

FAO JOURNAL

VOLUME IX, NUMBER 1

March 2005



Foreign Area Officers Unbound

Bosnia's Uncertain Future

**When Islamic Radicalism, Fascism, and
Arab Nationalism Collide**

The China FAO and Grad School

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MEMBERSHIP: Subscription to the journal comes with membership in the association. Membership information may be obtained through FAOA, P.O. Box 710231, Herndon, VA 20171. The office telephone/fax number is (703) 913-1356. E-Mail address is: fao@faoa.org or faoa@erols.com. For those only interested in subscribing, cost is \$25.00/year and may be requested at the above address.

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FAO Journal Editor
LTC Steve Gotowicki
US Army (Retired)
Middle East FAO
editor@faoa.org

FAO JOURNAL

Regional Specialists

March 2005

VOLUME IX, NO. 1

ISSN 1551-8094

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ASSOCIATION NEWS



On behalf of the Army G-3/5, MG Keith W. Dayton, the FAO Proponent Office is pleased to announce the first National Capitol Region Foreign Area Officer (FAO) Conference which will be held on May 13, 2005 at the National Defense University on Ft McNair, Washington, D.C. Online registration at www.fao.army.mil is open to all Foreign Area Officers—active, reserve, and retired – in the National Capitol Region.

The intent of the conference is to provide a forum for addressing policies and initiatives related to the future of the functional area and its role in support of GWOT and Army transformation.

Confirmed speakers for the conference include: General Peter C. Schoomaker, U.S. Army Chief of Staff; Major General Keith W. Dayton, Director, Strategy, Plans, and Policy Directorate, Office of the Deputy Chief of Staff, G-3, U.S. Army; BG Kevin T. Ryan, Deputy Director Strategy, Plans and Policy Directorate, Office of the Deputy Chief of Staff, G-3, U.S. Army. Please see our website for speaker biographies and latest information.

All interested attendees should register online NLT 1 May 2005. There is a conference fee of \$10 (cash only) that will be collected the morning of the conference. The fee will cover morning coffee and Famous Dave's BBQ buffet lunch.

Although NDU students are on break the day of the conference, parking is limited. Please consider carpooling or using public transportation. Refer to website (www.fao.army.mil) for more information on getting to Ft McNair.

Uniform for the conference is BDUs for military personnel and coat and tie for civilians.

Information and updates concerning schedule of events, speakers, directions, web registration, and fees can be found on the FAO Proponent website (www.fao.army.mil)

Foreign Area Officers Unbound

LTC Tucker Mansager, USA

Once trained, only in rare circumstances will [foreign area] officers be allowed to switch between areas of concentration.

— Department of the Army
Pamphlet 600-3

Foreign Area Officers (FAOs) are the Army's (indeed, for lack of such a formally structured and established program in the other services, the uniformed services') international relations experts. Their basic skills come from a training program that involves the formal study of a language native to their area of concentration (AOC—one of nine geographic areas that together include most, if not all, of the countries in the world), a period of training in a country within their AOC (in-country training, or ICT), as well as attaining a master's degree in a field compatible with their focus—language, international relations, area studies or political science. Advanced skills come largely through experience in jobs at progressively higher and more responsible positions in the international relations arena—political-military staff officers at higher level staffs, as well as security assistance or attaché work at a US embassy. All of these skills and expertise are nominally developed in a given FAO's AOC, but have potentially much broader application.

As noted above, the Army frowns on FAOs changing between AOCs. This includes not only wanting to permanently change from one AOC to another, but also taking a single assignment out of one's AOC. For example, assigning a 48C (European FAO) to a 48E (Eurasian FAO) slot is anathema, effectively, unless all required 48C slots are filled, and no 48E is interested in the job. These situations do occur, but they are, according to assignment officers, rare indeed. This reticence to allow FAOs to broaden their assignment experience seems

to be based on the idea that the basic FAO knowledge of a regional language, as well as currency in regional economic, political-military, social and cultural issues is best used in their AOC and only their AOC.

In fact, these and other FAO skills, knowledge and experience make us much more flexible and useful outside our AOCs than many in the Army might believe. Furthermore, in view of the ongoing conflicts with radical Islam and the large demand for officers with political-military acumen on the various combined, joint and component staffs, the Army may want to consider changing its policy on out-of-AOC tours as a last resort to one a bit more flexible. The author (a 48C European FAO) served a one-year tour in Afghanistan, a country in the South Asia (48D) area of concentration. Some obvious and some not-so-obvious skills and experiences not tied to any particular AOC made it possible for someone totally unfamiliar with the area to become a net contributor to the joint force commander's mission in Afghanistan. These include foreign language skills (not necessarily those of the country of assignment); an ability and habit of thinking strategically, particularly in an international relations arena; knowledge of the inner workings of embassies; and finally experience working in the interagency, particularly with the State Department.

Speaking the language of the country of assignment is without question a boon to a FAO's ability to do his or her job. Communicating in the native language demonstrates respect for the culture of the people with whom one is dealing, helps establish familiarity and trust with the local people, and gives insight and depth to understanding of a conversation or written document that might be lost in translation. Nonetheless, the fact that all FAOs speak, and have had

to deal with foreign cultures in a foreign language is a valuable skill itself. Those who have had to serve as interpreters can understand the challenges and pitfalls one faces trying to rapidly and accurately convey ideas from one language (and culture) to another. With this harrowing experience in their background, the average FAO is then more sensitive to the use of interpreters, as well as some of the common pitfalls in translation, such as false cognates (e.g. a *prezerwat*—pronounced “preservative”—in Polish is a condom, not an ingredient to maintain freshness) or bad hearing on the part of the interpreter (e.g. Black Hawk being run together and translated into Polish as “Czarny Kogut”—Black Cock/Rooster.) Additionally, people accustomed to operating in a non-native language, such as FAOs, become more attuned to non-verbal cues that help supplement an oral translation. Finally, no matter how good a FAO may be in his/her target language, odds are that we have used an interpreter several times in a given FAO tour. Subsequently, we are more at ease with using an interpreter and understand the proper way to utilize one—speaking to one’s interlocutor, not to the interpreter, taking the conversation in translatable bites, speaking clearly and with no jargon or acronyms, etc. Although seemingly common sense, the ability to work accurately and efficiently with an interpreter is an art, and one that FAOs learn early on while other officers serving on a staff composed of individual augmentees might not.

