

**TROY UNIVERSITY PACIFIC REGION
COURSE SYLLABUS
IR 6631 Intercultural Relations
Term 3, 2017 (January 9 – March 12, 2017)
Weekend/Web-Enhanced at Misawa AB, Japan
February 25-26 & March 11-12**

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MEETING TIMES:

Classes will meet on two weekends (February 25-26, and March 11-12, 2017) from 0900 to 1800. This course includes a “web-enhanced” portion, which is explained below.

CATALOGUE COURSE DESCRIPTION:

An analysis of the influence of culture on interstate relations including theories, concepts, and applications.

COURSE OBJECTIVES:

This course applies culture to the study of international relations (IR), specifically to the study of conflict. This is a new area in IR, so we will begin with some basic discussion of what culture is, what role it plays in IR theorizing, and what strategic culture, a topic of special relevance to Troy military students, is. After that, we will turn to the relationship of cultural anxiety and conflict. Clashing cultures are often thought to be at the root of post-Cold War conflicts, which we will examine. The final portion of the course will look at strategic culture: how do national cultures impact strategic decisions, such as force posture, decisions to fight, budgetary allocation, and so on. A special effort will be made throughout to tie these discussions to east Asian cases given our shared location.

TEXTBOOKS:

Samuel Huntington, *The Clash of Civilizations*, Simon & Schuster, 1996, ISBN: 9781451628978.

Benjamin Barber, *Jihad vs McWorld*, Ballantine, 1996, ISBN: 9780345383044.

Alastair Iain Johnston, *Cultural Realism*, Princeton UP, 1995, ISBN: 9780691002392

Adrian Lewis, *American Culture of War*, 2nd ed., Routledge, 2012, ISBN: 9780415890199
Website: <http://routledgetextbooks.com/textbooks/author/lewis-9780415890199/>

OTHER READINGS:

I will post several articles on the Blackboard page for this course which you must download and read.

Richard Payne, *Global Issues*, 2nd ed., Pearson, 2009, ch. 13.

John Baylis, et al., eds. *Globalization of World Politics*, 4th ed., Oxford UP, 2008, ch. 24

John Baylis, et al., eds., *Strategy in the Contemporary World*, 2nd ed., Oxford UP, 2007, ch. 4

David Kang, "Getting Asia Wrong," *International Security*, 27/4, 2003

Robert Kelly, "Was There a 'Confucian Long Peace' in pre-Western East Asia?" *European Journal of International Relations*, 2011

Films: We will watch a relevant film at the end of each class session to break up the long day (each is broken over two days because of their length): *Apocalypse Now* and *Gandhi*. The former illustrates the cultural gap between combatants in the Vietnam War, while the later illustrates Gandhi's determined effort to overcome such cultural divisions. These media are R-rated and do contain adult material such as language, violence, drug and alcohol 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 (must complete by January 21, 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. This course assumes you know how to use the basics of Blackboard. Please consult Troy IT if this is a problem.

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 within the first 12 days of the course (by January 21). 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, March 6 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 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:

On the last day of class, March 12, you will complete an in-class final exam in the afternoon. Because the course term ends the next day, we cannot do a take-home final over Blackboard. You will select 3 questions from a pre-set list of questions distributed in class; each question's answer is worth 10% of your grade.

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:

February 25 (Saturday)

Course introduction

What is Political Science? What is International Relations?

Basic Concepts of International Security Analysis

What is Culture?

How do we Use Culture in IR? Does it Contest or Complement Traditional Approaches?

What is Strategic Culture?

Culture and Conflict?

Clash of Civilizations

How does Huntington Define Culture, Religion, Civilization

Why Must they Clash?

Religious War replacing Ideological War?

Readings:

BB: Richard Payne, *Global Issues*, 2nd ed., Pearson, 2009, ch. 13.

BB: John Baylis, et al., eds. *Globalization of World Politics*, 4th ed., Oxford UP, 2008, ch. 24

BB: John Baylis, et al., eds., *Strategy in the Contemporary World*, 2nd ed., Oxford UP, 2007, ch. 4

Huntington's *Clash of Civilizations* (read the whole thing)

Not Required, but Useful:

BB: Huntington, "Clash of Civilizations" (the original essay)

BB: *Foreign Affairs* anthology of responses to the "Clash of Civilizations"

End of Class Film: *Apocalypse Now* (first half)

February 26 (Sunday)

More on *Clash of Civilizations*: Critiques

Does Huntington 'Essentialize' Culture?

Is it a Mistake to Tie Culture to Religion so Tightly?

Map Problems: What about Africa? Are Japan and China Really Distinct Civilizations?

Culture and Modernization

Are Modernization and Globalization Eliminating Cultural Diversity?

Does Capitalism Produce a 'Culture' and is it Simply Banality?

Is Islam uniquely Culturally Sensitive to/Threatened by Modernization/Globalization?

Culture and Terrorism

Readings:

Barber, *Jihad vs McWorld* (a lot of it is rhetorical and repetitive, so skim it; Part II is the best)

End of Class Film: *Apocalypse Now* (second half)

March 11 (Saturday)

Culture, IR, and Asia

Is IR 'Eurocentric'?

Does Confucianism provide a Cultural Community in East Asia?

Strategic Culture

What is Political Culture?

What is Strategic Culture?

Where does it Come from?

What are the Relevant Actors?

How does it Change over Time?

Is Strategic Culture Deterministic?

Case Study 1: China

What is China's Strategic Culture?

How did China's Long Struggle against Steppe Raiders Shape Its Strategic Culture?

What Role, if any, did China's Classical Writers Play?
What, if any, Predictions can be Drawn about China's Future Behavior?

Readings:

BB: David Kang, "Getting Asia Wrong," *International Security*, 27/4, 2003

BB: Robert Kelly, "Was There a 'Confucian Long Peace' in pre-Western East Asia?" *European Journal of International Relations*, 2011

AI Johnston, *Cultural Realism* (this is hard, but it's excellent; read at least: pp. ix-39, 61-75, 93-122, 143-174, 243-66, but try to read the whole thing)

End of Class Film: *Gandhi* (first half)

March 12 (Sunday)

Case Study 2: USA

What is America's Strategic Culture?

How did it Change After WWII?

How has it Changed Since?

Who are the Relevant Actors in Shaping It?

What Predictions about American Future Wars Can be Drawn from It?

Do American and Chinese Strategic Cultures Fate the US and China to Clash?

Final Exam

Readings:

Lewis, *American Culture of War* (Read at least chs. 1-4, 15-19. I dislike this book [<https://asiansecurityblog.wordpress.com/2013/06/25/agree-with-heinleins-citizens-vs-civilians-then-this-us-military-history-is-for-you-book-review/>], but I assign, because it is the most relevant book I know of for US military students studying culture. I recommend you read as much of it as you can.)

End of Class Documentary: *Gandhi* (second half)

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.