

**TROY UNIVERSITY PACIFIC REGION  
COURSE SYLLABUS**

**IR 6616 East Asian Security**

**Term 2, 2016-17 (17 October – 18 December, 2016)**

**Weekend/Web-Enhanced at Kadena AB, Japan**

**5-6 November, 3-4 December**

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**INSTRUCTOR/PROFESSOR:** Robert E Kelly

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**MEETING TIMES:** Classes will meet on two weekends (5-6 November and 3-4 December, 2016) from 0900 to 1800. This course includes a “web-enhanced” portion, which is explained below.

**CATALOG COURSE DESCRIPTION:** This course provides an examination of East Asian security issues using international relations and comparative politics theories. Topics include nuclear proliferation in North Korea, military upgrades in China, territorial disputes, rising nationalism, Association of Southeast Asian Nations (ASEAN), and the United States’ role in the region.

**COURSE OBJECTIVES:** This course aims to improve your abilities as analysts of east Asian security. Security in the region is complex because of multiple overlapping conflicts that do not align neatly along a bipolar divide (like cold war Europe), and for westerners, large cultural gaps may inhibit understanding. One of our authors, for example, explicitly argues that Western international relations models do not travel well to Asia, but we do not see that because of international relations theory’s eurocentric research base. Specifically, this course seeks to enhance your knowledge and understanding of potential regional flashpoints, such as North Korea and the South China Sea. As American servicepeople posted to this region, this information is ideally of direct utility to you. And of course, like all political science classes, this course will ideally make you more informed voters in the interest of richer democratic citizenship.

**TEXTBOOKS:**

David Shambaugh and Michael Yahuda, eds. *International Relations of East Asia*. Rowman & Littlefield, 2008; ISBN: 9780742556966; Amazon : <https://www.amazon.com/International-Relations-Asia-World-Politics/dp/0742556964>

David Kang, *East Asia before the West: Five Centuries of Trade and Tribute*. Columbia UP, 2012; ISBN: 9780231153195; Amazon: <https://www.amazon.com/East-Asia-Before-West-Contemporary/dp/0231153198>

Kyung-Ae Park and Scott Snyder (eds.) *North Korea in Transition: Politics, Economy, and Society*. Rowman & Littlefield, 2012; ISBN: 9781442218123; Amazon: <https://www.amazon.com/North-Korea-Transition-Politics-Economy/dp/1442218126>

David Kang, *China Rising: Peace, Power, and Order in East Asia*. Columbia UP, 2009; ISBN: 9780231141895; Amazon: <https://www.amazon.com/China-Rising-Peace-Power-Contemporary/dp/0231141890>

**OTHER READINGS:** The literature on East Asian security is massive of course. In other Troy courses, I use the following which you may also find useful:

Robert E Kelly, "The 'Pivot' and Its Problems: American Foreign Policy in Northeast Asia," *The Pacific Review*, 27/3, 2014, pp. 479-503: <http://www.tandfonline.com/doi/pdf/10.1080/09512748.2014.909526>

Jan van Tol, Mark Gunzinger, Andrew Krepinevich, and Jim Thomas, "AirSea Battle: A Point-of-Departure Operational Concept," Center for Strategic and Budgetary Assessments, May 19, 2010: <http://csbaonline.org/publications/2010/05/airsea-battle-concept/>

David Gompert, Astrid Cevallos, and Cristina Garafola, *War with China: Thinking Through the Unthinkable*. Rand Corporation, 2016: [http://www.rand.org/pubs/research\\_reports/RR1140.html](http://www.rand.org/pubs/research_reports/RR1140.html)

Useful Asian security blogs: <https://piie.com/blogs/north-korea-witness-transformation>; <http://blogs.cfr.org/asia/>

*Films:* We will watch a film or documentary at the end of each class to break up the long day: *The Last Emperor*, *Brotherhood of War*, and *State of Mind*. These media are R-rated and do contain adult material such as language, violence, mild drug use, and mild sexuality. Should you find any of this material deeply objectionable, please notify me and you may excuse yourself. That said, these are all well-reviewed, mainstream films directly relevant to the course. I hope you enjoy them and find them useful. We will also discuss them in class.

## **GRADING AND ASSIGNMENTS:**

Student grades will be determined as follows:

Asian Map Quiz (first week, available through Blackboard): 5%

Participation in class discussions and Blackboard: 30%

Paper: 35%

Final: 30%

**CLASS PARTICIPATION:** Students are expected to do the readings before class and be prepared to discuss the contents. Because we will spend 9 hours straight together, discussion will break-up the monotony of long lectures. The high participation score is to incentive your engagement. The class will be more enjoyable for all of us if there is much discussion.