Any FAO who has served on a combatant command staff or as a security assistance officer or attaché has been exposed to a strategic level of thinking. This does not make the average FAO a strategist by any stretch of the imagination; it does, however, give the FAO experience in viewing things from a different perspective. Coupled with an advanced degree that likely involved the study of international relations or cultures to a greater or lesser degree, the FAO can apply the habit of strategic, international thinking to any given problem facing him or her. Many Army offi-

cers prefer to remain at the tactical level, maneuvering troops and units, talking on the radio and drawing arrows on map overlays. This is where many of us are most comfortable, in an area with which we are familiar and experienced, and one that is much more tangible than the world of strategy and international politics. Because of their education and experience, FAOs can add a strategic view or perspective of whatever region to which they may be assigned. A 48B (Latin American FAO) may not know the details of the pol-mil situation between Burkina Faso and Mali (in the 48J, Sub-Saharan Africa region) but he or she does understand the general intricacies of relations between nations and the common points of friction and cooperation among many of them. Beyond this, the FAO can see the potential connections between countries outside his or her AOC and US national strategy and interests by applying similar, more detailed understandings from the AOC of origin. An ability to think at this level, analyze a situation and make recommendations to a senior leader is not at all common among all other officers serving in the military, perhaps resulting from a combination of discomfort and a lack of experience in operating in a less defined, intangible environment. A FAO can fill in this gap at higher level staffs not only for the commander, but for other staff members as well.

A good number of FAOs have served in embassies worldwide, either as security assistance officers or as attachés; other officers in the Army, as well as the other services have not. Although they vary in size, the general organization of an embassy remains the same regardless if it is in Ottawa or Hanoi. Generally speaking, each embassy has an ambassador or chief of mission, a second in command (known as the Deputy Charge of Mission or DCM), a general services officer (in charge of administrative support for the embassy staff), a regional security officer (in charge of embassy and personnel security), etc. Knowing, and having worked within an embassy,

any embassy, gives a FAO an advantage and an increased ability to contribute in any other embassy. Just by knowing the difference between an RSO and a GSO, or knowing what a country team is and how it generally operates puts a FAO in a position to be able to assist those on a deployed staff who don't know the intricacies of navigating the confusing world of a US diplomacy abroad. This knowledge and experience can help avoid pitfalls in referring an issue to the wrong office, thereby wasting time in solving the issue, perhaps irritating the office you have disturbed and offending the office you did not turn to immediately. Since most embassy military positions are filled by FAOs, at least in the Army, the pool of other officers with this experience is limited, in any geographic area, and makes the FAO a useful and valuable commodity, even out of his or her AOC.

The same experience of working in embassy also gives the FAO a fairly unique perspective on working in an interagency environment, particularly with representatives of the State Department. Numerous recent studies and commissions have commented on the lack of interagency experience and training among the uniformed military and the other members of the interagency alike. (See for example, the Hart-Rudman Commission on Security in the 21st Century as well as the Center for Strategic and International Studies—CSIS—report *Beyond Goldwater-Nichols: Defense Reform for a New Strategic Era*.) Although the number of officers from the general population with interagency experience is likely greater than those who have worked in embassies, FAOs again bring a depth of experience in the interagency due to their repetitive assignments to embassies, senior-level staffs and even as pol-mil advisors to the State Department. As Rick Rife and Margaret Hansen noted in a well-known article on the Pentagon-Foggy Bottom relationship, "Defense is from Mars, State is from Venus." The cultural differences between these two major practitioners of US foreign policy can make it a challenge for the novice officer not to

aggravate or anger his interlocutor in the State Department. Not only are the cultures different, but the modus operandi tend to be different as well—Foreign Service Officers operate in a much more collegial way and do not emphasize long range planning as much as uniformed officers; they are often rewarded for individual, instead of team, achievement. The cultural and work norms in the State Department are largely consistent among Foreign Service Officers no matter what part of the world to which they are assigned. Hence, a FAO experienced in dealing with the State Department or other Executive Branch residents of an embassy can assist those with less or no experience with these groups in gaining support or consensus on military ideas and plans, as required in joint doctrine for interagency operations. In fact, the FAO can act as a liaison between State and Defense as needed, passing and gathering information in a language each is happy with until they are comfortable enough to do so on their own. This is a particularly valuable contribution to continuity in a situation such as Baghdad or Kabul where State and Defense must cooperate, but where some members of the team, particularly from State, rotate on a much more frequent basis than the military members. Again, interagency experience transcends any AOC, so that a FAO who has spent time in US embassies in the Middle East can easily use his or her experience in working with the State Department in Southeast Asia.

In our nation's ongoing struggle with radical Islam (more commonly referred to as the War on Terror) the fight may be worldwide, but is focused, at least at present, in discrete geographical areas—the Middle East, South Asia, Southeast Asia and the Horn of Africa. The fight is likely to be a long one, taxing the resources of our military in general and FAOs in particular to provide the international relations expertise expected of us. FAOs should be allowed, encouraged and perhaps even be required to serve an out-of-AOC tour in direct support of the War on Terror. European, Latin American and Sub Saharan African FAOs would all benefit from the ex-

perience of working out of area in the fight on terror, as would the staffs on which they would serve. Arbitrary lines or groupings of countries should not be allowed to limit the flexible and versatile application of broad FAO capabilities. Our inherent skills as FAOs--foreign language skills; an ability and habit of thinking strategically and internationally; knowledge of the inner workings of embassies; and experience working in the interagency, particularly with the State Department—can be applied to the benefit of all concerned on a staff in a country in which that FAO may have never served. First and foremost the FAO must be a professional and an expert in those hard FAO skills. Once mastered, those skills can, with ingenuity and flexibility, be applied in any country and military situation.

