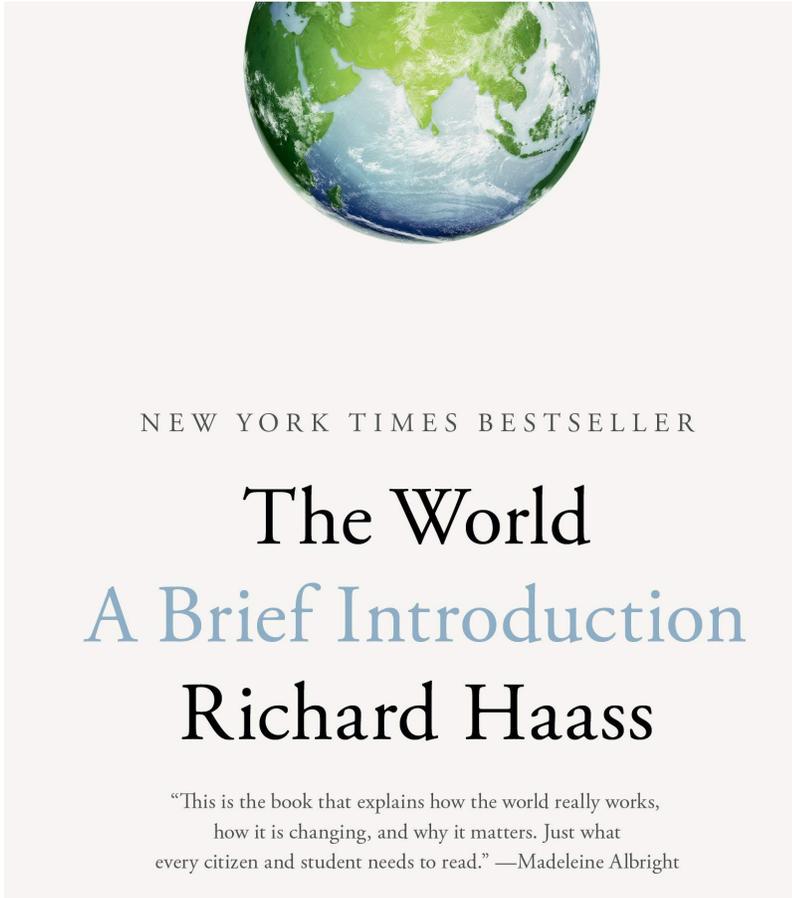


1 ***The World: A Brief Introduction***

2 URL for this document: <http://rlaexp.com/studio/see/articles/the-world-a-brief-introduction.pdf>

3 Google search for: [Richard Haass](#)



4

5

[Amazon link](#)

6

How is it possible  
to work toward horizonS  
that aren't on your mental radar  
at the right pointS in time?



7

8

*Normally when a PDF file  
is opened in a web browser  
the links in that PDF file  
close the PDF  
and then jump to  
the linked document,  
to prevent this jumping  
you may keep this document **active**,  
by*

9

*opening links (URLs)*

*in a*

10

*new tab*

11

*or new window. ↓*

*On a Mac ⌘ click the link.*

12

*On iOS click and hold on the link to  
access the contextual menu*

*Windows try Shift click or Ctrl Shift click*

# A life foundation ↓

13

## Awareness

14



15

**Most mistakes in thinking**  
**are mistakes**  
**in perception**

16

*Intelligence, Information and Thinking*

17

## Social/Political Ecology

18

## A society of organizations

19

From knowledge to  
knowledge**S**

20

What knowledge is

21

22

## Knowledge economy and knowledge polity

23

## Knowledge and Technology

24

“Thinking ... the most fundamental,  
the most important aspect of life,  
the basis for everything  
is totally neglected ...

School : no thinking subject  
Book store : no thinking category  
Universities : no thinking faculty  
and zero possibility thinking

What about critical thinking?”