**BLACKBOARD WEB-ENHANCED PORTION:** Troy requires 45 hours of instruction for a three-unit course. We will meet for a total of 36 hours in the classroom, so 9 hours must be covered outside of class. These hours will be completed through the "Blackboard" service in three areas: course discussion; general discussion about current events relevant to the course material (regional elections or international meetings, North Korea provocations, etc.); and

discussion of your paper topic and your paper's development. Please be pro-active and engaged in your use of Blackboard. I will not pursue you or nag you to post, nor is Blackboard to be a crutch because you missed class or do not know what to write your paper about. I will check the service regularly for your comments and concerns. You must complete the map quiz posted on Blackboard in the first week. Blackboard participation – on the discussion boards – will count toward your participation grade, although in-class participation, where you must defend your claims before me and your student colleagues, is preferred.

**PAPER:** You will write a research paper due on Monday, December 12 via Blackboard. The paper is to be 10-15 pages in TNR, double-spaced, 1-inch margins, 12-point font with 10-point bibliographic footnotes. Do not deviate from these specs; gimmicks like bloated footnotes or lengthy block quotes will be treated as such. The paper can be about any topic in the course area. I am flexible and happy to accommodate your professional needs or interests. Please talk to me, through Blackboard, about any special concerns, and more generally, it is best if you talk to me, and your colleagues, about your paper before you write it.

The paper is to make some kind of claim or argument; it is not to be a case study or travelogue. For example: 'the US pivot to Asia is actually soft-containment of China, and China will likely counter-balance the US with a coalition of its own.' This is a basic if/then, or A->B causal design. At its heart is a theoretic claim (about balancing), which you would then illustrate by examples of your claim in action elsewhere (e.g., the USSR also tried to balance the US when it felt it was encircled by the US alliance network). I do not care what you claim is (although I would encourage you not to be extreme or ridiculous), but it is this argument, not the casework, that drives the paper. You are free to make predictions and policy prescriptions. I do not want historical or generalist papers about China, North Korea, the Philippines, and so on.

**FINAL EXAM:** The same day you turn in your paper (December 12), you will also receive the take-home final exam, both via Blackboard. It is due December 16 and is 8-10 pages following the same spec as above. You will answer 3 questions (at least 2 pages per question), each worth 10% of your grade. Footnotes and a bibliography are not required.

**OFFICE HOURS:** I live in Busan, South Korea and do not have regular office hours. However, meetings are available by appointment on the days before and after class (i.e., after/before my travel from/to Korea). We can also meet after class in the evenings if we are not too exhausted. Blackboard is Troy's preferred mode of professional, course-related interaction, but should you have personal concerns, please email me. In emergencies, you may IM/Skype/call me, but please be considerate of my privacy and time. Thank you.

## **CLASS SCHEDULE:**

### **5 November (Saturday)**

Course introduction

What is Political Science? What is International Relations?

Basic Concepts of International Security Analysis

Big Picture of Security in East Asia

Profile of Major Players (China, Japan, US, India, Russia?)

Grand Strategies of Regional Great Powers

What Role for Middle Powers like ROK or Australia?

Major Issues (Rise of China, North Korea nuclear weapons and provocations, Japanese Decline, South China Sea)  
What is America's Role in East Asia? (Trade, Security; Should we be here at all? [Trump])  
The Pivot

**Readings:**

David Shambaugh and Michael Yahuda, eds. *International Relations of East Asia*. (You can skip chs. 5 and 11)

Try to read my "The 'Pivot' and Its Problems: American Foreign Policy in Northeast Asia" if you have time

**End of Class Film:** *The Last Emperor* (first half)

**6 November (Sunday)**

Remaining Issues from Day 1

Historical Roots of the East Asian International System

Waxing and Waning Chinese Unipolarity

Fuzzy Sovereignty

Confucian Cultural Community?

Arrival of West and Sovereignty (Opium War, Meiji Restoration)

Modernization (Japan first, Empire; now China, conflict with Japan or US?)

Culture: Westernization vs 'Asian Values'

**Readings:**

David Kang, *East Asia before the West: Five Centuries of Trade and Tribute*.

**End of Class Film:** *The Last Emperor* (second half)

**3 December (Saturday)**

Case Study: China

Roots of China's Rise

Continuation in Power of Chinese Communist Party

What does China want in Asia? (a Monroe Doctrine, to be left alone?)

China's Lack of Allies and the Maintenance of North Korea

Is the Asian regional system now unipolar?

Is China a superpower, creating global bipolarity?

Will East Asian align against China?

Will China fight (the US or Japan or both)?

**Readings:**

David Kang, *China Rising: Peace, Power, and Order in East Asia*.

