‘The English School’ is a term coined in the 1970s to describe a group of predominantly British or British-inspired writers for whom international society is the primary object of analysis (Jones 1981; Linklater and Suganami 2006). Its most influential members include Hedley Bull, Martin Wight, John Vincent and Adam Watson whose main publications appeared in the period between the mid-1960s and late 1980s (see Bull 1977; Bull and Watson 1984; Wight 1977, 1991; Vincent 1986; Watson 1982). Robert Jackson, Tim Dunne and Nicholas Wheeler have been among the most influential members of the English School in more recent years (Jackson 2000; Dunne 1998; Wheeler 2000). Since the late 1990s, the English School has enjoyed a renaissance in large part because of the efforts of Barry Buzan, Richard Little and a number of other scholars (Buzan 2001, 2003; Little 2000). The English School remains one of the most important approaches to international politics although its influence is probably greater in Britain than in most other societies where International Relations is taught. The foundational claim of the English School is that sovereign states form a society, albeit an anarchic one in that they do not have to submit to the will of a higher power. The fact that states have succeeded in creating a society of sovereign equals is for the English School one of the most fascinating dimensions of international relations. There is, they argue, a surprisingly high level of order and a surprisingly low level of violence between states given that their condition is one of anarchy (in the sense of the absence of a higher political authority). They invite their readers to reflect on the probable level of violence, fear, insecurity and distrust in even the most stable of domestic societies if sovereign authority collapsed.