

世界政治与国际关系原版影印丛书

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国际关系

INTERNATIONAL RELATIONS

〔美〕Joshua S. Goldstein 编



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International Relations

Sixth Edition

Joshua S. Goldstein

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出版说明

引进和交流,是国际研究诸学科发展壮大所不可或缺的环节和纽带。没有引进和交流,学术就难以活跃,也不易创新。每一位从事世界政治与国际关系研究的学者、每一位学习世界政治与国际关系的学生,无不深感阅读外文原文文献的重要性,他们都深知,原文的报刊、教材和专著,是获取最新国际信息、最新理论论争、最新参考资料的必不可少的重要来源,而获得这样的原文文献的机会是不均等的,因此,他们极其渴望更为方便地直接接触到原文文献。而在目前不易直接在国内购买原版书籍的情况下,采取原版影印的方式引进国际上的优秀教材和专著是解决问题的一条捷径,如此就可以使国内普通读者方便地获得最有权威的原文读物,从而可以快速了解国外同行的教学和学术成果,为深入学习和研究、为开展有效的对外学术交流、也为国际关系诸学科在我国创新和发展,打下更坚实的基础。

这套“世界政治与国际关系原版影印丛书”,正是基于上述认识而组织出版的,并且得到了我国国际关系教学与科研领域最有权威的专家教授们的认可,他们分别来自于北京大学国际关系学院、复旦大学国际关系与公共事务学院、中国人民大学国际关系学院、外交学院、清华大学国际问题研究所、中国社会科学院世界经济与政治研究所、中共中央党校战略研究所等单位,作为本套丛书的学术顾问,他们愿意向我国该学科及相关领域的广大学者和学生共同推荐这套丛书。

本丛书第一批先行选入几本经典文献选读性质的国外优秀教材,内容主要在国际关系理论方面,也包括国际政治经济学方面的优秀教材。它们皆可称为原文中的精品,值得研读和收藏,不仅如此,由于它们本身在国外的大学课堂里都是应用较广的教材和读物,所以特别适合作为我国国际关系与世界政治专业大学教学中的参考读物,甚至可以直接作为以外文授课的课堂教材。在每本书的前面,我们都邀请国内比较权威的专家学者撰写了精彩的导论,以指导读者更好地阅读和使用这些文献。

今后,我们会陆续推出更新、更好的原版教材和专著,希望广大读者提出宝贵意见和建议,尤其欢迎更多的专家学者向我们推荐适合引进的国外优秀教材和专著,以帮助我们完善这套丛书的出版,并最终形成一套完整的世界政治与国际关系及其相关学科适用的原文教学研究参考书系。

最后也要特别提醒读者,我们引进这套丛书,目的主要在于推动学术交流、促进学科发育、完善教学体系,而其著作者的出发点和指导思想、基本观点和结论等,则完全属于由读者加以认识、比较、讨论甚至批评的内容,均不代表北京大学出版社。

《国际关系》导读

楚树龙

改革开放二十多年来,中国的国际关系研究迅速成长。其进步和成就之一,是在努力发掘、撰写中国人自己的国际关系著述的同时,国内学术界、出版界还把相当大的力量用在介绍、引进、翻译、出版大量的国外,特别是西方国际关系研究的重要成果上。尤其是在国际关系理论方面,从1948年出版的现实主义经典著作《国家间政治》,到1999年发表的最新的建构主义代表作《国际政治的社会理论》,西方国际关系理论的几乎所有重要著作在中国都得到了翻译和出版。这对中国国际关系学的成长进步,对中国人了解、借鉴国外的理论和思想,无疑起了重大的、不可缺少的推动作用。

同时我们也看到,到目前为止在国外国际关系理论著述的翻译、引进、介绍中,绝大多数是单一理论著作,即某一理论、某一作者的代表著作。对国外,包括西方国际关系理论基本的、综合的、全面的教科书的介绍、引进、翻译、出版寥寥无几。这样使国内的读者,包括青年学生、外事工作人员和专家学者,对某些国际关系的权威理论、思想较为熟悉,并各有侧重;但对国际,特别是西方国际关系理论的全面总体情况则了解得不够清晰。对不少人,包括一些国际关系专业学生、专家学者等,有些“只见树木,不见森林”的状况。