Continued from page 31

extensive vocabulary and ability to create language. What the Pitt students can say, they say superbly, but their highest-level class (third year) was still focused on discussions of one's life and societal differences between US and China. The reading portion was more writing (both *jiantizi* and *fantizi*), and was restricted to writing the same limited dialog from the speaking class. This is in sharp contrast to the DLI method of mass exposure to vocabulary with limited emphasis on speaking and almost none on writing. Another problem was the 7 hours/week for three credits for the speaking class alone. This everyday for an hour/ twice a week for two hours course cut right into the heart of the day and was often in conflict with the three-hour/once a week security classes that I felt were more critical to my development as a FAO. This can be overcome and augmented with individual study with a tutor from the language department and certainly should be supplemented with Dr. Cecilia Sun's excellent class on *guwen* or traditional Chinese, which exposes the student to many famous ancient Chinese short works as well as provides a good bridge to

the semi-formal language often encountered in Chinese newspapers.

The other shortcoming was the overall lack of upper-level China-specific government, security, and modern history courses. The implication of this is the accompanying lack of dedicated Sinologists in these fields to learn from and debate with. This situation may have changed since I was there from AUG 98-DEC 00. If this is a concern I recommend requesting a fall and spring syllabi from the previous years and querying as to what China courses will be offered the following year.

Overall, my experience at Pitt was extremely rewarding and can best be described as well rounded. I was able to work China into all my classes, including my mandatory Japanese course (I took modern Japanese History and researched Zhang Zuolin and the Japanese occupation of Manchuria in lieu of a final exam). The administrators and faculty think highly of FAOs who have established reputations for excellence and enthusiasm in their studies. If anyone would like more information on my experiences at the University of Pittsburgh, please feel free to contact me eabarto@aol.com, an address that will remain valid even as my assignments change. I recommend contacting Ms. Dianne Dakis for more information about what the program looks like today.

Bosnia's Uncertain Future

LTC Steven Oluic, USA

"It is paradoxical that Bosnia & Herzegovina is the only country in which Bosnians and Herzegovinians do not live, but Serbs, Croats and Bosniaks. There is no America without Americans; France without the French; similarly there will be no Bosnia & Herzegovina without Bosnians and Herzegovinians."

Survey respondent, Sarajevo,
June 2004

Introduction

Bosnia has received little attention of late in the media. It certainly has been overshadowed by the Global War on Terrorism and the endless stories emanating from Afghanistan and Iraq. Nonetheless events are transpiring in Bosnia that merit closer scrutiny and analysis. Two recent events of note are the July 2004 re-opening of the *Stari Most* Bridge in Mostar and the turnover of NATO's SFOR mission to EU-

FOR last November.¹ Indeed both are heralded to echo the success and merits of military intervention in the Bosnian civil war and, in the case of the bridge, to symbolize achieving ethnic reconciliation and rapprochement. Moreover Bosnia, and to a lesser degree Kosovo, are bandied about by some as military and political templates that should be applied to Iraq's recovery.² However, is Bosnia a success story? Do the Bosniaks, Croats and Serbs, the constituent people of Bosnia, view their identity and the state in a similar manner? Based on my recent dissertation field research, the answer would be no. Bosnia should not be considered an example of success unless the international community intends on

maintaining a political and military presence as occupiers, of a nominally sovereign state, for decades to come.

Field Research and Summer-time in Bosnia

From late May through June of 2004 I traveled Bosnia collecting information and data to support my dissertation research. A

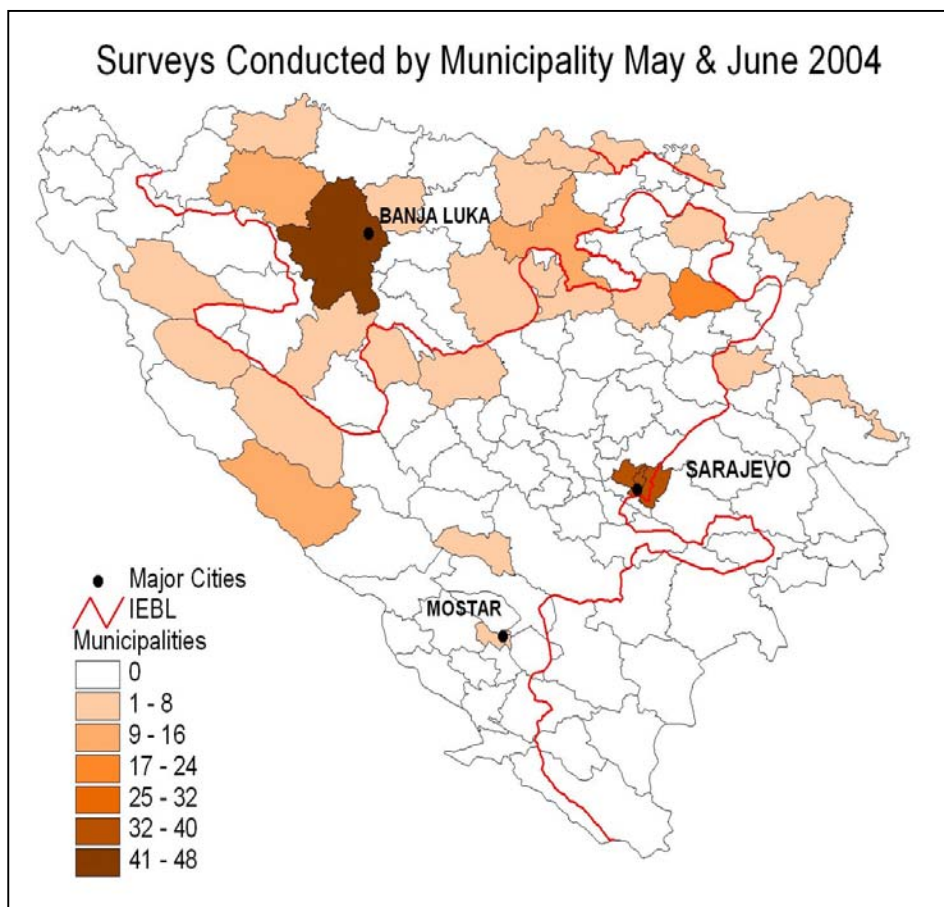


Fig. 1 – Map illustrating the number of surveys conducted by Municipality.

portion of my fieldwork consisted of conducting a four page questionnaire survey. The data presented in this article is a small portion thereof. Nonetheless it illuminates the current nationalist and political situation in post-war Bosnia.

