IT'S NO SIMPLE TASK TO NAVIGATE THE MAZE OF FACTS AND OPINIONS ABOUT INTERNATIONAL RELATIONS. TO CONFRONT THE DIZZYING ARRAY OF INFORMATION PRESENTED by the media, students need a reliable, user-friendly guide. We wrote this book to address a new generation of students, who have unprecedented access to global information yet often lack the background to fully understand and evaluate it. Statistics, video clips, tweets, maps, eyewitness reports, scholarly articles, and biographies—all are just a click away. We wanted to guide students through this information while paying special attention to rigorous, critical evaluation of facts and theories—a major task in teaching international relations today.

With that in mind, we designed this book to offer a consistent framework, one that helps students approach the field of international relations with an engaged, serious mindset and a critical eye. Like a handbook to the field, this book steers students through major international issues, offers contending approaches, and considers real-world applications of theory at various levels of analysis. The educational tools we have built into this book will equip students not only with facts and concepts for a solid background, but also with the skills for critical thinking. Students will learn to distinguish opinions from scholarly concepts, superficial judgments from theoretical reasoning. We tell students that the complexities of today's world are not likely to fit a single approach or theory. We encourage them, with the help of case studies and questions, to cross the boundaries of research traditions in search of new answers.

**A Consistent Learning Framework**
The consistent chapter outline centers on three basic questions: (1) What Do We Study? (2) How Do We Study It? and (3) How Do We Apply It? Every chapter follows this format so that students know what to expect.
1. **What Do We Study?** An engaging opening case in every chapter introduces the chapter's main theme. Following this case, we present “Chapter Learning Objectives” to focus students on the essential information to look for. Next we cover basic concepts and definitions, key facts and developments, and major international problems related to the chapter’s theme.

![Diagram showing the flow of content: Opening case -> Chapter Learning Objectives -> Concepts and definitions -> Key events and issues]

2. **How Do We Study It?** The second section of each chapter presents the main theories and approaches used to analyze these facts, events, and problems. The book reflects a wealth of theoretical and conceptual discussions, including the growing prominence of theoretical alternatives to realism and liberalism. Through real issues, case studies, and frequent questions, this book helps students cut across research traditions to look for their own answers. In the process, students will see that even the most advanced approach or model cannot in itself explain the complexities of today’s world.

![Diagram showing the flow of content: Major theories and approaches -> Diversity of views and interpretations]

3. **How Do We Apply It?** In the third section of each chapter, we show students how to apply these theories and approaches in individual, state, and global contexts. An extended chapter-ending application called “Past, Present, and Future” considers a new case in depth. This case concludes the discussion of applications by focusing on real-life ramifications and posing new questions.

![Diagram showing the flow of content: Applications in individual, state, and global contexts -> Extended application: “Past, Present, and Future”]
A Guide to Critical Thinking

We introduce the critical-thinking approach in Chapter 1 and then apply it in every chapter. Rather than merely presenting facts and theories of international relations, we show students how to explain and evaluate them critically. Emphasis on critical thinking helps students achieve at least two goals. First, it shows them how to extract more valuable, complex information from apparently simple facts or research data. Second, it teaches them to be informed skeptics.

Several features of the text include a critical-thinking component:

**Debate - Environmental Offenders**

The World Wildlife Fund (WWF) assesses consumption habits in different countries and publishes a list of “environmental offenders.” The residents of the United Arab Emirates top the list. Each person in the UAE needs 1.2 hectares (3 acres) of biologically productive land and sea to sustain them—one area needed for the production of vegetables, fish, fruit, or rice and to absorb waste. The United States was the second-worst “offender” with a requirement of 0.6 hectares. The average global requirement, according to the WWF, is 2.2 hectares per person, but the available supply is only 1.6 hectares.

**What’s Your View?**

What is the main point of such a list, and how effective is the publication of the list? If you reduce your personal consumption habits, will it affect the environment in any measurable way? Why or why not?