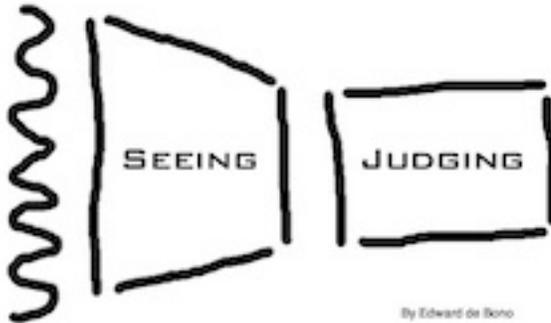
25

Getting a broad view

26

Thinking broad and thinking detailed

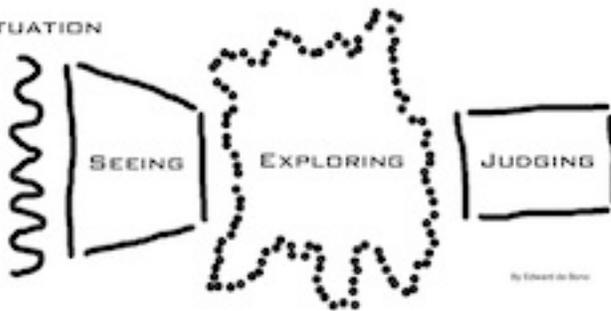
SITUATION



By Edward de Bono

27

SITUATION



By Edward de Bono

28

Edward de Bono

29

30

“Today  
perceptiveness is more important than analysis.  
In the [new society of organizations](#),  
you need to be able to [recognize patterns](#)  
to see what is there  
rather than what you expect to see.” – druckerism

31

[How can the individual survive?](#)

32

[An idea outside of yourself](#)

33 **PREFACE** – see below

34 ■ PART I: THE ESSENTIAL HISTORY

- 35 ❖ From the Thirty Years War to the Outbreak of World War I  
(1618 - 1914) – [The Long Shadow: the Great War and the  
Twentieth Century](#)
- 36 ❖ From World War I Through World War II (1914 - 1945) see  
[Hitler's Circle of Evil](#)
- 37 ❖ The Cold War (1945 - 1989)
- 38 ❖ The Post-Cold War Era (1989 - Present)

39 ■ PART II: REGIONS OF THE WORLD

- 40 ❖ Europe
- 41 ❖ East Asia and the Pacific
- 42 ❖ South Asia
- 43 ❖ The Middle East
- 44 ❖ Africa
- 45 ❖ The Americas

46 ■ PART III: THE GLOBAL ERA

- 47 ❖ Globalization
- 48 ❖ Terrorism and Counterterrorism
- 49 ❖ Nuclear Proliferation
- 50 ❖ Climate Change
- 51 ❖ Migration
- 52 ❖ The Internet, Cyberspace, and Cybersecurity
- 53 ❖ Global Health
- 54 ❖ Trade and Investment
- 55 ❖ [Currency and Monetary Policy](#)
- 56 ❖ Development

57 ■ PART IV: ORDER AND DISORDER

- 58 ❖ Sovereignty, Self-Determination, and Balance of Power
- 59 ❖ Alliances and Coalitions
- 60 ❖ International Society
- 61 ❖ War Between Countries
- 62 ❖ Internal Instability and War Within Countries
- 63 ❖ The [Liberal World Order](#)

64	▪ ACKNOWLEDGMENTS
65	▪ WHERE TO GO FOR MORE
66	▪ NOTES
67	▪ INDEX

# PREFACE

68

69 Every book comes with a story that helps to explain why the author committed the time and effort to produce it.

70 In this case, the story starts on a summer's day over a decade ago fishing with a friend in Nantucket.

71 My friend's nephew joined us on the boat, and I asked him where he went to school.

72 "Stanford," he told me.

73 He was a computer science major, soon to begin his senior year.

74 I went on to ask him a number of specific questions about what else he was studying beyond coding.

75 Anything in economics?

76 [Dismal Economics](#) by James K. Galbraith

"Although neoclassical economics  
relies on assumptions  
that should have been  
discarded long ago,  
it remains the mainstream orthodoxy.  
Three recent books,  
and one older one,  
help to show why  
its staying power  
should be regarded as a scandal."

77 ([What's Wrong with Economics?:  
A Primer for the Perplexed](#)  
by Robert Skidelsky)

78 [History?](#)

79 [Politics?](#)

80 His answers revealed he had taken the minimum number of courses outside his major and those he did take had little to do with the basics.