Figure one highlights the municipalities in which survey questionnaires were distributed and collected.

The surveys were administered to 216 people in numerous municipalities across Bosnia.³ The following table is based on the responses in the demographic section on the last page of the survey.

	Rep. Srpska	Federation	BiH
Male	65	69	134
Female	42	40	82
Total	107	109	216
Bosnian	4	32	36
Bosniak	13	39	52
Croat	5	24	29
Serb	83	9	92
No answer	2	5	7

Table 1 – Select demographic breakdown of respondents (May/June 2004).

Based on limited access to certain regions in Bosnia (especially eastern Republika Srpska) and sparse population information, the survey cannot be considered truly representative of Bosnia and academically, the findings must be limited to the sampled population and regions. However, the results are well worth noting and may lead to a stronger understanding of the antagonisms that remain in Bosnia.

The portion of the survey presented in this article address:

- How the Inter-Entity Boundary Line (IEBL), as a major component of the Dayton Peace Accords (DPA) and the national and political landscape affect views on national territory and Bosnia's future.
- How Bosnia's people perceive the IEBL and therefore the DPA.
- Is the Kosovo situation impacting Bosnia's people and state future?
- Do the people see themselves as Bosnian or as members of another group?

The survey also obtained limited demographic data on the population sampled and I incorporate this information into the understandings of a Bosnian identity.

Gauging the Sentiments of the Bosniaks, Croats and Serbs – the Survey

A fundamental element of my research centers upon the IEBL and the degree to which the different ethnic groups perceive its function within Bosnia. The IEBL, being the most tangible aspect of the DPA, is therefore also an excellent gauge of Bosniak, Croat and Serb sentiment towards the DPA itself. The survey's first four statements directly engage the respondent's position towards the IEBL (as viewed from the Republika Srpska or Federation viewpoint), the notion of removing the IEBL and the entities, the creation of a strong central government in Sarajevo, and finally, whether or not renewed conflict is possible. The fifth statement gauges sentiment on the ramifications of Kosovo independence on Bosnia's two entity arrangement. The actual survey statements are in the figure titles below.

The last survey statement refers to how the people of Bosnia identified themselves ethni-

cally before the war. This answer coupled with how they identify themselves today can further add to the understanding of the development a truly state centered Bosnian identity. In addition to these statements, I have incorporated interview information and anecdotal insight into the following discussion which will help to illuminate and better understand responses to the survey.

Attitudes Towards the Inter-Entity Boundary Line and Bosnian Statehood

Survey findings indicate that the Serbs, Croats, Bosniaks and those who identify themselves as Bosnian, differ significantly and meas-

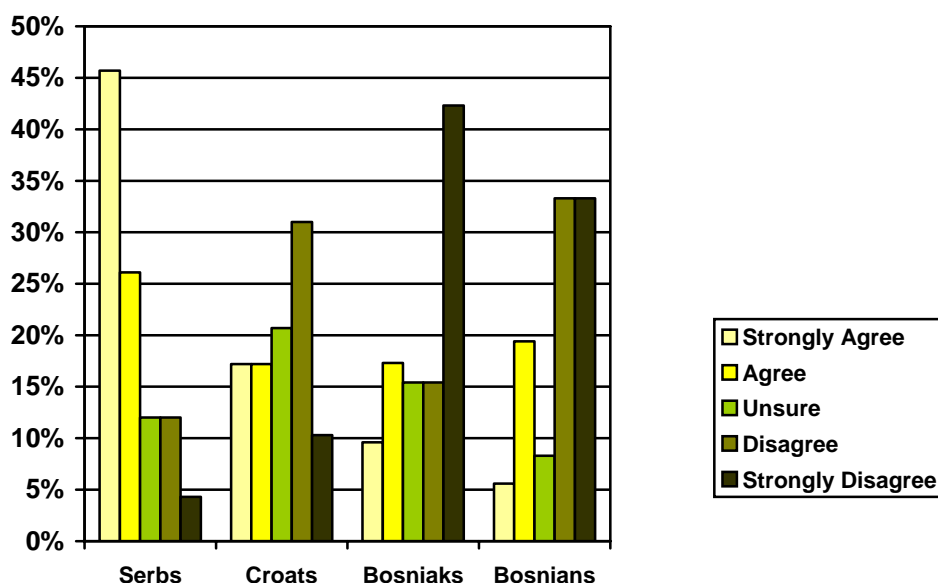


Fig. 2 – Response to Statement No. 1 “The IEBL is important to Republika Srpska” based on ethnic group.

urably in their responses. The answers of those who identified themselves as Bosnian and Bosniak were quite similar. Given that 12 of the 18 Bosnians were surveyed in Bosniak majority areas of the Federation,

there is a strong likelihood that they too are Muslim. Of the other six Bosnians, five came from Muslim majority towns in Republika Srpska. Given the extent of population transfers and development of mono-ethnic regions since the war it is fairly certain that those who define themselves as Bosnian are Muslim. Moreover as noted in many books written on the wars in the former Yugoslavia, the overwhelming number of those who declared themselves as Bosnian are indeed Muslim.⁴ The simi-

