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# AN INTRODUCTION TO INTERNATIONAL RELATIONS

#### FOURTH EDITION

International Relations is a dynamic discipline, continually evolving in response to contemporary world politics. *An Introduction to International Relations* offers a foundational explanation of the theories, systems, actors and events that shape external relations between nations in today's global society.

The fourth edition retains the existing structure, grouping chapters on theories, international history and the 'traditional' and 'new' agendas, while acknowledging that these exist alongside one another and intersect in complex ways. The text has been comprehensively updated and includes new chapters on postcolonialism, the international politics of cyberspace, global public health and the futures of International Relations. New postcard boxes and case studies present contemporary examples of international relations in action, and discussion questions at the end of every chapter promote student engagement.

Written by an expert author team of leading academics from Australia, New Zealand and around the world, *An Introduction to International Relations* remains a fundamental guide for students of international relations.

**Richard Devetak** is Professor of the History of International Thought at the University of Queensland.

Daniel R. McCarthy is Senior Lecturer in International Relations at the University of Melbourne.

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## AN INTRODUCTION TO INTERNATIONAL RELATIONS

FOURTH EDITION

CAMBRIDGE UNIVERSITY PRESS EDITED BY RICHARD DEVETAK DANIEL R. McCARTHY

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One Liberty Plaza, 20th Floor, New York, NY 10006, USA

477 Williamstown Road, Port Melbourne, VIC 3207, Australia

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More Information



#### **EDITORS**

**Richard Devetak** is Professor of the History of International Thought at the University of Queensland. **Daniel R. McCarthy** is Senior Lecturer in International Relations at the University of Melbourne.

#### **CONTRIBUTORS**

**Tim Aistrope** is a Senior Lecturer in International Relations at the University of Kent.

Robert Ayson is a Professor in the Centre for Strategic Studies at Victoria University of Wellington.

**Alex J. Bellamy** is a Professor of Peace and Conflict Studies in the School of Political Science and International Studies and Director of the Asia Pacific Centre for the Responsibility to Protect at the University of Queensland.

**Nick Bisley** is the Dean of Humanities and Social Sciences and Professor of International Relations at La Trobe University, Australia.

**Roland Bleiker** is Professor of International Relations and Director of the Rotary Peace Centre at the University of Queensland.

**Anthony Burke** is a political theorist and Professor of Environmental Politics and International Relations at the University of New South Wales, Canberra.

**Michele Chiaruzzi** is an Associate Professor in International Relations and History of Political Thought in the School of Political and Social Sciences at the University of Bologna and Director of the Research Centre for International Relations at the University of the Republic of San Marino.

**Audrey Kurth Cronin** is Trustees Professor of Security and Technology and Director, Carnegie Mellon Institute of Technology at Carnegie Mellon University.

Sara E. Davies is a Professor in the Griffith Asia Institute, Griffith University.

**Constance Duncombe** is Associate Professor and Marie Skłodowska-Curie Fellow in the Department of Political Science at the University of Copenhagen.

**Robyn Eckersley** is a Redmond Barry Distinguished Professor in Political Science in the School of Social and Political Sciences at the University of Melbourne.

**Louise Fawcett** is a Professor of International Relations in the Department of Politics and International Relations at the University of Oxford.

**Jim George** was a Senior Lecturer in International Relations in the School of Politics and International Relations at the Australian National University.

**James Goodman** is Professor in Social and Political Sciences at the Faculty of Arts and Social Sciences at the University of Technology, Sydney.

**Beth K. Greener** is a Professor of International Relations in the School of People, Environment and Planning at Massey University.

**Marianne Hanson** is an Associate Professor in the School of Political Science and International Studies at the University of Queensland.

Liane Hartnett is a Lecturer in International Relations at the University of Melbourne.

Sujin Heo is a PhD candidate at the School of International Service, American University.

Ian Hurd is a Professor in the Department of Political Science at Northwestern University.