81 Peter [Drucker on professional writing, economics, business schools, philosophy, religion, political science, Japanese Art, accountants, and academia](#)

82 [From knowledge to knowledges](#)

83 What was clear was that this intelligent young man would soon graduate from one of the best universities with little or no understanding of his own country or the world.

84 "For **almost nothing** in our **educational systems**  
85 **prepares** people

for the **reality**

in which they will live, **work**,  
and become effective"

[source](#)

And he would do so at a moment when the fate of his country and the world were **inextricably linked** and **more was in flux** than at any time since World War II and the years just after. ...

[Why bother?](#)

## Awareness

[Difficult mental terrain](#)

Most mistakes in thinking are [mistakes in PERCEPTION](#)

*Water Logic* – [Outer World vs. Inner World](#)

### Intelligence, Information and Thinking

*The Second Curve* – [missing the turn to the future](#)

[No one to ask](#)

## This troubled me.

A search of graduation requirements at most American institutions of higher learning revealed it is possible to graduate from nearly any two or four-year college or university in the United States, be it a community college or an Ivy League institution, without gaining even a [rudimentary understanding](#) of the world.

### Windows of Opportunity

[The Forces Creating a New Geography of Opportunity](#)

[PDF](#) ↑

A recent survey of over eleven hundred American colleges and universities found that only 17 percent require students to take courses in U.S. government or history, while only 3 percent require them to take coursework in economics.

105 [\(What's Wrong with Economics?:  
A Primer for the Perplexed](#)  
by Robert Skidelsky)

106 [The Poverty of Economic Theory](#)

107 Don't get me wrong.

108 Virtually every college or university offers multiple courses in international relations or American foreign policy, many of them well taught and [comprehensive](#) in what they cover.

109 "For **almost nothing** in our *educational systems*  
110 *prepares* people

111 for the **reality**

112 in which they will **live, work,**

113 and **become [effective](#)**"

114 [source](#)

115 But unless a student chooses to major in these subjects, these courses are not required for graduation – and in many cases not even then for those who do choose to major in a related area. ...

116 [New Autonomous Power Centers](#)

117 [The individual in entrepreneurial society](#)

118 One survey of the top American colleges and universities showed less than a third required [history](#) majors to take a single course in U.S. history or government!

119 Core courses that all students must take are an endangered species.

120 What most institutions require is that each student take one or more courses in various designated areas, such as the natural sciences, the social sciences, and the arts.

121 In larger institutions, there may be as many as one hundred courses to choose from in each area.

122 Thus, it can be possible to fulfill an American history requirement without learning about the American Revolution or the Civil War, or to satisfy a [world history](#) requirement without understanding World War II or the Cold War or, more fundamentally, why the world matters and how it operates.

123 Studying a foreign language is valuable, but it is not a substitute. ...

124 In high schools, the situation is even more pronounced, in that many schools do not even offer basic courses in international relations or global issues.

125 My purpose is not to explain how all this came to be, although I would say high schools have increasingly given short shrift to civics and social studies because of resource limitations and

pressures to satisfy mandates related to science, technology, engineering, and mathematics, also known as STEM.

126 Another explanation is the difficulty in reaching agreement as to what should be taught. ...

127 The reluctance of institutions of higher learning to assert what they believe a graduate should know and have under his or her belt is an unfortunate development.

128 It would be far better if they would do so, and individuals could then choose to go to the school whose requirements best met their interests and objectives. ...

129 And then there is the fact that approximately one-third of Americans who graduate from high school do not attend any college and that only some 40 percent who do achieve a degree.

130 All this, however, is a conversation for another day.

131 What matters here and now is that an increasing number of young people in the United States and elsewhere are essentially uninformed about the world they are entering. ...

132 That said, this book is for men and women of all ages.

133 Many of us who attended college did not focus on these issues, or even if we did study them, we forgot much of what we were taught.

134 What's more, what people of my generation learned decades ago is increasingly inadequate or even obsolete.

135 A great deal of history has transpired in recent years.

136 The Cold War, which was accepted as a permanent given when I grew up in the 1950s and 1960s and defined the world for the four decades after World War II, is over, as is the Soviet Union.