“Debate” boxes include “What’s Your View?” sections, asking students to consider their own views on controversial questions and issues.

**A Case in Point - Diplomatic Efforts in an India-Pakistan Conflict**

In December 2001, in the wake of a terrorist attack on India’s parliament by Pakistani-based militant groups, India and Pakistan amassed over a million troops on the India-Pakistan border. These countries had gone to war several times before, the last time in 1971. Now they threatened each other with nuclear missiles. The entire international community joined urgent efforts to avoid what appeared to be imminent violence. After weeks of relentless diplomatic talks, the standoff eased out and reciprocal concessions began. Pakistani leaders promised to stop cross-border infiltrations of civilian combatants into Indian-controlled Kashmir. India, in exchange, softened its stance from the North Arabian Sea and lifted the over-flight ban imposed on Pakistani commercial jets. India also agreed to upgrade diplomatic ties with troubled Indo-Pakistani relations remain tense and difficult, but international diplomacy proved its efficacy in easing military threats.

“Case in Point” boxes, which examine current or historical events, contain “Critical Thinking” questions that ask students to think deeply about the events discussed. These questions encourage a critical re-examination of the assumptions and conclusions introduced earlier, and they make excellent prompts for class discussion or writing assignments.

**Critical Thinking**

- Name at least one humanitarian problem not mentioned in this chapter. What policies are required to address this problem?
- Why do humanitarian interventions remain controversial from the standpoint of international law?
- What conditions are necessary for global governance to succeed?
- Does celebrity activism, from your point of view, make a difference in global efforts to fight illness, poverty, violence, or injustice? If yes, in what way?

“Visual Reviews” at the end of every chapter summarize the material and pose “Critical Thinking” questions that further examine some of the chapter’s key topics and conclusions.
Examples and Cases: Connecting Historical Context, Contemporary Examples, and Real-World Applications

We know from experience that students need substantial context to fully understand contemporary issues and to see the relevance of theory. We therefore provide abundant examples throughout the book, many examining parallels between past and present yet considering the limits of historical analogies. This carefully integrated historical context not only gives students a way to frame information and make connections but helps correct misconceptions. Examples also show how we might better anticipate the future by considering the past.

Three features in particular demonstrate the kinds of examples and cases we provide throughout:

The war that began as an antiterrorist campaign continued for more than a decade. It had a profound impact on international relations. The United States and other countries committed enormous resources to the war. Yet Afghanistan as a state was constantly on the point of failure. Critics believe that the conflict was unwinnable from the start. Some compared it to the Vietnam War and urged rapid withdrawal. Others maintained that the failure would have fatal consequences. Terrorist groups would only embolden themselves for more attacks against the United States and other countries.

Which argument is stronger? How dangerous is international terrorism, and how does it affect the world? In this chapter we will guide you through the theories explaining international terrorism and explore how states, international organizations, and the entire global system deal with the challenge:

Each chapter begins with a vivid historical example that includes several framing questions.

“A Case in Point” boxes feature brief, practical examples from the past and the present to illustrate the relevance of the chapter’s concepts.

The extended analytical cases called “Past, Present, and Future” at the end of every chapter feature detailed accounts of noteworthy developments from the past several decades. Each one considers critical assessments and addresses three interconnected questions:
To illustrate, the concluding case in Chapter 1 describes the developments in Japan and Germany after occupation by the United States in 1945. The case then considers the following questions:

- Why was democratization successful in Germany and Japan, and why is it failing in Afghanistan and Iraq?
- What is the difference between the conditions in Germany and Japan in the 1940s and in Afghanistan and Iraq today?
- Are some countries simply not ready for democracy? Or are we too impatient with today’s developments, as if we were playing a video game?

As another example, the concluding case in Chapter 4 discusses one of the most dramatic developments of the past six decades—the Cuban missile crisis—and the approaches to understanding it and drawing valuable lessons for today’s diplomacy.