**Elizabeth Shakman Hurd** is a Professor of Religious Studies and Political Science at Northwestern University.

**Patrick Thaddeus Jackson** is a Professor of International Studies in the School of International Service at the American University.

**Adam Kamradt-Scott** is Dr Jiang Yanyong Visiting Professor of Global Health Security at Harvard T.H. Chan School of Public Health.

**Maryanne Kelton** is a Senior Lecturer in International Relations, College of Business Government and Law at Flinders University.

**Anthony J. Langlois** is the Stan Perron Dean of Applied Ethics in the Faculty of Business and Law at Curtin University.

**Katrina Lee-Koo** is a Professor of International Relations in the School of Social Sciences at Monash University, Melbourne, Australia.

**Gavin Mount** is a Senior Lecturer in Global Politics in the School of Humanities and Social Sciences at the Australian Defence Force Academy, University of New South Wales.

Peter Newell is a Professor of International Relations at the University of Sussex.

**Thu Nguyen** is an Associate Lecturer at the School of Government and International Relations, Griffith University.

**Sarah Percy** is an Associate Professor in the School of Political Science and International Studies at the University of Queensland.

**Leonard Seabrooke** is Professor of International Political Economy and Economic Sociology in the Department of Organization at the Copenhagen Business School, and Research Professor at the Norwegian Institute of International Affairs. He is also an Honorary Professor at the University of Adelaide.

**Giorgio Shani** is Professor of Politics and International Studies at International Christian University (ICU), Japan and a Visiting Professor in the Department of International Relations at the London School of Economics and Political Science (LSE).

Paul Sharp is a Professor in the Department of Political Science at the University of Minnesota Duluth.

**Steven Slaughter** is an Associate Professor in International Relations in the School of Humanities and Social Sciences at Deakin University

**Annika Stenström** is a Doctoral Fellow in the Department of Accounting and the Department of Organization at the Copenhagen Business School.

**Shogo Suzuki** is a Senior Lecturer in International Relations at the School of Social Sciences, University of Manchester.

XXII Contributors

**Heloise Weber** is a Senior Lecturer in the School of Political Science and International Studies at the University of Queensland.

**Thomas G. Weiss** is Presidential Professor Emeritus at the CUNY Graduate Center, Distinguished Fellow at the Chicago Council on Global Affairs and Global Eminence Scholar at Kyung Hee University.

**Marc Williams** is Emeritus Professor of International Relations in the Faculty of Art, Design and Architecture at UNSW Sydney.

**Geoffrey Wiseman** is Professor and Endowed Chair in Applied Diplomacy in the Grace School of Applied Diplomacy, DePaul University, Chicago.

#### **POSTCARD CONTRIBUTORS**

**Morgan Brigg** is an Associate Professor of Peace and Conflict Studies in the School of Political Science and International Studies at the University of Queensland.

**Tom Chodor** is a Senior Lecturer in Politics and International Relations in the School of Social Sciences at Monash University.

**Stefanie Fishel** is a lecturer in Politics and International Relations at the University of the Sunshine Coast.

**Mary Graham** is an Associate Adjunct Professor in the School of Political Science and International Studies at the University of Queensland.

**Sebastian Kaempf** is a Senior Lecturer in Peace and Conflict Studies at the School of Political Science and International Studies at the University of Queensland.

**Megan Mackenzie** is Professor and Simons Chair in International Law and Human Security at Simon Fraser University.

**Noel Morada** is Director for Regional Diplomacy at the Asia Pacific Centre for the Responsibility to Protect.

Ben Wellings is an Associate Professor in Politics and International Relations at Monash University.