137 China is a world power. ...

138 New technologies and issues, from the internet and artificial intelligence to climate change, have emerged.

139 The time has come to stop thinking of an education as something we receive in our youth, finish by the time we are in our early to mid-twenties, and live off for the next fifty years.

140 We need to regularly top off our intellectual tank as we drive down the proverbial highway of life. ...

141 My aim in this book is to provide the basics of what you need to know about the world, to make you more globally literate.

142 "Global literacy" as used here is not about the number of people around the world able to read.

143 (In case you are interested, though, it turns out that some 85 percent of adults worldwide are able to read, a number that sounds better than it is because it still means 750 million men and women cannot.)

144 Rather, **global literacy** for our purposes has  
everything to do with how much (or little) people **know about**  
and **understand** the **world**.

145 **Global literacy is essential, because** we live  
in a time in which what goes on outside a country matters a great  
deal.

146 Borders are not impermeable.

147 [Long years of profound changes](#)

148 The United States is bordered by two oceans, but oceans are not  
moats.

149 For better and for worse, the so-called Vegas rule – what happens  
there stays there – does not apply in today's global world. ...

150 *The World* is designed to help you build a foundation to better  
navigate the headlines and filter the flood of news coming at us  
all.

151 "We know only two things  
about the future.  
It cannot be known.  
It will be different  
from what exists now  
and  
from what we now expect."

[Peter Drucker](#)

152 **One objective** is that readers will become less vulnerable  
to being misled by politicians with partisan agendas and by  
others claiming to be authorities when in fact they are not.

153 All of us make [decisions](#) and voice opinions – be it as voters,  
students, teachers, parents, friends, consumers, or investors – that  
affect the country's (and hence our own) relationship with the  
world.

154 [Decisions](#) by Peter Drucker

155 [Why Drucker distrusted facts](#) ↓

156 "No one has ever failed  
to find the facts  
they are looking for."

157 [The Limits of Quantification](#) ↓

158 The unique event that changes the universe  
is an event "at the margin."  
By the time it becomes statistically significant,  
it is no longer "future";  
it is, indeed, no longer even "present."  
It is already "past."

159 [Assumptions](#) ↓

160 "The social universe has no "natural laws"  
of this kind. It is thus subject to continuous change.  
And this means that assumptions  
that were valid yesterday  
can become invalid and, indeed,  
totally misleading in no time at all."

161 With a better understanding of the world and the challenges that  
await, you will be a more informed citizen, one better able to hold  
your elected representatives to account and to arrive at sound  
independent judgments. ...

162 Just think about some of the questions that connect to the  
headlines.

163 Is free trade something to support or oppose?

164 Are tariffs a good idea?

165 Should the United States attack North Korea and Iran, live with  
their nuclear programs, or negotiate?

166 To what extent and at what cost should the United States or any  
country try to promote democracy and human rights and prevent  
genocide?

167 How real is climate change, and what should be done about it?

168 Should I volunteer for the armed forces or go to work for an  
international agency or nongovernmental organization (NGO)?

169 Is it patriotic to buy goods produced in my own country and not  
elsewhere even if it is more expensive to do so or the quality is  
not as good?

170 What precautions are worth taking against pandemic disease or  
terrorism?

171 What do we owe refugees and others who want to enter our  
country?

172 Are China and the United States bound to become enemies and  
enter into a relationship reminiscent of what existed between the  
United States and the Soviet Union during the Cold War? ...

173 There is no limit to the number of questions that could be raised  
dealing with the world where the answers could have profound  
consequences for our lives.

174 We exist in a moment when history is being made.

175 The fact that we describe the present in terms of the past – for  
instance, that we live in the post – Cold War world – tells us where  
we have been, not where we are heading.

176 [Dealing with risk and uncertainty](#)

177 **The tectonic plates of international relations  
are moving.**

178 History did not end with the Soviet Union's collapse.

179 This is a critical time to understand what is taking place in the world, why it is taking place, and how it will affect our lives. ...

180 [Long years of profound changes](#)

181 **A second reason** for knowing about the world is that every country, and the United States in particular given its large role and responsibilities, requires citizens who are familiar with the world and can operate successfully overseas. ...

