on Canvas to keep up with current events. **The set of readings on Canvas will be more up-to-date than the syllabus, so use Canvas daily!!!!**

***Since the last three weeks we will be discussing current foreign policy issues, those readings will be largely determined later in the semester.

PART I: FOREIGN POLICY THEORY

8/31 Introduction

9/1 Case Study: Afghanistan Withdrawal

- See Canvas

9/3 Foreign Policy Theory and Grand Strategy

- Jack Snyder (2004), "One World, Rival Theories," *Foreign Policy*
- Eugene Wittkopf, Charles W Kegley, Jr., and James M Scott (2003), *American Foreign Policy*, 6th ed.: 14-21
- Heather Gregg (2010), "Crafting a Better US Grand Strategy in the Post-September 11 World: Lessons from the Early Years of the Cold War," *Foreign Policy Analysis* 6(3): 238-40

9/6 No Class

9/8 Systemic Explanations

- Nicolo Machiavelli (1532), *The Prince* [excerpts]
- Kenneth N Waltz (2000), "Globalization and American Power," *National Interest* 59: 46-56
- G John Ikenberry and Stephen M Walt (2007), "Offshore Balancing or International Institutions? The Way Forward for US Foreign Policy," *The Brown Journal of World Affairs* 14(1): 13-23
- Ross Douthat (Feb 7, 2010), "The Dream of Zero," *New York Times*

9/10 Domestic Explanations

- G John Ikenberry (2008), "Liberal Order Building," in Melvyn Leffler and Jeffrey W Legro, eds., *To Lead the World: American Strategy after the Bush Doctrine*: 85-108
- Dan Reiter and Allan C Stam (2006), "Democracy, Peace, and War," in BA Weingast and DA Wittman, eds., *The Oxford Handbook on Political Economy*: 869-80
- Thomas L Friedman (May 25, 2010), "As Ugly as It Gets," *New York Times*

9/13 Making Foreign Policy

- Mintz and DeRouen, chs. 1-2 (pp. 3-37)

9/15 The Rational Actor Model

- Mintz and DeRouen, chs. 3-4 (pp. 38-67)

9/17 Not-Very-Rational Actor Models

- Mintz and DeRouen, ch. 5 (pp. 68-93)

9/20 Does Personality Matter?

- Mintz and DeRouen, ch. 6 (pp. 97-120)
- Listen: NPR Interview with Jacob Weisberg

9/22 What Other Factors Might Matter?

- Mintz and DeRouen, ch. 7 (pp. 121-47)
- Stephen Walt (2018), *The Hell of Good Intentions* (pp. 91-124)

9/24 Public Opinion and the Media

- Mintz and DeRouen, chs. 8-9 (pp.149-78)
- Stephen Walt (2018), *The Hell of Good Intentions* (pp. 133-46)
- Meng Shi, "How Media Frames Structure Our Political Perceptions"

9/27 Putting All of This Together

PART II: US FOREIGN POLICY HISTORY

9/29 American Exceptionalism

- Daniel Deudney and Jeffrey Meiser (2008), "American Exceptionalism," in Michael Cox and Doug Stokes, eds., *US Foreign Policy*: 25-34
- Andrew J Bacevich (2008), *The Limits of Power: The End of American Exceptionalism*: 1-13

10/1 US Grand Strategy before It Was "Grand"

- Bradford Perkins (1993), *The Cambridge History of American Foreign Relations, Vol. I: The Creation of a Republican Empire, 1776-1865*: 6-31, 46-53
- George Washinton (1796), "Farewell Address"
- Monroe Doctrine (1823)
- John L O'Sullivan (1839), "Manifest Destiny"

10/4 Early 20th Century US Grand Strategy

- See Canvas

10/6 The US that Emerged from WWII

- Cohen, ch. 1 (pp. 3-21)
- Henry R Luce (1939), "The American Century"

10/8 Truman: Origins of the Cold War

- Cohen, ch. 2 (pp. 22-57)

10/11 How the Cold War Affected US Foreign Policy and Vice Versa

- Cohen, ch. 3 (pp. 58-78) [get the gist; skip the details]
- Steven Casey (2005), "Selling NSC-68: The Truman Administration, Public Opinion, and the Politics of Mobilization, 1950-51," *Diplomatic History* 29(4): 655-90

10/13 Eisenhower: How to Be at War without Being at War

- Cohen, ch. 4 (pp. 79-115)

10/15 Kennedy: Great Strategy or Dumb Luck?