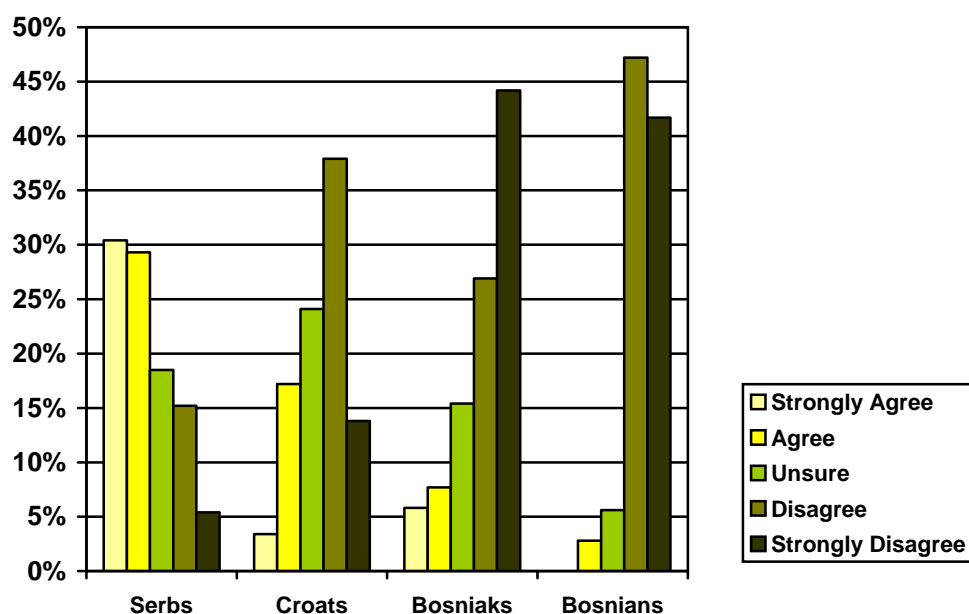
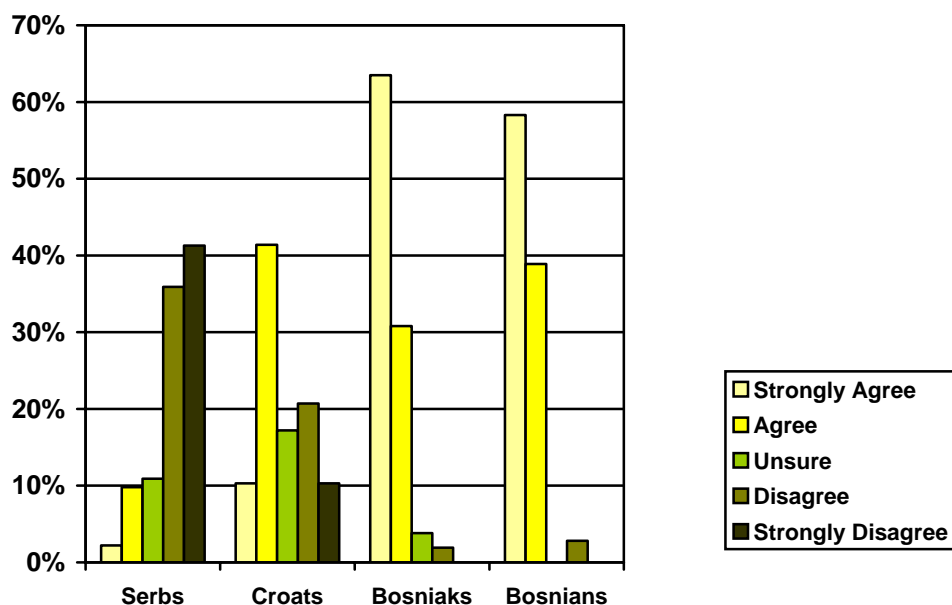


Fig. 3 – Response to Statement No. 2 “The IEBL is important to the Federation” based on ethnic group.



The Croat response exhibited no clear position. The reason for this is based on their location within Bosnia. Those in Canton X Herceg-Bosna, a Croat dominated canton, advocate the creation of a third entity on par with Republika Srpska and therefore acknowledge the importance of this boundary. Others in Sarajevo and Canton II Posavina tend to see the boundary as their Bosnian/Bosniak neighbors being an obstacle to Bosnia's development.

Fig. 4 – Response to Statement No. 3 “Both the IEBL and entities should be dissolved and a strong government and state based in Sarajevo be created in Bosnia” based on ethnic group.

lar responses of the Bosnians and Bosniaks in the survey questionnaires coupled with numerous interviews tend to buttress this assertion.

Figures two and three clearly illustrate the alarming national and political chasm between the Serb and Bosnian/Bosniak position in how they perceive the Inter Entity Boundary Line (IEBL). For the Serbs this boundary is their perceived security from Muslim domination and rule from Sarajevo. The Bosnians/Bosniaks view the boundary entirely from a different perspective. To them it is an obstacle to a strong Bosnian state, inhibiting central authority and thwarting Muslim control of the country and state.

Statement number three was intended to evoke a greater response building upon the differences that arose in re-

sponses to statements one and two. The great majority (>77%) of Serbs were in disagreement