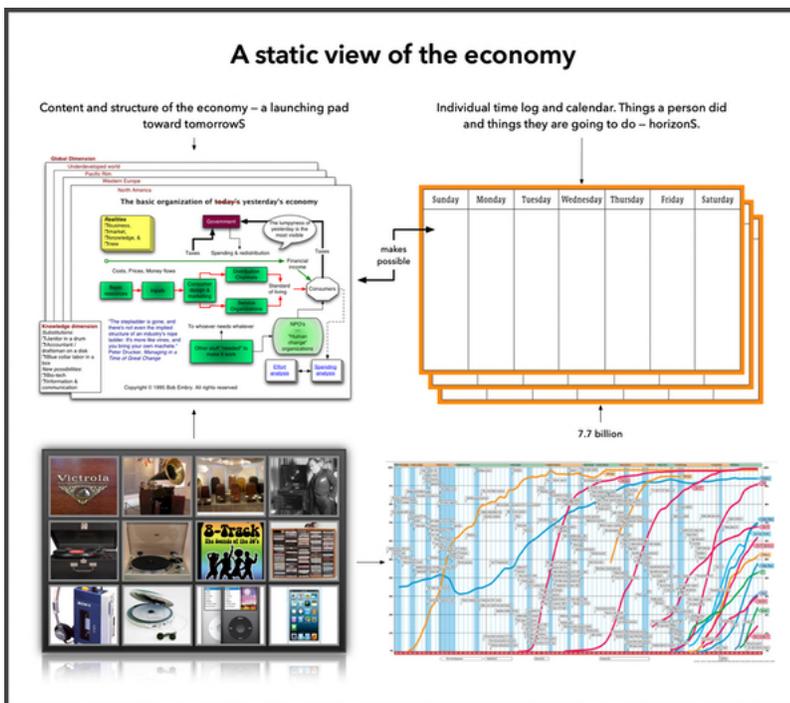
182 These men and women can literally be a country's foot soldiers, or they can be involved in the worlds of diplomacy, intelligence, law enforcement, foreign aid, and homeland security.

183 [Starting small fires](#)

184 Such opportunities need not be limited to government.

185 We are also talking about journalists, academics, and businesspeople as well as those who opt to work for one of the many NGOs involved in promoting education, health, or development. ...

186 **A third rationale** for global literacy stems from economic self-interest.



187

188 [Larger view](#) ↑

189 [What exists is getting old](#) ↑

190 [The Vanishing East](#)

191 Take the case of the United States, which accounts for only one out of twenty people in the world.

192 While the U.S. share of global economic output is a considerably higher percentage (on the order of 25 percent), this number is coming down.

193 Every other country accounts for a smaller share of global output, and every other country except China and India constitutes an even smaller percentage of the world's population.

194 [No more superpowers](#)

195 Understanding foreign markets is one requirement for remaining competitive, and knowing what is going on elsewhere is essential to all kinds of business and investment decisions. ...

196 Americans arguably have an additional reason to become globally literate, in that the United States has played a leading role in the world for the past three-quarters of a century.

197 The United States has been the world's principal architect as well as its general contractor.

198 What the country chooses to do (and not to do) in the future will have an enormous impact on others and on the world at large, which in turn will have a large impact on what goes on within the United States itself. ...

199 Notwithstanding the case for Americans becoming more knowledgeable about the world, I have endeavored to write these pages in a manner that makes them equally relevant to those from other countries.

200 American foreign policy is uniquely American, but the world it seeks to shape is not. ...

201 ***The World* focuses on the ideas, issues, and institutions essential for a basic understanding of the world.**

202 I also shed light on each region of the world, the major powers, the challenges associated with globalization, and the most relevant history.

203 The book may not seem all that brief, but virtually every chapter, and in many cases parts of chapters, could sustain a book by itself.

204 What survives includes little of the theory central to most textbooks written for introductory courses in this area for the simple reason that much of the theory that dominates the academic study of the field is too abstract and too far removed from what is happening to be of value to most of us. ...