- Cohen, ch. 5 (pp. 116-40)

10/18 Mid-Term Exam

10/20 Nixon and LBJ: A Land War in Asia

- Cohen, ch. 6 (pp. 141-73)

10/22 No Class

10/25 Ford and Carter: Foreign Policy after Watergate

- Cohen, ch. 7 (pp. 174-208)
- Jimmy Carter (1977), "Human Rights and Foreign Policy"

10/27 Reagan: The Evil Empire

- Cohen, ch. 8 (pp. 209-34)
- Ronald Reagan (1983), "The 'Evil Empire' Speech"

PART III: US FOREIGN POLICY SINCE THE COLD WAR

10/29 Bush, Sr.: Shifting to a Post-Cold-War Strategy

- Cohen, ch. 9 (pp. 253-65)
- George HW Bush and Brent Scowcroft (1998), *A World Transformed*: 145-53, 180-81, 206-11, 536-47, 563-66
- Barry R Posen and Andrew L Ross (1996/97), "Competing Visions for US Grand Strategy," *International Security* 21(3)

11/1 Clinton: Putting Out the Remaining Brush Fires

- Cohen, ch. 9 (pp. 265-80)
- Francis Fukuyama, "The End of History"
- Leon V Sigal (2000), "Rogue Concepts," *Harvard International Review* 22(2): 62-66
- Michael Mandelbaum (1996), "Foreign Policy as Social Work," *Foreign Affairs* 75(1): 16-32
- Richard Falk (1999), "Reflections on the War," *The Nation* 268(24): 11-15
- Elliott Abrams (1999), "Just War, Just Means?" *National Review* 51(12): 16-18
- Adam Wolfson (2000), "How to Think About Humanitarian War," *Commentary* 110(1): 44-48

11/3 Clinton: Democratization

- Cohen, ch. 9 (pp. 280-301)
- David Hendrickson (1994/95), "The Democratist Crusade: Intervention, Economic Sanctions, and Engagement," *World Policy Journal* 11: 18-30
- Andrew J Bacevich (2001), "Different Drummers, Same Drum," *National Interest* 64: 67-77
- Dmitri K Simes (2004), "Rethinking the Strategy," *National Interest* 76: 11-14

11/5 W: Neoconservatism

- Cohen, ch. 10 (pp. 302-24)
- William Kristol and Robert Kagan (2004 [2000]), "National Interest and Global Responsibility," in Irwin Stelzer, ed., *The Neocon Reader*: 55-78
- Max Boot (2004), "Myths about Neoconservatism," in Irwin Stelzer, ed., *The Neocon Reader*: 45-52
- Frederick W Kagan (2008), "Two Decades Late," *National Review*: 36-40
- Philip H Gordon (2006), "The End of the Bush Revolution," *Foreign Affairs* 85(4)

11/8 W: 9/11 and Counterterrorism

- Cohen, ch. 10 (pp. 324-41)
- *The National Security Strategy of the United States of America* (2002)
- David E Sanger (Jun 17, 2002), "Bush to Formalize a Defense Policy of Hitting First," *New York Times*
- Melvyn Leffler (2005), "9/11 and American Foreign Policy," *Diplomatic History* 29(3): 395-413
- Victor Davis Hanson (2008), "Plan for a Century," *National Review*: 50-52
- Petra Bartosiewicz (2008), "Experts in Terror," *The Nation*: 18-22

11/10 Obama: Counterterrorism under the Democrats

- See Canvas

11/12 Obama: Was there an "Obama Doctrine?"