此外,在国际关系理论的介绍和引进中,对单一理论和作者深奥的理论关注多,对国际上国际关系理论及思想的总体、综合阐述和评论的著述少。这也使很多国内的学生、学者和其他读者,在深奥、复杂,甚至繁琐、隐晦的理论专著面前,感到真正理解和把握上的困难,造成某种“各尽所能、各取所懂”的局面。

北京大学出版社现在影印出版的美国学者乔舒亚·戈尔茨坦(Joshua S. Goldstein)所著的《国际关系》(*International Relations*)第六版弥补了上述两方面的主要不足。

在目前出版发行的国际关系,特别是国际关系理论的著述中,《国际关系》一书具有两大鲜明特色:一、它是一本基本性、综合性、全面性的国际关系教材;二、它是一本理论与实践相结合的专业书,它以理论为主,但又 not 是一部纯理论著作,而是一本从理论出发,运用理论解释、说明国际关系现实,在现实中阐述理论的著作。

《国际关系》既不是某一理论的专著,也不是像《争论中的国际关系理论》那样把各种理论浓缩成章的理论汇集之作。它集中运用几乎所有的重大国际关系理论,有机地结合国际关系现实,特别是当前国际关系的重大问题,进行解释、说明,并在运用、解释、说明中,系统地展示各种国际关系的主要理论和思想。换句话说,它也在介绍各种国际关系理论思想,但它通过作者自己构建的体系,在对国际关系实践的解释中体现理论,它把理

论用活了,说活了,使人感到国际关系理论不是理论中的理论,而是实践中的理论。

《国际关系》的基本性、综合性、全面性是一目了然的。打开其目录和内容,便可感受到几乎人们熟悉的国际关系理论都呈现在读者面前,只不过作者使用的方法不是罗列这些耳熟能详的各种流派、学派的国际关系理论,而是运用这些理论去说明、阐述国际关系的实践,在这里,国际关系理论和现实浑然一体。拿到此书,大有一书在手,便知天下国际关系理论和大事的感觉。

在众多的国际关系理论和其他国际关系的著述中,《国际关系》一书的结构、体系、体例也是新颖的、独特的、有创新性的。打开该书,读者可以看到它的内容和结构的两大部分,即作者把几乎所有的主要国际关系理论和实践问题分为两大主题来阐述:国际安全和国际政治经济(学)。在我们熟悉的中外国际关系理论或理论性较强的著述中,很少有人这样看待和阐述国际关系。我们多数情况下看到的国际关系理论综合著作,基本上是以国际安全问题为主轴、主线和主要内容,加上若干章节的国际政治经济学等“非主流”理论。而在单一国际关系理论论著中,则往往集中于一种理论,如“国际政治经济学”、“自由制度主义”等。在戈尔茨坦之前,几乎很少有人把国际安全和国际政治经济(学)作为一本国际关系理论完整、综合著作的两大并列内容,在体系、结构、篇幅上都是如此。这种对当代国际关系内容的理解和理论阐述是新颖的、创造性的,反映了21世纪国际关系及其理论的鲜明时代特征。

在两大内容的阐述中,《国际关系》显示了它的全面性、综合性和基本性。国际安全和国际政治经济两大主题都阐述得全面系统,各自成为较完整的体系。

在“国际安全”部分,作者结合国际关系实践论述了权力政治、国际体系、结盟、国际秩序、自由主义、女权主义、后现代主义、和平研究、外交决策、国际冲突、军事力量、国际组织和国际法等理论思想。单是从这些粗略的章节标题,读者就能感受到本书的独特和新颖之处,因为很少有一本国际关系理论著作能涵盖这么丰富、多视角的基本理论观点,而把这些新旧不同的相关理论聚集在一起,有机地构成、组成一种关于“国际安全”的综合、全面的理论体系则更少。这不能不说是乔舒亚·戈尔茨坦对国际关系学的一个贡献,是对我们所有学习、观察、研究国际关系的人的一个启迪。