The Cuban Missile Crisis

The Cuban missile crisis was one of the most dramatic events of the twentieth century. It also could have been the most tragic, because the world came very close to a nuclear war. Which lessons of the Cuban missile crisis could be used in today’s international relations?

In 1962 the Soviet leadership decided to deploy a number of nuclear missiles on Cuban soil. The United States then reacted with a naval blockade of Cuba and an ultimatum. Kennedy promised to remove his missiles from Turkey, if the Soviet missiles were removed from Cuba.

seeing missiles in Cuba as a strategic threat to the United States. The world war...
Serb army, he called for a “Greater Serbia.” This meant war against the Kosovo Albanians, on the same battlefield where, in the fourteenth century, the Ottoman Empire defeated the Serbs. Serbian leader Slobodan Milošević in the 1990s skillfully exploited nationalism to help bring together Albanians, Muslims, and Serbs in the Yugoslav state, but also to many Christian fundamentalists and cultural conservatives to portray these policies as Western expansionism.

In many historical accounts, President Ronald Reagan’s campaign for the United States presidency in 1980 was driven by personal reasons, he wanted to win Jewish votes from his Republican opponent, and to capitalize on the tragedy of the Holocaust. The pro-Israeli lobby became particularly influential in this debate.

Anglo-Saxon civilization is called the Protestant Ethic. According to Max Weber, the Protestant Ethic was the driving force behind the industrial revolution. It was characterized by hard work, thrift, and savings, which were seen as a way to achieve success in life. Weber argued that this ethic was particularly strong in Protestant countries, such as Germany and the United States, and that it played a key role in the development of modern capitalism.

In the nineteenth and early twentieth centuries, many state leaders embraced the thought of serious limits on weaponry and war. In 1899 and again in 1907, at the second international disarmament conference was convened in the Netherlands at Russia’s initiative, to negotiate limits on state possession of weapons. In 1899, at the Second Hague Conference, nations agreed to ban the use of poison gases, and later agreements were signed to ban other types of weapons. But the idea of total disarmament appeared impractical.

WHAT'S YOUR VIEW?
Do you believe that humans, if left to their own devices, are likely to arrange their own security or to seek security by spreading themselves over the world? Does the thought of state leaders and their decisions, often having a bigger influence on their own self-interest, lead to a debasing of the character of the state and with it a debasing of the individual's profession? Does the thought of state leaders embarking on an arms race and fears of the domino effect lead to a lack of cooperation among nations?

Immanuel Kant, a German philosopher and theologist Reinhold Niebuhr, among others, were captivated by ideas of liberalism and were disillusioned by the violent nature of capitalism. They believed that humans could achieve peace through reason. Kant advocated for a system of collective security, which he believed would prevent nations from going to war.

As early as 1856, the proponent of global disarmament was the influential liberal thinker Charles de Secondat, Baron de Montesquieu. In his book "The Spirit of the Laws," he argued that the best way to prevent war was to establish a system of collective security. This system would allow nations to negotiate limits on state possession of weapons and to impose its will on other states and actors in order to protect its own interests.

During the Cold War, the United States and the Soviet Union formed an alliance called the NATO against the Soviet bloc. In the past twenty years, NATO accepted several new members seeking security and stability in the region.

In the aftermath of the terrorist attacks on September 11th, 2001, the United States has become increasingly interventionist, with the pro-Israeli lobby becoming particularly influential in debates over foreign policy. The war on terror has also led to a debate over the role of public opinion and the media in shaping foreign policy decisions.

