In November 2011, US President Barak Obama famously informed the world in comments before the Australian Government in Canberra that the United States would in the future shift its emphasis from the Middle East and pivot its energies and focus to the Pacific Rim. “As President, I have, therefore, made a deliberate and strategic decision -- as a Pacific nation, the United States will play a larger and long-term role in shaping this region and its future, by upholding core principles and in close partnership with our allies and friends.”

Subsequent events, including the increasing emergence of China in the geopolitics of the region, the rise of ISIS and its projection of force throughout the Middle East, Europe and the United States, and the complex issues surrounding cyber security have shifted the foreign policy discourse in directions which some critics complain were not contemplated in 2011. Yet, it is clear that the Pacific Rim generally and the North Pacific specifically will dominate US strategic interests in the 21st century. This course will examine the nature of US foreign policy, how it is formulated, what is its culture, and where it might lead the US in the future. Further, it will examine the cultures and policies of the other actors in the region, China, the Koreas, Japan and a host of other nations who have interests in the area. The Cold War relationships which have influenced the actions of nations within the region will in one form or another change. A new consensus will emerge. This course will provide the information necessary for future policy makers to understand and impact that consensus.

Richard M. O’Meara

Education

Ph.D. Rutgers University; J.D. Fordham University
Bio

Richard M. O’Meara is a retired Brigadier General, USA, and trial attorney who presently serves as a Professor of Global and Homeland Security Affairs. He has received a PhD in Global Affairs from Rutgers University and a Juris Doctorate from Fordham University. He has also received two Masters Degrees in History and International Affairs and graduated from the US Army War College and the US Army Command and General Staff College amongst other schools. He presently teaches in the Division of Global Affairs at Rutgers University and the Holocaust Studies Program, Stockton University and has developed and taught in the first Homeland Security Studies Program in New Jersey. In the days and months following 9/11, O’Meara worked as an EMT and Red Cross Responder at the World Trade Center Site. His interests are reflected in courses he has taught and developed over the years at various institutions including War Crimes, Genocide, and International Law, Nationalism and Ethnic Violence, Intelligence Law and Function, US Security Interests in Sub-Saharan Africa, US Security Interests in the North Pacific, Human Rights Law and Practice, Nuremberg: the Trial and It’s Legacy for the International Legal Community, Contemporary Issues in International Law, and The American Way of War.

As an Adjunct Faculty member of the Defense Institute for International Legal Studies, O’Meara has traveled to such diverse locations as Moldova, Bosnia-Herzegovina, Ukraine, Slovenia, the Philippines, Thailand, Vietnam, Cambodia, Peru, El Salvador, Panama, Guinea, Rwanda, Chad, Sierra Leone and Iraq where he has taught rule of law and governance issues to civil and military stakeholders and helped to develop programs designed to strengthen constructive relationships between members of civil and military society.

As a Fellow in the Stockdale Center for Ethical Leadership, United States Naval Academy, O’Meara worked with colleagues towards the adaption of military ethics to emerging technologies and he has written and presented widely in the area of the use of robotics and other technologies as tools of war. He continues this work as a member of CETMONS, Consortium for Emerging Technologies, Military Operations and National Security, The International Society for Military Ethics, the International Association of Genocide Scholars and CIVIC, Campaign for Innocent Civilians in Conflict.

O’Meara is particularly interested in the development of short and long-term curricula for presentation throughout the world in order to bind various elements of developing nations into strong workable organizations capable of directing resources in constructive ways.

His recent work includes Going Home For Apples and Other Short Stories (Amazon); Governing Military Technologies in the 21st Century, Ethics and Operations (Palgrave/Macmillan); chapters in Robot Ethics, The Ethics and Social Implications of Robotics (MIT Press); Routledge Handbook of Ethics and War, Just War Theory in the twenty-first century (Routledge); and articles JUS POST BELLUM: Reflections on the Right Way to End a War, Journal on Terrorism and Security Analysis (Syracuse University) and International Governance of Autonomous Military Robots, Columbia
Areas of Specialization

International law, military ethics, emerging military technologies, conflict resolution, and ethnic violence.

Contact

(609) 618-1479 / omearar@msn.com

Scott Fisher

Education
PhD Candidate in Global Affairs, Rutgers University
MA in Security Studies, Georgetown University
MA in Korean and International Studies, Seoul National University
BA in History (Asia), University of Michigan

Bio
Scott Fisher is a PhD candidate in Global Affairs at Rutgers University. His graduate coursework focused on international security and area studies, and his forthcoming dissertation tests the saliency of cyber and information tools in the foreign policy toolkit.