在“国际政治经济”部分,《国际关系》一书主要阐述和分析了自20世纪60年代以来逐步被人类重视、被国际关系理论涉足的一系列有关国际政治经济学、世界发展、人类发展等过去“非主流”的、“低层政治”的问题。这些问题和领域包括:国际贸易战略和体制、国际金融、商业制度和秩序、一体化和国际文化、环境与人口、南北差距和问题等。与用六章的篇幅阐述国际安全理论一样,《国际关系》一书也用同样六章的篇幅去阐明国际政治经济理论问题,这在一般的国际关系理论著作中几乎是绝无仅有的,这是本书最大和最鲜明的特色之一。

同绝大多数国际关系理论著作不同,《国际关系》不是一本抽象的理论论著。它的内容和体例是一本典型的美国式国际关系理论教科书。它的每一部分、每一章都是按经典的教科书方式写作的:章节、引言、结论、思考题结构清晰,概念、理论、问题,文字、图示、

图表、图文并茂,是一本规范的、经典的、可读性非常强的美国式大学/研究生国际关系理论教科书。这类教材深受美国大学教师和学生,特别是学生的欢迎,难怪《国际关系》自1952年出版后已再版了五次,被很多美国和其他国家的大学采用。

《国际关系》另一特色是它新。该书不但包含了国际关系最新的理论成果,运用理论成果去分析最新的国际关系发展变化现实,同时图表、数字、资料、图片等也是最新的。翻阅全书,读者可以看到一幅幅诸如“9·11”恐怖事件、伊拉克战争、安南、萨达姆、布什、鲍威尔、赖斯等人们近几年所熟悉的国际重大事件和人物的画面。这些形象地说明、告诉读者,《国际关系》不但是一部理论密切联系实际的理论书,也是一部以最新理论联系最新的国际关系实践的新书。

与其他国际关系理论专著语言通常隐晦难懂不同的是,《国际关系》一书的语言通顺易懂,读其英文版不但使读者对国际关系的认识获益匪浅,而且会是学习专业英语的一本好书。

在21世纪初的今天,读者会发现该书在国际关系理论与实践的内容,国际关系理论著作体例、结构、形式等方面,是一部反映时代特征的、需要和值得阅读的国际关系理论教科书。

Preface

Often the first comment I hear from colleagues who have used this book in their classes is that “the students like it.” The reason students like it, I believe, is that it makes accessible such an interesting subject. The rich complexity of international relationships—political, economic, and cultural—provides a fascinating puzzle to try to understand. The puzzle is not just intellectually challenging; it is also emotionally powerful. It contains human-scale stories in which the subject’s grand themes—war and peace, tragedy and triumph, intergroup conflict and community—are played out. International relations is also relevant to our daily lives as never before; today’s students will graduate into a global economy in which no nation stands alone. This book does not allow the conceptual apparatus of the field to obscure the real people who make up international relations and those whose lives are at stake.

The rules of world politics are being rewritten in large and small ways as the post–Cold War era continues to unfold. Students, professors, and policy makers alike are rethinking the subject of international relations. Power still matters, but economic forms of power now rival military ones. Nuclear weapons are still important, but now because of proliferation rather than the superpower arms race. Relations among states remain central to the rules of world politics, but substate and supranational actors and processes are having influence through new avenues as well. Global telecommunications, multinational business networks, terrorism, and transnational ethnic communities are undermining state sovereignty from within, while the nascent supranational authority of the United Nations and the European Union is doing the same from without. The most important global division is now the North–South gap between the world’s rich and poor regions, not the East–West cleavage of the Cold War. At the same time, scholarship in IR has moved in new directions as well—expanding the scope of the field and often creating uncertain boundaries and a jumble of divergent approaches to the subject.