- See Canvas

PART IV: US FOREIGN POLICY TODAY

11/15 Trump: Was There a Coherent Foreign Policy?

11/17 Trump: America in the World

11/19 Counterterrorism Today

11/22 US International Economic Policy

11/24 No Class

11/26 No Class

11/29 China: Compete, Cooperate, or Concede?

12/1 What Would Conflict with China Look Like?

12/3 Does New Technology Change the Traditional Foreign Policy Rules?

12/6 The Environment and US Foreign Policy

12/8 Climate Change: Are We All Doomed?

12/10 What Does All of This Mean?

FINAL EXAM: WEDNESDAY, DECEMBER 15, 1:30-4:00

OVERVIEW OF THE COURSE

A. FOREIGN POLICY THEORY

1. INTERNATIONAL RELATIONS THEORIES

- a. INTRODUCTION
- b. FOREIGN POLICY THEORY AND GRAND STRATEGY
- c. SYSTEMIC EXPLANATIONS
- d. DOMESTIC EXPLANATIONS

2. FOREIGN POLICY DECISION-MAKING

- a. MAKING FOREIGN POLICY
- b. RATIONAL-ACTOR MODELS
- c. NOT-VERY-RATIONAL-ACTOR MODELS
- d. INTERNAL INFLUENCES: DOES PERSONALITY MATTER?
- e. EXTERNAL INFLUENCES
- f. PUBLIC OPINION AND THE MEDIA

B. UNITED STATES FOREIGN POLICY HISTORY

1. FROM THE FOUNDING TO WWII

- a. AMERICAN EXCEPTIONALISM
- b. US GRAND STRATEGY BEFORE IT WAS 'GRAND'
- c. EARLY 20TH CENTURY US GRAND STRATEGY

2. THE COLD WAR, 1945-1989

- a. THE US THE EMERGED FROM WWII
- b. HARRY S TRUMAN AND THE ORIGINS OF THE COLD WAR
- c. HOW THE COLD AFFECTED US FOREIGN POLICY AND VICE VERSA
- d. DWIGHT D EISENHOWER
- e. JOHN F KENNEDY
- f. LYNDON B JOHNSON AND RICHARD M NIXON
- g. GERALD FORD AND JIMMY CARTER
- h. RONALD REAGAN

C. US FOREIGN POLICY SINCE THE END OF THE COLD WAR

1. THE POST-COLD WAR, 1989-2000

- a. SHIFTING TO A POST-COLD-WAR STRATEGY
- b. BILL CLINTON: CLEANING UP THE REMAINING MESSSES
- c. DEMOCRATIZATION

2. THE FIRST DECADE AFTER 9/11

- a. NEOCONSERVATISM
- b. 9/11 AND COUNTERTERRORISM

3. THE OBAMA ADMINISTRATION

- a. A NEW BRAND OF COUNTERTERRORISM?
- b. IS THERE AN OBAMA DOCTRINE?

