

# INTERNATIONAL RELATIONS

Conflict and Cooperation at the  
Turn of the 21st Century



Conway W. Henderson

# International Relations

## CONFLICT AND COOPERATION AT THE TURN OF THE 21<sup>ST</sup> CENTURY

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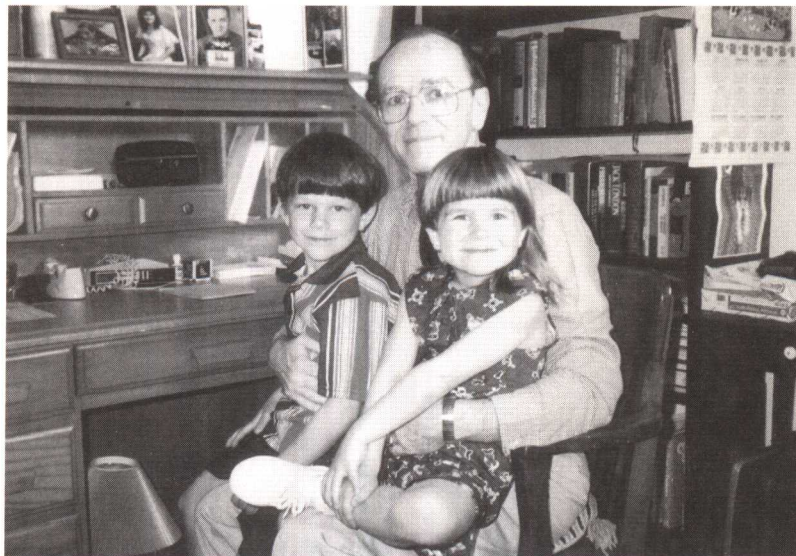
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This book is for two outstanding parents who have given  
unconditional support and encouragement  
throughout my life:

Adeline T. Henderson  
Lester C. Henderson (1906–1996)

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## Author's Background



CONWAY W. HENDERSON was born and grew up in Franklin, NC, in the Blue Ridge Mountains. After graduating from Franklin High School in 1961, the author attended and graduated *cum laude* from Wake Forest University in 1965. He then earned his M.A. (1967) and Ph.D. (1971) at the University of Iowa. Since 1971, Professor Henderson has taught a wide range of political science courses at the University of South Carolina at Spartanburg with an emphasis on the international relations field. Although very busy with teaching and various writing projects, the author finds time to be an amateur woodworker and mechanic as well as to spend time with two beautiful grandchildren.

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# Preface

This textbook is a distinctly post–Cold War learning tool that will help make sense of the rapid changes now taking place in international relations. *International Relations: Conflict and Cooperation at the Turn of the 21st Century* contributes to an understanding of a world more willing to abide by rules and norms, especially as expressed in international law and a world shifting to an emphasis on the “soft power” of economic influence rather than relying on the “hard power” of military force.

This textbook can help students to develop an appreciation for a world of multiple actors where international organizations, international business corporations, churches, terrorist organizations, and many private groups and individuals join the 200 states on the world stage. Many of these varied kinds of actors are interacting with each other in patterns that are increasingly cooperative and designed to deal with the common problems of an interdependent world. Among these problems are the widespread abuse of human rights, environmental concerns, drug smuggling, health problems such as AIDS, economic needs, and weapons proliferation. While this text is cautiously optimistic about humankind’s future as we enter the 21st century, the text warns about the continuing turbulence caused by terrorism, rogue states, intense trade competition, ethnic conflict, and the antagonism between rich and poor states.

For students, this text ties the chapters together with an overarching theme that argues the world is moving from an *international anarchy* based on fear and military power to the early stages of an *international society* comprised of multiple actors cooperating to solve problems they cannot handle on their own. Also, this book has a useful set of pedagogical aids that include a set of color maps and numerous pictures and political cartoons. Then, for each chapter, there is a glossary, a section of quotations to stimulate discussion, review questions, and a list of suggested readings. Moreover, the author believes he has written the textbook in a crisp but interesting style that makes the complexities of international relations accessible to a wide range of students, but without neglecting the substance of the field of international relations.