If possible, read the CSBA and RAND US-China war scenarios

**End of Class Film:** *Brotherhood of War* (*Taegukgi*)

**4 December (Sunday)**

Case Study: North Korea

History of North Korea

Basic Political Arrangements (Kim family, KWP, KPA, state)

What does North Korea want?  
Why does North Korea provoke?  
How to respond to North Korea? (deep hawk/dove split)  
Will North Korea collapse?  
How should the ROK and US respond to North Korea?

**Readings:**

Kyung-Ae Park and Scott Snyder (eds.) *North Korea in Transition: Politics, Economy, and Society*.

Also look at: <https://piie.com/blogs/north-korea-witness-transformation>

**End of Class Documentary:** *State of Mind*

**ATTENDANCE POLICY:** Attendance is mandatory, because even one missed day is 25% of our total class time. At the graduate level, that is simply not acceptable, and I recommend you withdraw from the course if you cannot make all four sessions. Should you need to miss a day, you must contact me as far in advance as possible. Perhaps we can arrange some manner of make-up. Most likely, we will need to speak with department about whether you can complete the class.

**INCOMPLETE GRADE POLICY:** If a student requests an “INC”, he or she must submit to the instructor a signed *Petition for and Work to Remove an Incomplete Grade* form indicating the compelling reason for the “INC”. The instructor approving the request will document the required work and the deadline for completion. When the student completes the required work, the instructor will submit a *Change of Grade* form. In cases where a student fails to make up “INC” course work by the end of the next term in which they enroll, the “INC” will automatically be recorded as an “F” grade on the student’s record.

**AMERICANS WITH DISABILITIES ACT (ADA):** Troy University, under the guidelines of ADA and the Rehabilitation Act, makes reasonable accommodations for documented physical and mental limitations of otherwise-qualified individuals with disabilities. To provide the best possible services to students, employees, and visitors, Troy University has designated Disability Services Coordinators and Human Resources representatives on each campus as responsible parties for coordinating accommodations for persons with disabilities. For more information about physical access to building or grounds, academic or workplace accommodations, or other ADA related services, individuals should contact a Disability Services Coordinator or Human Resources representative on their campus of attendance. Specific information regarding the ADA, including contact information for responsible parties, can be found at the following link: <http://trojan.troy.edu/employees/humanresources/documents/ADAPolicy2003.htm>.

**MOBILE PHONES AND ELECTRONIC DEVICES:** Use of any electronic device (mobile phone, tablet, laptop, etc.) by students in the instructional environment is prohibited unless explicitly approved on a case-by-case basis by the instructor of record or by the Office of Disability Services in collaboration with the instructor. Mobile phones and other communication devices may be used for emergencies, however, but sending or receiving non-emergency messages during a class meeting is forbidden by the University. Use of a communication device to violate the Troy University “Standards of Conduct” will result in appropriate disciplinary action (See pp. 42-52 of the Oracle.)

In order to receive emergency messages from the University or family members, devices must be in a vibration, or other unobtrusive mode. Students receiving calls that they believe to be emergency calls must answer quietly without disturbing the teaching environment. If the call is an emergency, they must move unobtrusively and quietly from the instructional area and notify the instructor as soon as reasonably possible. Students who are expecting an emergency call should inform the instructor before the start of the instructional period.

**STANDARDS OF CONDUCT:** By their enrollment, students are responsible for following the “Standards of Conduct” as they apply in the Troy University Pacific Region. Students may be disciplined up to and including suspension and expulsion for the commission of offenses in described in the Graduate Bulletin. As a reminder to graduate students, the “Standards of Conduct” regards dishonesty as an offense, which includes cheating and plagiarism. Students should carefully study the definitions of cheating and plagiarism:

1. Cheating includes:

a) Copying, or relying upon, another student’s answers or submitting another student’s work as one’s own or submitting as new work assignments previously completed for another class, while completing any class assignment, study group assignment, or during in-class or take home examinations.

b) Providing one’s own answers to another student while completing any class assignment, study group assignment (except where approved by the instructor due to the nature of the assignment itself), or during in-class or take-home examinations.

c) Using notes, books, or any other unauthorized aids during an examination; or holding an unauthorized discussion of answers during in-class examinations.

2. Plagiarism is submitting a paper, other required student course requirement in which the language, ideas, or thoughts are identical to published or unpublished material from another source, including material found on the Internet, without correctly giving credit to that source. While computers and the Internet allow students to cut and paste work from other material, new software is making it easier for universities detect plagiarism. Instructors may screen electronic versions of student assignments using the detection software.

### **LIBRARY SUPPORT:**

Students can access online information resources through Troy University web site at <http://www.troy.edu> or the Troy Library Services home page at <http://trojan.troy.edu/library/>. These resources include a variety of full text databases that provide complete article texts from thousands of journals, magazines and newspapers. Among the most helpful databases are JSTOR, Academic Search Complete, and Lexis-Nexis.