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**European Union's Humanitarian
Intervention: An English School
Perspective.**

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Abstract

Humanitarian intervention is a frequent phenomenon among current international relations. It is on the front line of debates about the state sovereignty and human rights. This paper adopts the English School theory after reviewing the arguments of the most mainstream international relation theories on this issue, namely, realism and liberalism. English school theory would be used to address the thorny issue of humanitarian intervention in international relations.

Two representative cases of European Union's humanitarian intervention respectively in Kosovo and Rwanda were used in this study. In order to develop issues deeply, the author searched in detail at EU's role with strategies, inputs and armed roles needed in cases studies. Comparing the two cases of intervention, we have realized that the past failures have been caused mainly by interveners either pursuing an inappropriate strategy, or choosing the right but not understanding it's material and political demands.

The author suggests that international community have right to intervene when individual states failed to fulfill the responsibility for their citizens, which is produced by the International Commission on Intervention and State Sovereignty (ICISS) on the report 'the responsibility to protect'. Although there are series of challenges, such as the current hegemony in international system, burden of justification and so on, it also shifts our perspective to that of victims rather than interveners. Perhaps, by taking on the viewpoint of the victim, those with the power and capability to intervene can finally balance the desire to resist evil against the dangers of succumbing to righteousness.

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