

**TROY UNIVERSITY PACIFIC REGION  
COURSE SYLLABUS**

**IR 6616 East Asian Security**

**Term 1, 2019-20**

**Weekend/Web-Enhanced at Camp Humphreys Education Center, Korea**

**17-18 August, 28-29 September**

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**INSTRUCTOR/PROFESSOR:** Robert E Kelly

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**Office:** My home

**MEETING TIMES:** Classes will meet on the two weekends listed above 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 understand. 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.

**PREREQUISITES:** None

**TEXTBOOKS:**

David Shambaugh and Michael Yahuda, eds. *International Relations of East Asia*. 2<sup>nd</sup> edition. Rowman & Littlefield, 2014; ISBN: 9781442226401.

Hugh White, *The China Choice: Why We Should Share Power*. Oxford University Press, 2013; ISBN: 9780199684717.

Victor Cha, *The Impossible State: North Korea, Past and Future*. Ecco Press, 2014; ISBN: 9780061998515

**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>

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> AND <http://blogs.cfr.org/asia/>

## **FILMS**

*Default, The Founding of a Party, The Founding of an Army, Operation Mekong*

To break up the long day, we will watch a film at the end of each class. These media are R-rated and contain adult material such as language, violence, drug and alcohol use, sexuality, and so on. 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 but non-American 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 Canvas): 5%

Participation in class discussions and Canvas: 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 and presentations will break-up the monotony of long lectures. The participation and presentation scores are to incentivize your engagement. The class will be more enjoyable for all of us if there is much discussion.

## **CANVAS 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 "Canvas" service in three areas: course discussion; general discussion about current events relevant to the course material (pronouncements by the Trump administration, North Korean provocations, Syria, etc.); and discussion of your paper topic and your paper's development. Each week I will put up a topic of discussion under current

events for debate. This course requires you know how to use Canvas. Please consult Troy IT if this is a problem.

Please be pro-active and engaged in your use of Canvas. I will not pursue you or nag you to post, nor is Canvas 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. Canvas participation – on the discussion boards – will count toward your participation grade, along with in-class participation.

**PAPER:** You will write a research paper due on **Monday, October 7** via Canvas. The paper is to be 12-15 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 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 about East Asian Security since the end of the Cold War. You are to apply the theoretical and strategic material of the first half of the course to the case material of the second half around a topic that interests you in in this region – terrorism, China, North Korea, etc. The paper is not to be a case study, travelogue, war buff story-telling, and so on. You need an abstract argument which you will then demonstrate in action with East Asian examples. 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, but as addenda. **Security theory applied to East Asia is the heart of the paper. An ‘A’ paper will use the books, primary sources, films, and course discussion. Do not wander outside the course frame; do use the course materials.**

**FINAL EXAM:** On the same day the paper is due, **October 7**, you will also receive the take-home final exam via Canvas. It is due on **October 13** 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 the base). We can also meet after class in the evenings if we are not too exhausted. Canvas 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:**

### **17 August (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?

Regional Alliances

Hub and Spokes

Regional Organizations

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)

### **End of Class Film: *Default***

### **18 August (Sunday)**

Remaining Issues from Day 1

Historical Roots of the East Asian International System

Traditional Chinese Order

Japanese Imperial Order

Cold War and American Order

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 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. Email me for it.

### **End of Class Film: *The Founding of a Party***

### **28 September (Saturday)**

Case Study 1: 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:**

Hugh White, *The China Choice*

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/>

**End of Class Film:** *The Founding of an Army*

**29 September (Sunday)**

Case Study 2: 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:**

Victor Cha, *The Impossible State*

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

**End of Class Film:** *Operation Mekong*

**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.

**TROY UNIVERSITY DEADLINES:** Students can find the Troy Online calendar at <http://trojan.troy.edu/online/academiccalendar.html> listing key dates for the term, including refund deadlines, payment dates, and the last day to drop classes in Term 1.

**AMERICANS WITH DISABILITIES ACT (ADA):** Troy University supports Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, which insure that post-secondary students with disabilities have equal access to all academic programs, physical access to all buildings, facilities and events, and are not discriminated against on the basis of disability. Eligible students, with appropriate documentation, will be provided equal opportunity to demonstrate their academic skills and potential through the provision of academic adaptations and reasonable accommodations. Further information, including appropriate contact information, can be found at the following link:  
**<https://my.troy.edu/student-disability-services/>**

**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.