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## PREFACE AND ACKNOWLEDGEMENTS

This textbook is designed specifically for students studying introductory International Relations (IR) courses. Like any good textbook, it aims to introduce students to the study of IR by laying out its chief theories, main actors and institutions, and leading issues in a manner that both excites interest and lucidly explains topics for students with no previous background in IR. Carving up the topics of a complex, dynamic, evolving discipline like IR is no easy task. Decisions inevitably must be made about which topics to include and which to exclude. The topics chosen no doubt reflect but one particular perspective of the discipline's present make-up – one account of what is important for students to learn. Since there is no single correct way to present the material to undergraduate students, there is always a degree of arbitrariness involved in topic selection, and we do not pretend otherwise. However, we believe that the structure adopted here, developed and adapted over many combined years of teaching undergraduate introductory IR courses, offers one useful way into the wide range of fascinating topics that fall under the heading international relations.

Once again we have revised and updated chapters from the previous edition, but we have also added new chapters. The textbook is divided into four parts: Part 1 on theories of IR; Part 2 on international history; Part 3 on what we term the 'traditional agenda' of IR, which focuses on states, war and law; and Part 4 on the 'new agenda', which focuses on globalisation and global governance. These are explicated in more detail in the Introduction, but it is worth emphasising that the new agenda does not succeed the traditional agenda in either chronological time or intellectual resourcefulness. The distinction between traditional and new agendas is a heuristic device meant to remind students that the discipline has evolved and changed, and to encourage reflection on the discipline's historical character. Quite often, textbooks imply that our present conception of the discipline represents something like the end-point in the discipline's ineluctable progression from primitive origins to full development. Alternatively, they imply that the discipline has, and always should, remain focused on states, war and law. These conceits are easy to succumb to in the absence of historical-mindedness. We hope that a greater appreciation of the past will enable students to gain a better understanding of how the discipline has come to assume its present historical form and to reflect on continuities and changes over time. This should also encourage students to reflect more deeply on the sources of the tensions, debates and disagreements that both shape IR and make it one of the most intellectually exciting disciplines in the human and social sciences today.

There are a number of people we need to thank. A handful of individuals were directly and actively instrumental in the production of this textbook. First, we would like to thank all the contributors for generously giving their time, expertise and effort to the writing. Textbooks may not receive much recognition in modern research-intensive universities, but they remain absolutely indispensable for educating students in those same institutions. The decision of so many leading scholars to willingly contribute to this textbook is testament to their commitment to the discipline and, most importantly, to students. A special thank you must go to the new contributors. All the new contributors are internationally recognised and greatly enhance the textbook's quality and global relevance. Second, we would like to thank Lucy Russell and Emily Baxter at Cambridge University Press, who have supported this fourth edition and demonstrated immense patience. Third, a special thank you to past co-editors,

Anthony Burke, Jim George and Sarah Percy whose intellectual contributions to previous editions continues to inform the present edition.

We would also like to thank a collection of other people. They may not have had a direct hand in the textbook, but indirectly they have contributed to it. First of all, we owe a debt to our own teachers, without whom we would not ourselves be teaching, let alone editing textbooks for future generations of students.

Richard would like to acknowledge, once again, his enduring debt of gratitude to his exemplary teachers, mentors and friends, Peter Lawler, Hidemi Suganami and Tim Dunne, and past cohorts of students at Monash and the University of Queensland. He would like to make special mention of the late Andrew Linklater. Andrew will long be acknowledged for his intellectually pathbreaking research, but it was in the classroom that Andrew inspired generations of students and future academics with his good humour, generosity, intellectual vision, and mastery of multiple historical and theoretical literatures. He would also like to thank his co-editor, Daniel McCarthy, for his good judgement, collegiality and responsiveness, and for his readiness to take on this ambitious project. It was a pleasure to work with him.

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Finally, we would all like to thank friends and family who have had to suffer our distraction as we wrestled this textbook into submission one more time. Richard would like to register the unpayable and continuing debts he owes to his wife Naomi and daughters Chiara and Allegra for their tolerance, patience and forgiveness. Daniel would like to thank his wife Lisa for her support and intellectual engagement with his meanderings on international relations. Samuel and Aidan continue to provide the best audience and ask the most difficult questions of their father's attempts to refine how we explain the world to people.

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