

Preface

WE LIVE IN AN ERA of unprecedented change and challenge in world politics. From the 9/11 terror attacks and their far-flung repercussions, to uncertainties in global economic conditions, to shifts in political relationships, we are constantly confronted with new political, economic, and social phenomena. *International Politics on the World Stage, Brief*, Seventh Edition, has been developed as a shorter international relations text in order to provide students and teachers with the opportunity to explore international relations and its new challenges in a straightforward, accessible way. In contrast to a course that centers on the original, longer edition of this text, this brief edition is designed to allow for greater use of supplemental materials (such as cases, simulations, special topical approaches to the field, or computer applications). The course can thus be tailored to fit a variety of teaching and learning styles.

The brief edition is, however, more than just an abridged version of the longer edition. It has been updated both in terms of substantive examples and scholarly research. This edition also has three fewer chapters than the longer one and has been reorganized considerably to reflect the needs of a shorter approach to the field. Still, it retains the sense of international political drama portrayed in the original *International Politics on the World Stage*, Eleventh Edition.

This book makes extensive use of the growth in information technologies and provides the student and teacher with a well-developed Web site of resources to aid in student learning. These Web-based resources, all flagged with Web icons within the chapters, augment the material in the book itself. In addition, the Web site of each chapter has a list of links to external Web sites. These links are based on the main topics covered in the chapter. The book can be used without these digital resources, but we have endeavored to make this Web site something new and different, as well as a valuable enhancement to the student's learning experience. In particular, we have created interactive exercises for each chapter of the book. Some of these activities allow students to compare their ideas with their peers who are accessing the Web site, while others are focused on in-class activities. In each case, they emphasize the active learning orientation of the authors of this book and of the book itself. In essence, we developed this Web site on the firm conviction that students learn and retain more by *doing* rather than by reading alone. We welcome your feedback on this initiative, so if you have thoughts or ideas about this material, or anything related to the book, please contact us at the Web site Message Board.

As part of the resources to accompany our text, we have also developed a state-of-the-art *Instructor's Manual and Test Bank*, available online. Developed in close consultation with the text authors, the *IMTB* provides the instructor with a wealth of information and materials to aid in the delivery of the book's content and also ways to get students more involved in the class itself. For each chapter, lecture outlines, glossary words, analytical exercises for both in and out of class use,



suggestions for further reading, and a wide sample of objective and essay test questions are provided. These materials are also complemented by the wide array of materials for students and teachers, including PowerPoint presentations for each chapter, available on the book's Web site at www.mhhe.com/fourkeboyer7.

The text is organized in the following way: Chapters 1, 2, and 3 focus on approaches to the study of international relations. Chapter 1 makes the case that international relations do matter to the average student and that the individual student can have an impact on international relations. It also lays out the basically theoretical and conceptual debates, in particular the recurrent divide between the realist and liberal approaches to analysis and prescription in world affairs. Chapter 2 is primarily historical. It traces the evolution of the international system, concentrating on how the contemporary international system has its roots in the past and the degree to which both centralizing and decentralizing tendencies coexist in world affairs today. Chapter 3 lays out the conceptual framework of the levels of analysis to show students the different perspectives that can be used to structure our study of international relations.

The rest of the book is slightly reorganized from the sixth edition. Although we continue to follow the two roads motif in chapters 4 through 7, we have shortened the book to twelve chapters. Chapters 4 and 5 focus on nationalism and transnationalism respectively. Similarly, chapters 6 and 7 focus on states and international organizations. But in contrast to previous editions, chapter 6 also includes material that previously was contained in the sixth edition's chapter 8. Thus, chapter 6 is a bit broader in this edition and focuses on states and their use of power, diplomacy, and other tools of influence.

Chapter 8 begins our discussion of a number of substantive issue areas in international politics. Chapter 8 deals with international law and its applications specifically to human rights issues. In this way, this edition's chapter 8 combines material contained in previous editions' chapter on international law and their chapter on human rights. Chapter 9 focuses on the traditional high politics issues of war and peace, military influence, and arms control. Chapters 10 and 11 highlight the importance and growing centrality of economic issues in world affairs. And the book concludes with chapter 12, focusing on issues of ecological quality and sustainable development, and the challenges that are emerging in that area.