The attacks of September 11, 2001, changed both world politics and everyday lives. But it is not true that they “changed everything.” Most basic principles and institutions of international relations remain, some stronger than ever. The broad-ranging effects of the war on terrorism do not negate the changing world order that has evolved over the decade since the Cold War ended. In many respects, the post–September 11 world order accelerates trends already underway in the 1990s, from heightened interdependence to unprecedented U.S. military dominance. Even with the Iraq war, the overall trend is toward a more peaceful world, with fewer and smaller wars and growing international cooperation in both security and economic relations. Despite the “war footing” of some countries since September 2001, and the daily skirmishes in Iraq, the world is far more peaceful overall than during the Cold War, and more peaceful in 2004 than in the 1990s. With each new edition of this textbook, the list of wars in progress shrinks (see p. 207).

In other ways, the new realities diverge from previous patterns. For instance, the increased U.S. military spending reverses the previous trend of declining military spending. And the apparent arrival of North Korea as the world’s ninth state to possess nuclear weapons brings us face-to-face with unsettling new potentials.

The information revolution continues to affect the interstate system. Changes in information technologies and advances in human knowledge are beginning to profoundly reshape such core international relations (IR) concepts as power, sovereignty, and national identity. Military forces and the conduct of war are undergoing a revolution centered on the information revolution, while global trade and investment also change rapidly. “Information Revolution” icons throughout the text indicate Web-based content that explores the impact of the information revolution on IR and poses critical-thinking questions. Other marginal

icons show links onto the World Wide Web and to this book's companion CD-ROM, the Microsoft® Encarta® Interactive World Atlas. (Note to Encarta® users: CD-ROM is available with this text only while supplies last.)

Among many effects, the war on terrorism has focused college students on international relations, especially in the United States. The attacks shattered many Americans' assumption of safety from distant international conflicts and wars. Since the first edition in 1994, this textbook has said: "In an interdependent world, the United States may find increasingly that global problems like terrorism cannot be kept at a distance." That sentence remains, but the tense changed. Now that young Americans are paying more attention to international affairs, I hope this textbook can help a generation to develop knowledge and critical thinking in order to find its voice and place in the evolving world order.

New to the Sixth Edition

This edition focuses on the occupation and remaking of Iraq as well as the ongoing war on terrorism in Afghanistan and worldwide. Iraq is the central front of the war on terrorism, according to both President Bush and Osama bin Laden. (Of course, U.S. cities could become the central front on a moment's notice.) In the view of supporters, the U.S. makeover of an odious dictatorship into a democracy at the heart of the Arab world will lay a foundation for regional progress and peace, undermining the support given to radicals like bin Laden. To critics, Iraq is a quagmire where U.S. troops will die for years in a mission impossible based on mistaken assumptions about Iraq's culture and politics. To international public opinion and most great powers, the war in Iraq demonstrates a broader U.S. "unilateralism," if not outright arrogance, in pursuing American interests on the world stage. Overlaid on these disputes are the domestic politics of the U.S. election year. Whatever its substantive merits, the war in Iraq creates an experiment whose outcome will help us better understand how the world works.

This edition also emphasizes nuclear weapons proliferation, now that North Korea restarted its program while Iran and Libya suspended theirs. It also extends the discussions of Islamic politics in several chapters, assesses the stalled world trade talks, and describes the expansion of the European Union and NATO into Eastern Europe.

A new boxed feature in each chapter, "Let's Debate the Issue," gives students the chance to debate key issues, pro and con. The boxes, authored by Mir Zohair Husain, can help students see charged issues from differing perspectives and understand the logic and coherence of each side's arguments. This ability should enhance both formal and informal debates in the classroom.

This edition updates the examples, cases, photos, and theoretical puzzles. The quantitative data are also updated, usually to 2002 or 2003. Because the data are changing rapidly, students deserve to have access to the most recent available numbers. Notable changes in recent years included UN peacekeeping forces (back up after a sharp decrease in the late 1990s), military forces and spending (also rising after a decline), comparative financial positions (Asia up; Russia down), foreign aid (rising after a sharp cutback), and AIDS (still spreading).