D. US FOREIGN POLICY TODAY

1. THE TRUMP ADMINISTRATION

- a. WAS THERE A COHERENT FOREIGN POLICY
- b. AMERICA IN THE WORLD

2. COUNTERTERRORISM TODAY: ISIS AND OTHERS

3. US INTERNATIONAL ECONOMIC POLICY

4. CHINA: COMPETE, COOPERATE, OR CONCEDE?

5. WHAT WOULD CONFLICT WITH CHINA LOOK LIKE?

6. DOES NEW TECHNOLOGY CHANGE THE RULES?

7. THE ENVIRONMENT AND US FOREIGN POLICY

8. CLIMATE CHANGE: ARE WE ALL DOOMED?

	Monday	Wednesday	Friday
1 GRAND STRATEGY	8/31 (Tues): Introduction	9/1: Case Study: Afghanistan Withdrawal	9/3: Foreign Policy Theory and Grand Strategy
2 FOREIGN POLICY THEORY	9/6 NO CLASS	9/8: Systemic Explanations	9/10: Domestic Explanations
3 MODELLING POLICY MAKING	9/13: Making Foreign Policy MD chs. 1-2 (1-37)	9/15: The Rational Actor Model MD chs. 3-4 (38-67)	9/17: Not-Very-Rational Actor Models MD ch. 5 (68-93)
4 EXPLAINING FOREIGN POLICY	9/20: Does Personality Matter? MD ch. 6 (97-120)	9/22: What Other Factors Might Matter? MD ch. 7 (121-47)	9/24: Public Opinion and Media MD chs. 8-9 (149-78)
5 AMERICAN EXCEPTIONALISM	9/27: Putting All of This Together	9/29: American Exceptionalism	10/1: US Grand Strategy before the US Was "Grand"
6 THE AMERICAN CENTURY	10/4: Early 20 th Century US Grand Strategy	10/6: The US that Emerged from WWII Cohen ch. 1 (3-21)	10/8: Truman: Origins of the Cold War Cohen ch. 2 (22-57)
7 COLD WAR FOREIGN POLICY	10/11: How the Cold War Affected US FP and Vice Versa Cohen ch. 3 (58-78)	10/13: Eisenhower: How to Be at War without Being at War Cohen ch. 4 (79-115)	10/15: Kennedy: Grand Strategy or Dumb Luck? Cohen ch. 4 (116-40)
8 EXAM WEEK	10/18: EXAM #1	10/20: Nixon and LBJ: A Land War in Asia Cohen ch. 6 (141-73)	10/22 NO CLASS
9 REPUBLICANS (AND CARTER)	10/25: Ford and Carter: FP after Watergate Cohen ch. 7 (174-208)	10/27: Reagan: The Evil Empire Cohen ch. 8 (209-34)	10/29: Bush Sr.: Shifting to a Post-Cold-War Strategy Cohen ch. 9 (253-65)
10 SPREADING DEMOCRACY	11/1: Clinton: Putting Out the Remaining Brush Fires Cohen ch. 9 (265-80)	11/3: Democratization Cohen ch. 9 (280-301)	11/5: W: Neoconservatism Cohen ch. 10 (302-24)
11 COUNTER-TERRORISM	11/8: W: 9/11 and Counter-Terrorism Cohen ch. 10 (324-41)	11/10: Obama: Counter-Terrorism under the Democrats	11/12: Was There an Obama Doctrine?
12 THE TRUMP YEARS	11/15: Trump: Was There a Coherent FP?	11/17: Trump: America in the World	11/19: Counter-Terrorism Today
13 ECONOMICS AND TRADE	11/22: US International Economic Policy	11/24 NO CLASS	11/26 NO CLASS
14 THE CHINA POLICY DESK	11/29: China: Compete, Cooperate, or Concede?	12/1: What Does "Conflict" with China Look Like?	12/3: How Does New Technology Impact FP?
15 ENVIRONMENTAL POLICY	12/6: The Environment and US FP	12/8: Climate Change: Are We All Doomed?	12/10: So What?

Some Options for the Book Review Project (2019-21)