Scott’s professional experience includes years as a professor of Korean-English translation in Seoul, work as a crisis management analyst for the Joint Chiefs of Staff at the Pentagon, and a recent deployment to Afghanistan as an Army officer in charge of a counterterrorism-focused information operations team.

Publications include Work Hard for the Kims!, an introduction to North Korea through the country’s propaganda posters; Speaking for Everyday Life, a bestselling ESL textbook series in Korea; and Axis of Evil World Tour, an American’s Travels in North Korea, Iraq, and Iran. He blogs at travelswithscott.com.

Contact
swf24@scarletmail.rutgers.edu
REQUIREMENTS: Students are required to read selected chapters of the texts; research and present a regional/issue study (20 pages); summarize and discuss assigned articles (5 Writing Assignments, 5 pgs each); and take a final examination (10 pgs). Mastery of the subject will be assessed by a combination of tests, presentations, written summaries and class participation as follows:

ATTENDANCE/CLASS PARTICIPATION: 10%
EXAMINATION: 30%
ARTICLE SUMMARIES: 30%
REGIONAL STUDY: 30%

CONTACT INFORMATION:
Dr. O'Meara, omearar@msn.com; 609-618-1479; on campus Wednesday afternoons.
Lecturer Scott Fisher; swf24@scarletmail.rutgers.edu; on campus Wednesday afternoons

GOAL: Students will be able to:
   a. assess the North Pacific and East Asia in the context of history, culture, and geopolitics;
   b. explain American security and foreign policy interests;
   c. critique contemporary and future U.S. foreign policy decisions regarding the North Pacific and East Asia.

GENERAL NOTES: All students are expected to abide by the University’s policy on academic honesty. Cheating and plagiarism are unacceptable and will be punished. All written material submitted will be consistent with our status as university scholars. It will not be handwritten and it must answer the question asked. It must be footnoted where appropriate and it must be edited. Poorly communicated answers will be graded accordingly.

Students are encouraged to consider CORE principles when writing – C=cite to the document (how will the grader know if you read the material?), O=organize before you write, R=respond to all the questions asked, E=edit!

Textbooks
Hayes, Louis D.; Political Systems of East Asia: China, Korea, and Japan, Routledge, March 17, 2009


**GRADING**

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**Hot Topics and Final Paper/Presentation Topics**

- North – South Korea
- China – Japan
- South Korea – Japan
- China – Taiwan
- China – North Korea
- The Two Koreas
- China – Tibet
- China – Uighurs/Uyghurs
- North Korean refugees in China
- Disputes over the ‘Sea of Japan’ (East Sea) and associated islands
- Resource (chiefly oil) disputes in East China Sea
- China – U.S. trade
- US military planning re North Pacific
- ASEAN and participation in the North Pacific

Hot topics to be assigned by Professor
**Class Schedule and Assignments**

Page numbers listed for the assignments may vary depending on which version of the text you purchase: paperback, e-book, or hardback.

**WEEK 1**

WEEK 1: (JAN 20) – Introduction and administration. **Why study the North Pacific? What are US Foreign Policy Interests Generally?**


Assignment of hot topics.
Assignment of Writing Assignment (WA) #1.

**WEEK 2**

WEEK 2: (JAN 27) – A Short history of **Korea**

Hot Topics


**WEEK 3**

WEEK 3: (FEB 3) – What are interests? **What is foreign policy?** How is it developed? **WA#1 due.**

Hot Topics


**WEEK 4**

WEEK 4: (FEB 10) – A short history of **China**.

Hot Topics
Assignment of WA#2
Readings: Hayes’ section on China, pg. 3-82

*What It Means to Be Chinese: Nationalism and Identity in Xi’s China*, by Perry Link, Foreign Affairs, May/June 2015, available on Blackboard

**WEEK 5**

WEEK 5: (FEB 17) – A short history of China in the 20th/21st Centuries. **WA#2 due.**

Hot Topics


**WEEK 6**

WEEK 6 (FEB 24) – A short history of Japan

Hot Topics

WA#3 assigned.