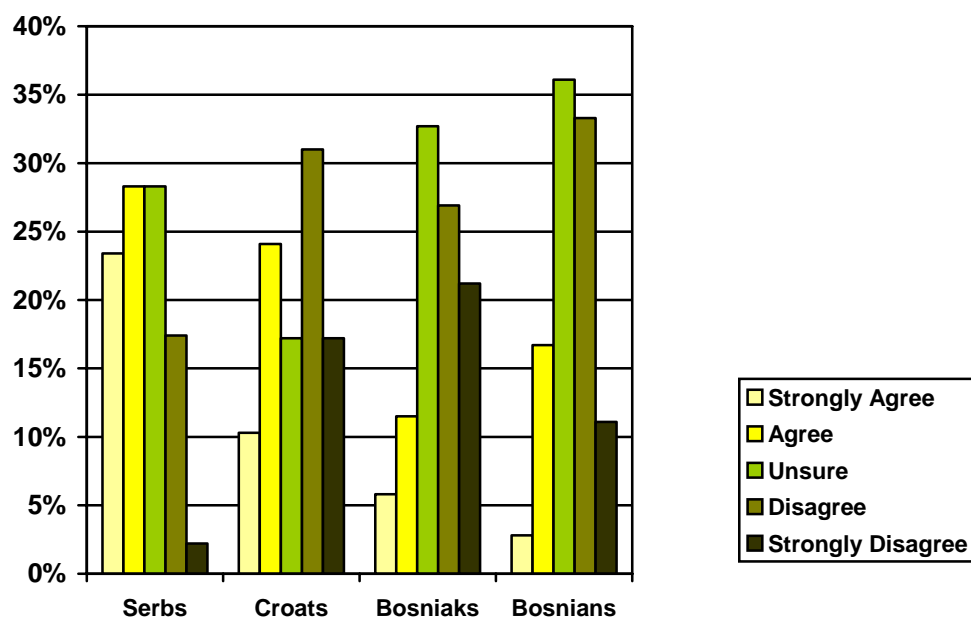


Fig. 5 – Response to Statement No. 4 “There could be renewed hostilities if HR Paddy Ashdown succeeded in removing the IEBL and disbanding the entity governments and creating a strong central government in Sarajevo” based on ethnic group.

with the dissolution of the entities and the IEBL. Opposite them, the Bosnian/Bosniaks were absolutely in favor of such an action, with >97% Bosnians and >93% Bosniaks overwhelmingly in agreement. Of note in 1997, 91% of Serbs opposed a united Bosnian state, whereas 98% of Muslims supported it.⁵ It appears that current positions have changed relatively little in those intervening seven years.

Building upon the three initial statements and gauging the level of commitment to their views, I added the potential for renewed conflict as a measure to the strong re-

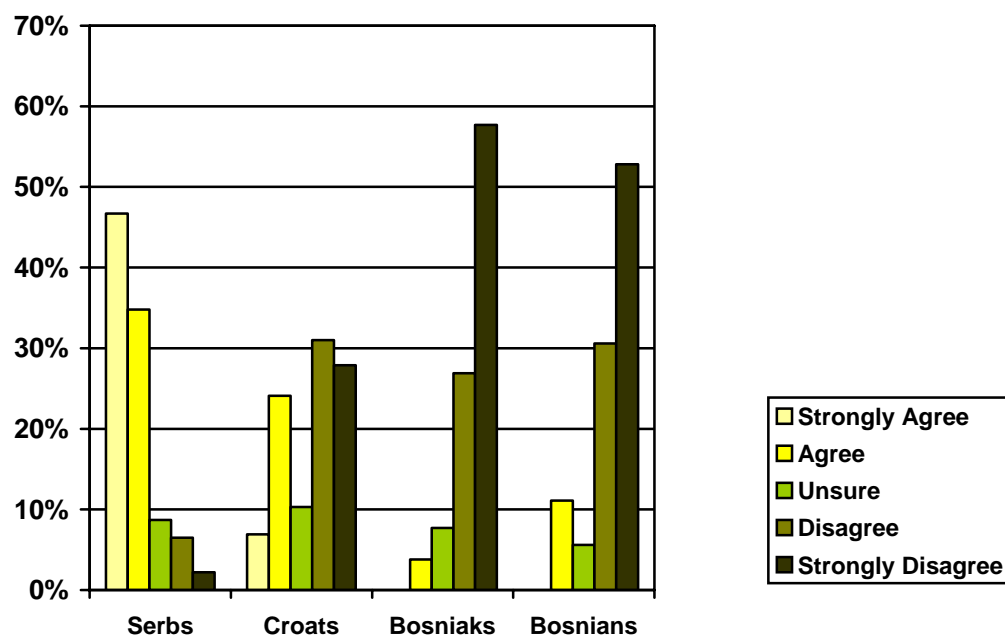


Fig. 6 – Response to Statement No. 5 “If Kosovo is permitted to become an independent state then Republika Srpska has the same right to sovereignty” based on ethnic group.

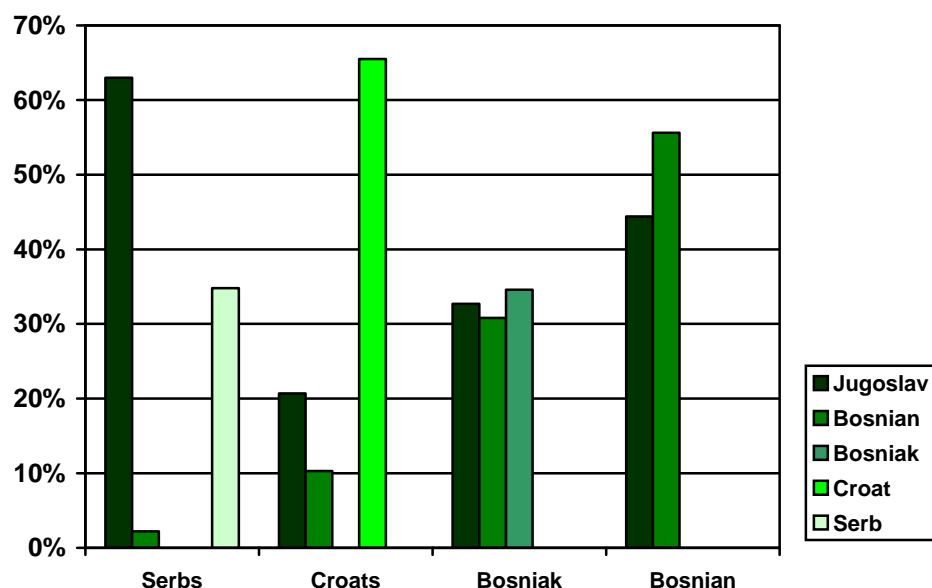


Fig. 7 – Response to Statement No. 6 “Before the war came to Bosnia, you felt yourself to be ...” based on ethnic group.

actions of the previous statements. As can be seen in Figure five, the Serbs (who feel directly threatened by any changes to the IEBL and therefore the Dayton Peace Accords) responded that renewed hostilities were likely. Greater than 57% answered in agreement with this statement. The Bosnians and Bosniaks were both unsure (36% and 32% respectively) or in disagreement (44% and 48% respectively) with the statement.⁶ Coupled with interviews, this may indicate that the Serbs may feel their only option to oppose such an action would be war, whereas the Bosnian/Bosniaks see foreign military presence as a

guarantor of the peace. But what happens when this force leaves? In addition, it is interesting to note that the Serbs, who were vehemently opposed to the DPA during and after the war, are now the DPA's biggest supporter as the guarantor of their statelet.