205 If there is a parallel to what is provided here, it is the study of [language](#).

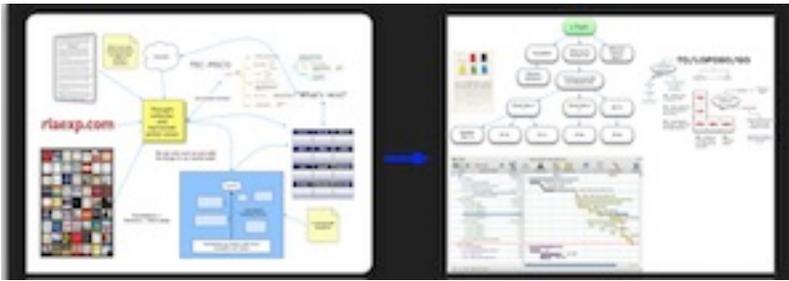
206 This book will not make you "fluent" in international relations, but it will make you conversant, able to make sense of developments in the world and proposals to shape them.

207 Although the day-to-day details of what is going on will inevitably change, much of what is discussed in the coming chapters will remain relevant. ...

- 208 The book is thus envisioned as something evergreen that will remain useful even as history continues to unfold, as it inevitably will. ...
- 209 The book is divided into four sections.
- 210 The first emphasizes history and is global in scope.
- 211 Chapters are devoted to what is essential to know about the period of several hundred years leading up to World War I, the three decades from World War I to the end of World War II, the four-plus decades of the Cold War, and the current period.
- 212 History, Mark Twain is alleged to have said, does not repeat itself, but it rhymes.
- 213 We need to learn [history's lessons](#) to increase the odds that the future will improve upon the past. ...
- 214 The second section of the book begins with an introduction to the world writ large and includes chapters on the six principal regions of the world: Europe, East Asia and the Pacific, South Asia, the Middle East, sub-Saharan Africa, and the Americas.
- 215 Each chapter examines the importance of the region, provides its core history, and explains its dynamics. ...
- 216 The third and longest section of the book addresses global challenges, including climate change, terrorism, cybersecurity, the proliferation of weapons of mass destruction, and trade.
- 217 Depending on how well these challenges are managed, they can be a source of disorder or stability.
- 218 This requires examining global governance in each of these realms.
- 219 Just to be clear, global governance (which is really a fancy name for international cooperation) is not to be confused with global government, the notion of a single international entity or authority that has more power than individual governments.
- 220 Such an authority does not exist and most likely never will. ...
- 221 A fourth and final section deals with world order, the most basic concept of international relations, as well as what brings it about and what threatens it.
- 222 This part of the book delves into some of the principal sources of stability in the world, including the notion and reality of sovereignty, deterrence, the balance of power, alliances and less formal coalitions, and the role of international organizations, democracy, trade, and international law.
- 223 It also assesses disorder in the world and ends with a discussion of what all this means for the current international era and covers the many ways interested readers can follow up this book and keep up with what is going on in the world. ...
- 224 *The World* can be read from start to finish, or it can be read in bits.

225 I imagine some readers might want to begin with the last section,  
on world order, and work backward.

226 [Just reading is not enough](#)



227

228 [Larger](#) ↑

229 [The danger of too much planning](#)

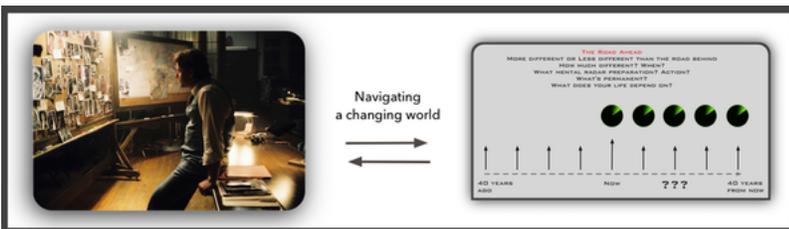
230 Whatever route you decide to take,  
231 my goal is that you finish the book