Readings: Hayes' section on Japan, pg. 143-206


**WEEK 7**

WEEK 7 (MAR 2) – **The Outer Ring** (Russia, SE Asia, ASEAN) **WA#3 due.**

Hot Topics

Readings: SE Asia and ASEAN:


http://www.rand.org/blog/2015/05/how-durable-is-the-china-russia-friendship.html

WEEK 8
WEEK 8 (MAR 9) – **Military-Industrial Complexes; Hot Topic Papers due.**
Hot Topics
WA#4 assigned.


WEEK 9
WEEK 9 (MAR 16) – **Semester Break.**

WEEK 10
WEEK 10 (MAR 23) – **Chinese national security interests** going forward. **WA#4 due.**
Hot Topics


**Recommended:**


**WEEK 11**

WEEK 11 (MAR 30) – **Korean (North and South) and Japanese National Security Interests** going forward
Hot Topics
WA#5 assigned.


**WEEK 12**

WEEK 12 (APR 6) – **US National Security Interests** going forward. **US civil and military responses.** WA#5 due.
Hot Topics

Readings: Thorpe (entire book), same as Week 8

U.S. National Security Strategy 2015, 

WEEK 13
WEEK 13 (APR 13) – student presentations as assigned

WEEK 14
WEEK 14 (APR 20) – student presentations as assigned

WEEK 15
WEEK 15 (APR 27) – student presentations as assigned. Receive final examination; submit online nlt May 4, 2016.
WA#1
DEFINING TERMS

Discussing foreign policy requires a certain rigor regarding the terms we use and how we apply them.

What, for example, is the difference between foreign and domestic policy?

What actors in a state influence, create and affect foreign policy?

What is policy?

When we use the term foreign what do we mean?

What are interests?

What do we mean when we use the term security?

What is a national security interest?

What is power as it relates to a state? Has that changed since the beginning of the 20th century?

What is a military-industrial complex?

What is culture? What is foreign policy culture?

What is the difference between tactics and strategy?

Research the meaning of these terms. Find at least two definitions for each and discuss their strengths and weaknesses. Make sure your research does more than merely parrot a dictionary-I want to know that you have a good sense of these terms as we go forward.

Recommended sources include articles (note there are many cited in the syllabus but I am sure your research will discover more. Be sure to consult the National Security Strategy 2015 as well. Remember CORE principles.

5 pgs due Week #3 FEB 3.

WA#2
China

Answer ONE question.

1. What historical grievances does China have with Japan and other neighbors? How salient are these grievances in Chinese foreign policy today? What should American diplomats and security specialists know about China’s historical grievances with its neighbors? How should this knowledge be used?

2. From Confucianism to Communism/Maoism to today’s nationalism and ‘Get Richism’, how have changes in dominant ideology affected China’s foreign policy? What is China’s current dominant ideology? Is China communist?
3. You’re a mid-level government official tasked with briefing senior officials on China’s security interests. What are they? What issues are of highest importance? Lower importance?

5 pages due Week #5 FEB 17.

WA#3
Japan

Answer ONE question.

1. How do the legacies of World War II and the Japanese colonial period immediately preceding it continue to affect Japan’s relations with China and the Koreas? How has the Japanese government dealt with this legacy? Has it been successful?

2. Japan’s constitution, its experience in WWII, and its post-war political ideology have imposed limits on Tokyo’s ability to develop its security sector and dispatch forces overseas. Over the decades, how have these restraints changed? How have these restraints affected Japan’s security interests? How have they affected Japan’s relations with the US? UN? Other countries in the region?

5 pages due Week #7 MAR 2.

WA#4
Military-Industrial Complex

Topic TBD.

5 pages due Week #10 MAR 23.

WA#5
North-South Korea

Answer ONE question.

1. Looking at the actors in the region – Russia, China, Japan, and the U.S., analyze and describe how each country benefits and/or loses under a Korean unification scenario that involves the South absorbing the North (what many view as the most likely scenario).

2. The North has widely been viewed as engaging in ‘threat exports’, where the regime raises tensions in the region, then lowers them in return for aid and other
inducements from South Korea, China, Japan, and others. Analyze this idea to determine its veracity, and then describe your analysis and conclusions.

3. Outside actors, including the U.S. and South Korea, often promise the North greater international trade and a decrease in isolation in return for decreasing tensions in the region, including a halt in its nuclear and missile testing. If the North raises tensions and/or continues with these programs, it is threatened with greater isolation and less trade with the outside world. Are these carrots and sticks appropriate in terms of the goals of North Korea's rulers? If so, describe how. If not, describe measures that would be more appropriate in the North Korean context.

5 pages due Week #12 APR 6.