Statement number five continues to build upon the earlier statements and the notion of Bosnia's future status as a state. Realizing that the Serbs of Bosnia sought to remain within Yugoslavia and not be a part of an independent Bosnia this statement's results infer that the Serbs (almost ten years after the war) do not feel an allegiance to an independent Bosnia. Greater than 81% of the Serb respondents believe that the Republika Srpska has the right to secede if Kosovo becomes independent. This finding is supported by other surveys conducted in the Republika Srpska in which >70% of Serbs desire independence from Bosnia.⁷ As in the other statement responses the Bosnians and Bosniaks responded in an opposite manner. Greater than 83% of the Bosnians and >84% Bosniaks disagreed. Once again, the differences in the Croat response were determined by location.

Another result of the survey and interviews indicated that many Croats desire a third entity, to be on equal footing with the Serb entity and their own Muslim dominated entity. One couple in Drvar added questions to my survey. In the comments section they wrote the following, "Question 5. Are you for the introduction of a third entity: Yes." Moreover a total of five of the questionnaires had comments indicating that there should be a third entity for the Croats.

The Notion of a Bosnian Identity

Statement number six of the survey is revealing in the sense that the ideal of having been Yugoslav is not equally shared by all ethnic groups in Bosnia. Of course being only nine years after the war, its effects have impacted how the people reinterpret their past in the light of today. But it does illustrate that there is a residual

fondness for the past. Every single person that I spoke to stated that their lives were much better in the "old Yugoslavia." Given the ravages of the war and Bosnia's current economic woes, indeed the former Yugoslavia may be remembered as the "good old days." Moreover most wished that the war had never occurred and that they should go back to a Yugoslavia. Those most brutalized by the war also acknowledged that the "good old days" were long gone and could never be recreated.

Another interesting observation can be seen in the responses of the Serbs and Croats to the last question. Over 60% of the Serb respondents felt themselves to be Yugoslav before the war. The Croats on the other hand felt themselves to be Croat in over 65% of their responses; only 20% chose Yugoslav. The Bosnian and Bosniak groups, similar to the Serbs, chose Yugoslav at a higher proportion than the Croats. An explanation to these differences can be seen as a facet of the hostility towards Serb demographic domination in the former Yugoslavia and the close association of Yugoslavia's founding after World War One with a victorious Serbian nation.

The data also suggests that the Croats and Serbs do not identify themselves as Bosnian in prewar Bosnia. Again this is opposite to the Bosniak/Bosnian responses which do, to some degree, choose Bosnian as a prewar ethnic identity.

Concluding Remarks and Observations

My findings indicate a lack of unity on the part of Bosnia's national groups towards a common understanding of Bosnian identity. Personal positions toward the status of the entities, the Dayton Peace Accords, and strength of the central government in Sarajevo are diametrically opposed and based on ethnic group membership. This assessment contradicts the current narrative of Bosnia's success and notions of ethnic reconciliation and harmony.

The survey highlights significant differences between Bosnia's national groups and suggests that a common Bosnian-state centered identity is overridden by Croat, Muslim or Serb national identity and group membership. Moreover, it is the Bosnian Muslims that have assumed the label of Bosnian, inferring further separation of this community from its Croat and Serb neighbors. In looking at the future of a Bosnian state the survey indicates that significant disparity exists and again it is based on nationality. Threatened changes to the Dayton Peace Accords and its entity arrangement and the events in Kosovo could forewarn renewed conflict and should not be overlooked. Bosnia's future is far from secure and, although much has been accomplished in the last nine years, the future of Bosnia and Herzegovina is far from certain.

Endnotes

1 See "Bosnia bridge rises again," [<http://news.bbc.co.uk/1/hi/world/europe/3172597.stm>] and "Mostar Bridge Reopens," [<http://setimes/features/2004/07/040727-BETH-001>].

2 See "Kosovo a model for U.S. in Iraq," NYT, Page 1, Nov. 15 and "Clinton's Kosovo failures," [<http://www.washingtontimes.com/op-ed/20041128-111716-4021r.htm>].

3 The survey's first five statements are closed-end and utilize a Likert rating scale which is typically used to form the basis of aggregated opinions or attitude rating scales. Using a Likert scale also made translation of the questionnaire into Bosnian (or Serbo-Croatian) easier and allowed for analysis by statistical techniques. Realizing that an indifferent attitude could prevail as an outcome, five categories of responses made sense and an odd number of categories were used. The usage of "strongly agree, agree, not sure, disagree, strongly disagree" as the verbal stimuli in the response categories better reflected the level of intensity the respondents felt when answering the statements. The the polar aspect of these rating scales best reflects the opposite

meanings to these groups – therefore the results are less problematic to interpret.

4 see Bringa, Tone. "Islam and the Quest for in post-Communist Bosnia and Herzegovina," *Islam and Bosnia: Conflict Resolution and Foreign Policy in Multi-Ethnic States*. Ed. Maya Shatzmiller. Montreal: McGill-Queen's UP, 2002, 24-34, also Burg, Steven and Paul Shoup. *The War in Bosnia and Herzegovina: Ethnic Conflict and International Intervention*. Armonk, NY: M.E. Sharpe, 2000, and Honig, Jan W. and Norbert Both. *Srebrenica: Record of a War Crime*. New York: Penguin Books, 1997.

5 See Bose, Sumantra. *Bosnia after Dayton: Nationalist Partition and International Intervention*. New York: Oxford UP, 2002.