The Routledge Encyclopedia of Philosophy. The rationality of the American people is often debated. Americans believe that they have a right to act on their own interests, and that they should act as a moral guide for the rest of the world. This belief is often referred to as the American exceptionalism.
Organization and Coverage

The book contains twelve chapters divided into three parts:

- **Part I, Studying International Relations (Chapters 1–4)**, introduces the field. It offers key definitions, introduces essential historical facts, and describes major methods used in this field. Main actors, including states, international governmental organizations, and nongovernmental organizations, are introduced in the section. This section also presents the major approaches to international relations—realism, liberalism, and constructivism—as well as several other approaches, including conflict theories, feminism, and political psychology.
- **Part II, Three Facets of a Global World (Chapters 5–7)**, discusses three major, classic facets of international relations: international security, international law, and international political economy. Main concepts, including international security, war, economic policy, free trade, territoriality, universal jurisdiction, and human rights—to name a few—are discussed in this section.
- **Part III, Twenty-First-Century Challenges (Chapters 8–12)**, explores domestic and global challenges of today’s world that are likely to continue into the future. These topics include terrorism and nonstate violent radicalism, global environmental problems, and humanitarian challenges. The final two chapters emphasize the importance of knowledge and global understanding in the practice of international relations. They underline the
necessity of critical knowledge and understanding the “hearts and minds” of today’s global world. The concluding section of the book provides critical evaluations of various predictions about the future of international relations.

After Chapter 1, which introduces the discipline and the critical-thinking approach, we provide three full chapters on main approaches: realism (Chapter 2), liberalism (Chapter 3), and alternative views (Chapter 4). The next three chapters cover the issues of international security (Chapter 5), international law (Chapter 6), and international political economy (Chapter 7). Special attention is given to terrorism (Chapter 8), as well as to environmental and humanitarian problems and their solutions (Chapters 9 and 10). A full chapter (Chapter 11) gives unique emphasis to cultural and identity factors and their applications. Its final section applies cultural factors to Chinese foreign policy. A unique final chapter (Chapter 12) considers predictions for the future.

**Chapter 1. Introducing International Relations**
- Defines international relations as a discipline.
- Identifies major actors and decision makers in international relations and the main areas in which they interact.
- Discusses the main challenges and problems confronting the world today.
- Introduces the methodology of international relations and the ways critical thinking might be applied to study and analyze information.
- Applies the knowledge in a critical analysis of a concluding case related to the question of whether democracy can be “exported.”

**Chapter 2. The Realist Perspective**
- Defines the concept of power in international relations.
- Explains the key principles of realism in international relations and shows how these principles have evolved over time.
- Explains the meaning of states’ interests, balance of power, deterrence, polarity, and international order.
- Explains and interprets realpolitik as a key application of realism.
- Critically applies realism within three contexts of international relations to demonstrate its strength and weaknesses.
- Applies the knowledge of realism in a critical analysis of a concluding case on the North Atlantic Treaty Organization.

**Chapter 3. The Liberal Perspective**
- Describes the key features of liberalism in international relations.
- Explains why and how liberals criticize the principles of power politics.
- Introduces and compares different approaches and traditions within liberalism.
- Applies the key principles of the liberal approach to individual decisions, specific policies of states, and global developments.
- Applies the knowledge of liberalism in a critical analysis of the case of the European Community and the limits of the liberal project.
Chapter 4. Alternative Views

- Emphasizes the shortcomings of realism and liberalism and the necessity of other interpretations of world politics.
- Explains alternative views to international relations, including constructivism, conflict theories, feminism, and political psychology.
- Shows how perceptions, social norms, conflicts, inequality, gender, race, and psychological factors shape international relations.
- Applies theory to interpret international behavior of leaders, states, and international organizations.
- Applies the knowledge of international relations theory in a critical analysis of the Cuban missile crisis.

Chapter 5. International Security

- Defines and describes national and international security.
- Discusses security from realist, liberal, constructivist, and alternative perspectives.
- Explains variation in security policies.
- Applies major views of security to realities of international relations within each context of analysis.
- Evaluates the effectiveness of particular security policies.
- Applies the knowledge of security in a critical analysis of a concluding case about ending the Cold War.