Even with all these changes, *International Politics on the World Stage, Brief*, maintains the conceptual and theoretical sophistication of the long edition and employs the same standards of timeliness and readability found therein. *International Politics* presents the student and teacher with the most up-to-date coverage of the substance of current international relations, including the post-9/11 shift in policy focus, the military intervention in Iraq and its aftermath, the resurgence of the continued North Korean nuclear threat, the combined efforts of major powers to defuse the nuclear crisis in Iran, the defeat of the proposed EU constitution by voters in France and the Netherlands, the growing power of China on the international stage, and the potential impact of U.S. and international foreign policy decisions. This provides the student with stronger ties to the real world of international relations. In other words, illustrations of current events make the concepts and theory of the textbook come alive in demonstrative ways.

The brief edition also seeks to be student-friendly. Its wide use of graphics such as photographs, figures, tables, and maps gives visual life to the text ideas. A glossary, chapter outlines and summaries, and an extensive bibliography are also included to aid the student in studying and the faculty member in teaching.

Finally, this edition maintains the standards of the longer edition in continuously accessing scholarly research. We have included the insights of newly published research, even material that has been published since the last edition of the parent text came out. This means that the student today is reading a state-of-the-art discussion in international relations.

Before closing, we would like to acknowledge a number of the scholars who took the time to review our initial plan to condense the material of the longer edition. Their input and ideas were invaluable in the process that we have undertaken over the past years. They are:

Amanda Bigelow <i>Illinois Valley Community College</i>	Kenneth R. Hall <i>Ball State University</i>
Jeanie Bukowski <i>Bradley University</i>	Kathleen J. Hancock <i>University of Texas, San Antonio</i>
Jeffrey Burnham <i>Lock Haven University</i>	Ryan Hendrickson <i>Eastern Illinois University</i>
Michele L. Crumley <i>University of Tennessee</i>	Ian Hurd <i>Northwestern University</i>
Debra DeLaet <i>Drake University</i>	Patrice C. McMohan <i>University of Nebraska–Lincoln</i>
Jennifer Davis <i>The George Washington University</i>	Fouad Moughrabi <i>University of Tennessee at Chattanooga</i>
Maurice A. East <i>The George Washington University</i>	Girma Negash <i>University of South Carolina, Aiken</i>
Dennis Falcon <i>Cerritos College</i>	Karl Schonberg <i>St. Lawrence University</i>
Carol M. Glen <i>Valdosta State University</i>	Katherine Tegtmeyer Pak <i>St. Olaf College</i>
Tricia Gray <i>University of Louisville</i>	Ifeyinwa E. Udezulu <i>Delaware State University</i>

The time and effort they put into reviewing our approach is greatly appreciated.

We would also like to thank two other young scholar-teachers whose contributions to this project have been invaluable. Natalie Florea Hudson, University of Connecticut, was responsible for reviewing and revising the content for the Web site for this edition. Her ability to develop solid pedagogical content for the site is truly exemplary and we are most pleased that she works with us on this project, as it is much better for her efforts. Brian Urlacher, University of Connecticut, undertook the development of the *Instructor's Manual and Test Bank* for this edition.

We are quite thankful for his attentive work on this important aspect of the text-book project.

Last, but absolutely not least, we would like to thank all the people at McGraw-Hill who made the development of this seventh edition a smooth and creative process. First, we wish to thank Ava Suntoke for her exemplary editorial work and attention to the detail of world politics. She not only does great work in making our writing sound intelligent, but her ability to stay abreast of world politics helps us make better use of current events in the body of the text. The project is much better for her efforts. Pam Carley continues to do a great job as our photo editor and researcher. Her eye for good photos that can bring the substance of world politics home visually is truly remarkable. Monica Eckman and Brett Coker once again provided excellent preparation and production support for the new edition. Their work to develop, present, and market the book is most appreciated and obviously generating dividends.

Along those same lines and to close, we ask that you please let us know if you have any comments on what we have done in this volume. We hope that you will write to us with any insights you have on how we can make this volume more student-friendly and teacher-useful while continuing its lively mix of contemporary substance and scholarly research. We are in the business of teaching about world affairs, but we can do our job well only if we hear how we are doing from both teachers and students.

John T. Rourke
Mark A. Boyer