232 with a better grasp of

233 **how the world we live in came to  
be,**

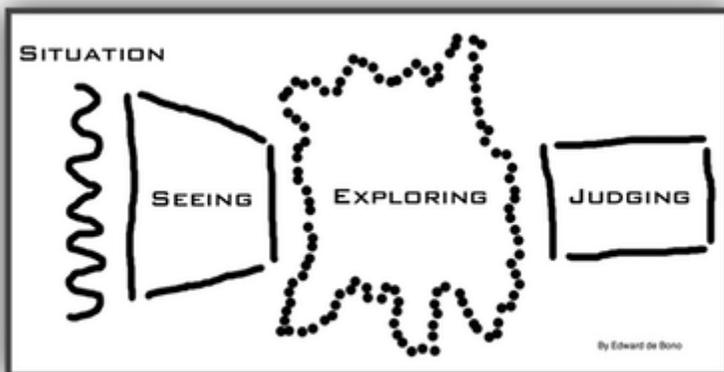
234 **how it works,**

235 **and why it matters. ...**

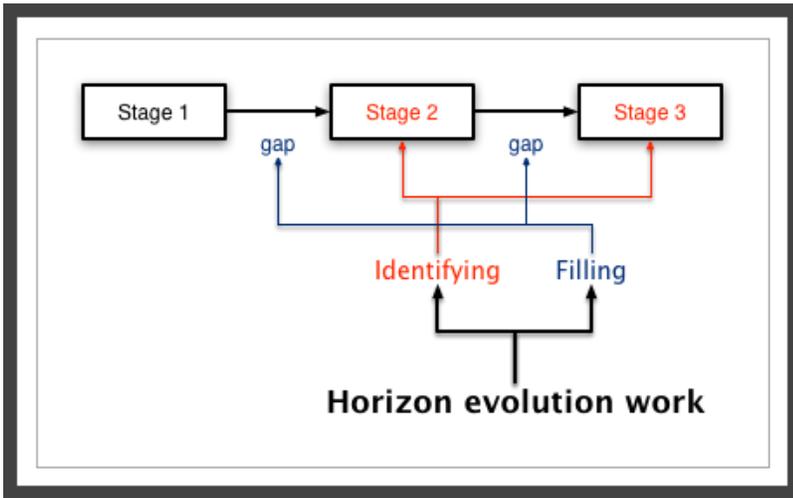


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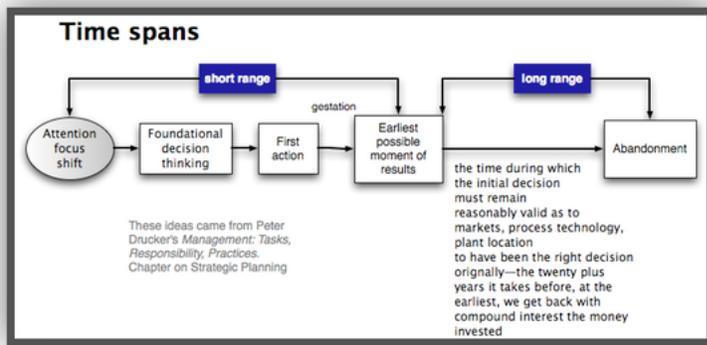
237 [Larger](#) ↑



238



239



240

[Larger](#) ↑

241

[Who was Peter Drucker?](#) ↓



242

243

[Larger](#) ↑

244

[From Analysis to Perception – The New World View](#)

245

[A Century of Social Transformation](#)

246

[Post Capitalist Society](#)

247 [Management Worldviews](#)  
248 [Management Challenges for the 21st Century](#)  
249 [Managing in the Next Society](#)  
250 [Moving beyond Capitalism](#)

251 [Managing Oneself: A revolution in human affairs](#)

252           ↑ “The very great achievers,  
a Napoleon, a Leonardo da Vinci, a Mozart,  
have always managed themselves ...  
Now even people  
of modest endowments ...  
[will have to learn](#) to manage themselves”  
Druckerism

253 [Outliving your organization](#)

254           “Making a living  
is no longer enough,  
work has to make a life”  
Druckerism

255           “It is the [very nature of knowledge](#)  
that it changes fast  
and that today’s certainties  
will be tomorrow’s absurdities.”  
Druckerism

256           “Above all,  
effective executives  
treat change as an opportunity  
rather than a threat.”  
Druckerism

257           “The most effective road  
to self-renewal  
is to look for  
the unexpected success  
and run with it.”  
Druckerism

258           “The people  
who keep themselves  
alive and growing  
also build a review  
of their performance  
into their work.”  
Druckerism

259

[To prevent mid and later life boredom](#)  
start early

260

↑ [More TLN Insights](#)

261

The [memo](#) *THEY* don't want you to see