Chapter 6. International Law

- Explains the principles, sources, and evolution of international law.
- Discusses the applications as well as limitations of international law.
- Demonstrates and discusses the principal differences among various views and approaches to international law.
- Applies key principles of international law to individual decisions, particular policies of states, and global developments.
- Applies the knowledge of international law in a critical analysis of a concluding case about war crimes and genocide.

Chapter 7. International Political Economy

- Identifies economic aspects of international relations and explains the major factors of international political economy (IPE).
- Explains the principles of mercantilism, economic liberalism, constructivism, and conflict theories in the context of IPE.
- Applies major economic views to realities of international relations within three contexts of international relations.
- Evaluates the impact of states on international economy, finances, and trade, as well as the challenges of global economic interdependence.
- Applies the knowledge of IPE in a critical analysis of the “Beijing Miracle.”
Chapter 8. International Terrorism
- Defines terrorism and explains its logic, strategies, and methods.
- Explains counterterrorism and discusses how states, international organizations, and the entire global system deal with the challenge of terrorism.
- Compares and contrasts different views of terrorism and counterterrorist policies.
- Applies theories about terrorism and counterterrorism within three contexts of international relations.
- Applies the knowledge of terrorism in a critical analysis of al-Qaeda.

Chapter 9. Environmental Problems and International Politics
- Identifies key environmental problems of today and major policies to address them.
- Explains how environmental problems and the debates around them affect international relations and policies of countries, international organizations, and NGOs.
- Describes and focuses on similarities and differences among several approaches to environmental problems.
- Applies the knowledge about environmental problems to individual decisions, policies of states, and global developments.
- Applies the knowledge of environmental problems and politics in a critical concluding discussion of Greenpeace.

Chapter 10. Humanitarian Problems
- Identifies and explains major humanitarian problems and their causes.
- Discusses humanitarian policies to address these problems.
- Outlines similarities and differences among key approaches to humanitarian problems and policies to address them.
- Applies the knowledge to explain leaders’ choices, countries’ political conditions, and global contexts affecting humanitarian problems and policies.
- Applies the knowledge of humanitarian problems and politics in a critical concluding discussion of “celebrity activism.”

Chapter 11. Hearts and Minds: Identity and Political Culture
- Explains why values and identities are important in international relations.
- Describes how political culture, cultural identities, and political attitudes affect international politics.
- Describes key approaches to values and identities in the context of international relations.
- Applies the knowledge to interpret international behavior of leaders, states, and international organizations in various contexts.
- Applies the knowledge of identity and values in a critical concluding discussion of China’s foreign policy in the context of China’s changing identity.

Chapter 12. Forecasting the World of 2025
- Evaluates predictions about the future of states, international and nongovernmental organizations, multipolarity, and international alliances.
• Compares and contrasts several major theoretical approaches to and assumptions about the future of international relations.
• Applies the knowledge about forecasting within three contexts of international relations.

Supplements

Oxford University Press offers instructors and students a comprehensive ancillary package for qualified adopters of *International Relations*.

• **Companion Website at www.oup.com/us/shiraev**
  • For instructors, this site includes the teaching tools described below, available for immediate download. Contact your local OUP sales representative for access.
  • For students, the companion website includes a number of study tools, including learning objectives, key concept summaries, quizzes and essay questions, Web activities, and Web links.

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- **Now Playing Video Guide**—Through documentaries, feature films, and YouTube videos, *Now Playing: Learning Global Politics through Film* provides video examples of course concepts to demonstrate real-world relevance. Each video is accompanied by a brief summary and three to five discussion questions. Qualified adopters will also receive a Netflix subscription that enables them to show students the films discussed in the *Now Playing* guide.
- **The Student Research and Writing Guide for Political Science**—This brief guide provides students with the information and tools necessary to conduct research and write a research paper. The guide explains how to get started writing a research paper, describes the parts of a research paper, and presents the citation formats found in academic writing.