The world-order topics of the first five editions—the Middle East, former Yugoslavia, China, the information revolution, and the war on terrorism—remain in this edition. I continue to engage issues of globalization primarily through a "global level of analysis" throughout the text.

The sixth edition retains the full-color photos, figures, maps, and page design of the fifth. These color graphics help students both to master complex details and to connect emotionally with photos that embody key points in the text.

Students can also use a range of interactive learning resources on a multifaceted Website and a companion multimedia Atlas CD. These new pedagogical possibilities of information tech-

nology let students with different learning styles excel and let instructors and students work together in new ways.

Pedagogical Elements

This book's aim is to present the current state of knowledge in IR in a comprehensive and accessible way—to provide a map of the subject covering its various research communities in a logical order. This map is organized around the subfields of international security and international political economy.

These subfields, although separated physically in this book, are integrated conceptually and overlap in many ways. No longer does one set of principles apply to military affairs and another set to economic relations, as was sometimes argued during the Cold War. Using the concepts of power and bargaining to bridge the two subfields, this book connects both subfields to the real world by using concrete examples to illustrate theories.

Many people in the television generation find information—especially abstract concepts—easier to grasp when linked with pictures. Thus, the book uses color photographs extensively to illustrate important points. Photo captions reinforce main themes from each section of the text and link them with the scenes pictured.

In a subject like IR, where knowledge is tentative and empirical developments can overtake theories, critical thinking is a key skill for college students to develop. At various points in the text, conclusions are left open-ended to let students reason their way through an issue. The questions at the end of each chapter are designed to engage students in thinking critically about the contents of the chapter.

The use of quantitative data also encourages critical thinking. Basic data, presented simply and appropriately at a global level, allow students to form their own judgments and to reason through the implications of different policies and theories. The text uses global-level data (showing the whole picture), rounds off numbers to highlight what is important, and conveys information graphically where appropriate.

Many people come to the study of IR with little background in world geography and history. The first chapter of this book presents background material on these topics. A historical perspective places recent decades in the context of the evolution of the modern international system. The global orientation of the book reflects the diversity of IR experiences for different actors, especially those in the global South.

Three levels of analysis—individual, domestic, and interstate—have often been used to sort out the multiple influences operating in international relations. This book adds a fourth, the global level. Global-level phenomena such as the United Nations, the world environment, and global telecommunications and culture receive special attention.

IR is a large subject that offers many directions for further exploration. The footnotes in this book, updated for this sixth edition, suggest further reading on various topics. Unless otherwise noted, they are not traditional source notes. (Also, to save space in the notes, major university names refer to their university presses, which is not a correct research paper style.) Each chapter ends with questions on thinking critically, a chapter summary, a list of key terms, and a reminder to try the practice tests on the text's Companion Website.

Companion Website

Instructors and students are invited to this book's Companion Website at www.internationalrelations.net or www.ablongman.com/goldstein on the World Wide Web. This online course companion provides a wealth of resources for both students and instructors using *International Relations*, Sixth Edition. The site includes a custom search feature and self-loading links to the Microsoft® Encarta® Interactive World Atlas CD-ROM. Students will

find chapter summaries, practice tests, interactive exercises tied to the “Information Revolution” icons in the text, role-playing simulations, Web links that are referenced by marginal icons in the book, and more. Instructors will have access to download the instructor’s manual and visuals from the text at <http://suppscentral.ablongman.com>. Find the site at www.internationalrelations.net (not .com) or through the publisher’s home page at www.ablongman.com/goldstein.

Structure of the Book

The overall structure of this book follows substantive topics, first in international security (Part One) and then in international political economy (Part Two). Parts One and Two, although convenient for organization, overlap substantively and theoretically, as noted in several places. Chapter 1 introduces the study of IR and provides some of the geographical and historical context of the subject. Chapters 2 and 3 lay out the various theoretical approaches to the subject, focusing primarily on international security but laying the groundwork for later treatments of international political economy as well. The concepts of power and bargaining, developed in Chapter 2, remain central to later discussions. They are augmented, in Chapter 3, by the important concepts of interdependence and collective goods and by feminist (and other) critiques of realism.