And for professors, this textbook is concisely written and packed into a 15-chapter format, allowing professors on both the semester and quarter system to complete the

book within one term. This text will permit professors in the field of international relations to prepare students for a broad range of upper-level international courses, and, yet, non-majors can comfortably read the text as part of a survey course. Additionally, professors can stimulate class discussion not only with quotes and review questions but also with a theoretical section in each chapter. The positions of realists, neorealists, and transnationalists (liberals or Wilsonians) are made clear for each chapter's subject, encouraging teachers and students to discuss which theoretical position best matches the world.

As an added ancillary for instructors, this text has an instructor's manual test bank as well as a computerized test bank. Prepared by Marijke Breuning of Truman State University, the instructor's manual/test bank will include general teaching suggestions such as additional readings and paper topics. It will also include a lecture outline, teaching tips, ideas for activities, simulation exercises, resources for further information in books and on the Internet, glossaries and review questions, and multiple choice and essay text questions for each chapter.

Students and instructors should also make use of the information and resources available on McGraw-Hill's web page for international relations (<http://www.mhhe.com/socscience/i</a>>).

The ambition of writing a book begins with the author alone, but the completion of a book only happens with the help and cooperation of many. The able staff at McGraw-Hill first offered the services of Lyn Uhl as editor backed up by the capable assistance of Monica Friedman and Katy Redmond. Then, as McGraw-Hill expanded and became more specialized in its editorial staff, the capable team of Leslye Jackson, as political science editor, and her assistant editor, Stephanie Cappiello, took over my project about two-thirds of the way through. The talents and patience of all the McGraw-Hill staff that have guided this project are deeply appreciated.

I owe much thanks as well to some of my colleagues at USC-Spartanburg whose expertise I did not hesitate to exploit. Richard Combes, in philosophy, read and critiqued my rendition of several philosophers' views in Chapter One, and he frequently offered encouragement throughout the project. Alice Henderson, in history, helped me improve Chapter Two substantially. Joyce Wiley, in political science, offered considerable help on Chapter Three about actors and on the section in Chapter Fourteen dealing with Islamic fundamentalism. Page Sicora, as Interlibrary Loan Specialist, has been indispensable to the effort of moving this project along. Of the works cited in this book, she brought half of them into my hands from other libraries. Also, at USC-Spartanburg, a faculty committee and Vice-Chancellor Jane Stephens granted a one semester sabbatical leave at the mid-point of writing that gave my book project a significant boost. I would also like to thank the many reviewers who did their job well by offering numerous criticisms and suggestions, most of which are reflected in some form in this textbook: Marijke Breuning, Truman State University; Gerald Bridgeman, Moorpark College; William E. Carroll, Sam Houston State University; Cindy Courville, Occidental College; Michael Gold-Biss, St. Cloud State University; Douglas Griffith, Inver Hills Community College; Siba N. Grovogui, Eastern Michigan University; Paul Haber, University of Montana; Ross Miller, Santa Clara University; Robert A. Poirier, Northern Arizona University; John Queen, Glendale Community College; Gholam H. Razi, University of

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On a more personal note, I thank my wife, Victoria A. Smith, who, most assuredly, has broken a spousal record for both patience and encouragement. Writing this project with a lesser life-partner would have doomed this undertaking from the beginning. Also, I would be remiss if I did not reach back in my educational history and remember the important influence of Vernon Van Dyke, Carver Professor of Political Science Emeritus at the University of Iowa. Not only did he construct the foundation of my international relations knowledge but, almost as importantly, he taught me the value of clarity in writing. He has been a teacher, mentor, and friend for over 30 years.



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# North America



# South America



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## Europe







Note: All world maps are Robinson projection.







# Asia





[illegible]



**Scale:** 1:21,000,000

**Projection:** Lambert Conformal Conic Projection, standard parallels 12°N and 38°N

**Scale Bar:** 0 to 300 Kilometers / 0 to 300 Miles

**Disclaimer:** Boundary representation is not necessarily authoritative.

**Footnote:** \* Israeli occupied with current status subject to the Israeli-Palestinian Interim Agreement - permanent status to be determined through further negotiations.