Jussi Hanhimaki, *Pax Transatlantica: American and Europe in the Post-Cold War Era*
Michael Poznansky, *In the Shadow of International Law: Secrecy and Regime Change*
Michael O'Hanlon, *The Art of War in an Age of Peace: US Grand Strategy and Resolute Restraint*
G John Ikenberry, *A World Safe for Democracy: Liberal Internationalism and Crises of Global Order*
Richard Bernal, *Corporate versus National Interest in US Trade Policy: Caribbean Bananas*
Stephen Biddle, *Nonstate Warfare: The Military Methods of Guerillas, Warlords, and Militias*
Laleh Khalidi, *Sinews of War and Trade: Shipping and Capitalism in the Arabian Peninsula*
Robert Zoellick, *America in the World: A History of US Diplomacy and Foreign Policy*
Sean Roberts, *The War on the Uyghurs: China's Internal Campaign against a Muslim Minority*
Severine Autesserre, *The Frontlines of Peace: An Insider's Guide to Changing the World*
Sebastian Rosato, *Intentions in Great Power Politics: Uncertainty and the Roots of Conflict*
Philip Gordon, *Losing the Long Game: The False Promise of Regime Change in the Middle East*
Ian Lustick, *Paradigm Lost: From Two-State Solution to One-State Reality*
Patrick Porter, *The False Promise of Liberal Order*
Rebecca Lissner, *An Open World: How America Can Win the Contest for 21st-Century Order*
Andrei Tsygankov, *Russia and America: The Asymmetric Rivalry*
Charles Kupchan, *Isolationism: A History of America's Efforts to Shield Itself from the World*
Ankit Panda, *Kim Jong Un and the Bomb: Survival and Deterrence in North Korea*
Richard Haass, *The World: A Brief Introduction*
Peter Zeihan, *Disunited Nations: The Scramble for Power in an Ungoverned World*
Francis Gavin, *Nuclear Weapons and American Grand Strategy*
Ben Buchanan, *The Hacker and the State: Cyber Attacks and the New Normal of Geopolitics*
Herman Cohen, *US Policy toward Africa: Eight Decades of Realpolitik*
Michael Kimmage, *The Abandonment of the West: The History of an Idea in American Foreign Policy*
Arturo Santa-Cruz, *US Hegemony and the Americas*
Ken Heydon, *The Political Economy of International Trade*
Alexander Cooley, *Exit from Hegemony: The Unraveling of the American Global Order*
Matthew Kroenig, *The Return of Great Power Rivalry*
Noah Feldman, *The Arab Winter: A Tragedy*
Michael Klare, *All Hell Breaking Loose: The Pentagon's Perspective on Climate Change*
Antonio Giustozzi, *The Taliban at War, 2001-2018*
Ivan Krastev, *The Light that Failed: Why the West Is Losing the Fight for Democracy*
Alex Bellamy, *World Peace (and How We Can Achieve It)*
Thomas Philippon, *The Great Reversal: How America Gave up on Free Markets*
Richard Clarke, *The Fifth Domain: Defending Our Country in the Age of Cyber Threats*
Scott Valentine, *Empowering the Great Energy Transition: Policy for a Low-Carbon Future*
Stephen Kocs, *International Order: A Political History*
Timothy Sayle, *Enduring Alliance: A History of NATO and the Postwar Global Order*
Larry Diamond, *Ill Winds: Saving Democracy from Russian Rage...and American Complacency*
Ryan Opsal, *American and Chinese Energy Security: A Grand Strategic Approach*
Audrey Cronin, *Power to the People: How Open technological Innovation is Arming Terrorists*
Michael Mazarr, *Leap of Faith: Hubris, Negligence, and America's Greatest Foreign Policy Tragedy*
Kimberly Clausing, *Open: The Progressive Case for Free Trade, Immigration, and Global Capital*
Yan Xuetong, *Leadership and the Rise of Great Powers*
Henry Farrell, *Of Privacy and Power: the Transatlantic Struggle over Freedom and Security*
Louise Shelley, *Dark Commerce: How a New Illicit Economy Is Threatening Our Future*
Michael Cohen, *Clear and Present Safety: The World Has Never Been Better*
William Burns, *The Back Channel: A Memoir of American Diplomacy and the Case for Renewal*
Heather Gregg, *Building the Nation: Missed Opportunities in Iraq and Afghanistan*
Carter Malkasian, *The American War in Afghanistan*
Francis Fukuyama, *After the End of History: Conversations with Francis Fukuyama*