The remaining four chapters of Part One move generally from the individual to the global level of analysis. Chapter 4 examines the foreign policy process and the roles of sub-state actors in shaping IR. Chapter 5 introduces the main sources of international conflict, including ethnic, territorial, and economic conflicts, and terrorism. The conditions and manner in which such conflicts lead to the use of violence are discussed in Chapter 6, on military force. Chapter 7 shows how international organizations and law, especially the United Nations, have evolved to become major influences in security relations. The study of international organizations also bridges international security topics with those in international political economy.

The second part of the book similarly moves upward through levels of analysis, from microeconomic principles and national economies through trade and monetary relations, international integration, the environment, and North-South relations. Chapter 8 introduces theoretical concepts in political economy (showing how theories of international security translate into IPE issue areas) and discusses the most important topic in international political economy, namely, trade relations. Chapter 9 describes the politics of international money, banking, and multinational business operations. Chapter 10 explores the processes of international integration, telecommunications, and cultural exchange on both a regional scale—the European Union—and a global one. Chapter 11 shows how environmental politics and population growth expand international bargaining and interdependence both regionally and globally. Chapter 12 addresses global North-South relations, with particular attention to poverty in the third world. Chapter 13 then considers alternatives for third world economic development in the context of international business, debt, and foreign aid. Chapter 14—a brief postscript—reflects on the book’s central themes and encourages critical thinking about the future.

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Acknowledgments

Many scholars, colleagues, and friends have contributed ideas that ultimately influenced the six editions of this book. I owe a special debt to the late Robert C. North, who suggested many years ago that the concepts of bargaining and leverage could be used to integrate IR theory across four levels of analysis. For help with military data issues, I thank Randall Forsberg. For suggestions, I thank Gerald Bender, my colleagues at American University, and the students in my world politics classes. For research assistance and help with footnotes and glossary, thanks to Louis Cooper and Peter Howard. For writing the "Let's Debate the Issue" boxes at the end of each chapter, I thank Mir Zohair Husain. The following reviewers made many useful suggestions: Philip Baumann, Moorhead State University; Robert G. Blanton, University of Memphis; Robert E. Breckinridge, Mount Aloysius College; Brian Champion, Brigham Young University; Gregory A. Cline, Michigan State University; Myles Clowers, San Diego City College; Cynthia Combs, University of North Carolina at Charlotte; Paul D'Anieri, University of Kansas; Patricia Davis, University of Notre Dame; Elizabeth DeSombre, Colby College; June Teufel Dreyer, University of Miami; Larry Elowitz, George College and State University; George Emerson, Miami Dade Community College; Mark Everingham, University of Wisconsin—Green Bay; Jonathan Galloway, Lake Forest College; Marc Genest, University of Rhode Island; Deborah J. Gerner, University of Kansas; Emily O. Goldman, University of California, Davis; Vicki Golich, California State University, San Marcos; Robert Gregg, School of International Service, American University; Wolfgang Hirczy, University of Houston; Piper Hodson, Saint Joseph's College; Steven W. Hook, University of Missouri; Ted Hopf, University of Michigan; Mir Zohair Husain, University of South Alabama; Akira Ichikawa, University of Lethbridge; W. Martin James, Henderson State University; Matthias Kaelberer, University of Northern Iowa; Joyce Kaufman, University of Maryland at College Park; John Keeler, University of Washington; Michael Kelley, University of Central Arkansas; Jane K. Kramer, University of Oregon; Mark Lagon, Georgetown University; William Lamkin, Glendale Community College; Wei-Chin Lee, Wake Forest University; Renée Marlin-Bennett, School of International Service, American University; James Meernick, University of North Texas; Karen Mingst, University of Kentucky; Richard Moore, Lewis-Clark State College; Layna Mosley, University of Notre Dame; John W. Outland, University of Richmond; Salvatore Prisco, Stevens Institute of Technology; David Rapkin, University of Nebraska at Lincoln; Edward Rhodes, Rutgers University; Leonard Riley, Pikes Peak Community College; Henry Schockley, Boston University; Paul Vicary, Florida International University; Thomas J. Volgy, University of Arizona; David Wilsford, School of International Service, American University. The errors, of course, remain my own responsibility.

JOSHUA S. GOLDSTEIN

To the Student

The topics studied by scholars are like a landscape with many varied locations and terrains. This textbook is a map that can orient you to the main topics, debates, and issue areas in international relations. This map divides international relations into two main territories: international security and international political economy. However, these territories overlap and interconnect in many ways. Also, the principles that apply to the interactions of states in security affairs are similar to those that apply to economic relations.

Scholars use specialized language to talk about their subjects. This text is a phrase book that can translate such lingo and explain the terms and concepts that scholars use to talk about international relations. However, IR is filled with many voices speaking many tongues. The text translates some of those voices—of presidents and professors, free-traders and feminists—to help you sort out the contours of the subject and the state of knowledge about its various topics. But, ultimately, the synthesis presented in this book is the author's own. Both you and your professor may disagree with many points. Thus, this book is only a starting point for conversations and debates.

With map and phrase book in hand, you are ready to explore a fascinating world. The great changes taking place in world politics have made the writing of this textbook an exciting project. May you enjoy your own explorations of this realm.

J. S. G.

A Note on Nomenclature

In international relations, names are politically sensitive; different actors may call a territory or an event by different names. This book cannot resolve such conflicts; it has adopted the following naming conventions for the sake of consistency. The United Kingdom of Great Britain (England, Scotland, Wales) and Northern Ireland are called Britain. Burma, renamed Myanmar by its military government, is referred to as Burma. Cambodia, renamed Kampuchea by the Khmer Rouge in the 1970s, is called Cambodia. The 1991 U.S.-led multinational military campaign that retook Kuwait after Iraq's 1990 invasion is called the Gulf War. The war between Iran and Iraq in the 1980s is called the Iran-Iraq War (not the "Gulf War" as some called it at the time). The country of Bosnia and Herzegovina is generally shortened to Bosnia (with apologies to Herzegovinians). The Former Yugoslav Republic of Macedonia is called Macedonia. The People's Republic of China is referred to as China. The former Zaire is now Democratic Congo. Elsewhere, country names follow common usage, dropping formal designations such as "Republic of."

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Students are invited to use the learning resources at this book's Companion Website. There, you may take practice tests, follow hot links onto the Web, and explore the implications of the information revolution for international relations and take in multimedia explorations from this book's companion CD-ROM, the Microsoft® Encarta® Interactive World Atlas. To use these learning resources, just go to www.internationalrelations.net (not .com) or www.ablongman.com/goldstein, and enter the page number from this book where an icon appears, to automatically bring up the indicated materials.

A Key to Icon Usage



Atlas CD This icon marks concepts and examples in the text that are illustrated through maps and multimedia presentations on the Microsoft® Encarta® Interactive World Atlas CD-ROM, available for a small charge with new copies of this textbook. After installing the Atlas, follow the Atlas CD icons through this book's Website to bring up self-loading images from the CD-ROM on your computer. You can quickly download to your computer a folder with all the Atlas CD links to use the Atlas CD while offline. The first link (p. 3) calls up a map of earth from space. The "+" button (bottom left) zooms in. You can zoom in from space to a municipal map of Jerusalem. The "hand" cursor moves the map frame (hold mouse button while moving the hand cursor). Click a country for maps, photos, articles, statistics, and Microsoft's Web links. Click place names for maps. The "find" box (upper left) toggles the pinpoint on and off.



Web Link This icon marks topics for which this book's Companion Website has links to the most important World Wide Web sites on a topic or theme. Critical-thinking questions accompany each of these links, so that students are inspired to think analytically about the information they encounter. Responses to those critical-thinking questions can be e-mailed directly to the instructor.



The Information Revolution These icons in each chapter pose critical-thinking questions about the effects on IR of rapid changes in information technology. To explore these questions, go to this book's Companion Website, follow the indicated links, and then return to the Companion Website to tie together what you have learned.

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