6 I must note that it is quite possible that the statement written in several parts could have contributed to the high "unsure" response rate. Some respondents could have agreed with "the IEBL and entities should be dissolved" but may have been in disagreement with the "strong government and state based in Sarajevo" portion of the statement.

7 "About 70 per cent of Serbs want independence – pollster," Onasa news agency web site, Sarajevo, in English 4 Nov 04.

When Islamic Radicalism, Fascism, and Arab Nationalism Collide: Haj Amin Hussein, the Axis Palestinian Leader of World War II

Mr. Basil H. Aboul-Enein and LCDR Youssef Aboul-Enein, MSC, USN

Adolf Hitler and the National Socialist (Nazi) Party is perhaps the most potent symbol of fascism in the 20th century. For those that argue that Islamic militants and white supremacists do not collaborate should take note of the relationship the Third Reich had with the Grand Mufti of Jerusalem Haj Amin Hussein. In their quest for global dominance, the Nazis collaborated and cultivated pro-axis leaders around the world including the Middle East. Several prominent Arabs saw in Hitler the chance to rid themselves of British and French dominion. They included a young Egyptian signals officer Anwar Sadat, a group of Iraqi officers who led an uprising in 1941, and the most zealous collaborator the Palestinian Mufti Haj Amin Hussein.

Born in Jerusalem in late 1890's, in what was then Ottoman controlled Palestine, Muhammad Amin al-Husseini was brought up in an aristocratic household. His father was Grand Mufti of Jerusalem Taher al-Husseini. The father was keen to have his son Amin follow in his footsteps and raised him with strict Islamic traditions, sending him to Cairo for his advanced Islamic studies. In Cairo, he attended Al-Azhar University where he studied *fiqh* (Islamic Jurisprudence). While in Cairo he attended an educational institution known as *Dar al-Dawa wal-Ershad* (The Institute for Propagation and Guidance) created by the Syrian Islamic Salafi leader Mohammed Rashid Rida. At Dar-al-

Dawa, Amin was tutored by both Rashid Rida and imbued in the teachings of Jamal El-Din Al-Afghani that taught him the methodology of Islamic incitement and radicalism. He would use these skills against the Jordanians and Israelis in what would be an early form of bringing Islamic militant ideology into the Palestinian problem. Not content with just religious studies Amin Hussein

finished his education taking courses in the College of Literature at Cairo University and learned bureaucracy and leadership at the Ottoman School for Administrators in Istanbul, created to educate up and coming governors and bureaucrats for the Ottoman Empire (***Internet Source The Grand Mufti Hajj Amin Al-Husseini & Who was the Grand Mufti, Haj Muhammad Amin al-Husseini***).



The grand mufti of Jerusalem, Haj Amin Al-Husseini from <http://www.jewishvirtuallibrary.org/jsource/biography/mufti>.

In 1913, Amin Hussein traveled to Mecca for his pilgrimage, which earned him the title of "Haj". As World War I was imminent, he was called for military duty in the Ottoman Army, entering the College of Reserve Officers. Nine months later, Haj Amin graduated a non-commissioned officer and joined the 46th Infantry Regiment stationed at Izmir in Southwest Turkey and a follow-on assignment to the 47th Infantry Regiment stationed in the Turkish city of Smyrna. Hussein was in the Ottoman military during the time of the mass genocide of the Armenians who were considered collaborators to the allied cause.

There is no proof documenting Amin Hussein's participation in this event, but it made an impression on non-Turks serving in the Ottoman forces.

In 1916, he left the Ottoman Army on disability leave and returned to Jerusalem where he remained until the conclusion of World War I. After the Treaty of Versailles he became embittered by the sidelining of the Arab Revolt and by the influx of Jewish immigrants into British mandated Palestine. British colonial authorities considered Haj Amin Hussein a chief instigator of riots between Arabs and Jews. For his part in inciting violence, Haj Amin fled to Syria and was sentenced in absentia to ten years imprisonment on charges of incitement to violence and civil disorder.

In April 1921, the British High Commissioner Sir Herbert Samuel, granted him amnesty in an attempt to appease Arab nationalists. This allowed him to return to Jerusalem, where he took the position of Grand Mufti of Jerusalem. The following year, the British established the Supreme Muslim Council and appointed Hussein to lead the organization, designed to transition Arabs to self-governance and give them a representative voice (***Internet source The Grand Mufti Hajj Amin Al-Husseini & Amin al-Husayni and Lapidus, 660***).

Husseini, making use of his new position, took an active role organizing anti-Jewish riots in 1929. The British hope of giving him responsibility backfired, as he resorted to his original tactics of incitement and violence. This appeasement of Hussein only made him worse. He was among the leaders that formed the Arab Higher Committee that incited and managed the 1936 rebellion in Palestine. The following year (1937), the British outlawed his committee and he escaped to Damascus, Syria once again where he continued his rebellion against British authorities (***Internet source Britain, Haj Hussein and the Arab Riots of 1920 & Who was the Grand Mufti, Haj Muhammad Amin al-Husseini?***).

Evolving in a parallel track was the Egyptian Hassan el-Banna who established the Muslim Brotherhood in Cairo in 1928. The organization would become the first Islamist political party and one in which the Mufti would play a role. The



The Grand Mufti and Hitler (1941) from <http://www.jewishvirtuallibrary.org/jsource/History/muftihit.html>

Brotherhood had established links to Hussein, while Grand Mufti, and worked with him in Palestine. Egypt's Muslim Brotherhood sent *fedayeen* (volunteers) to support the Palestinian uprisings in 1936, 1939, and during the 1948 war (***Internet source The Grand Mufti of Jerusalem and the Nazification of the Arab world***). This is the earliest example of an attempt to bring outside Islamists throughout the Arab world to agitate for the Palestinian cause and the tactics are eerily similar to the Arab jihadists coming into Iraq today. Any Palestinian-Israeli settlement must include a promise not to import jihadists into any future Palestinian state.

The rise of the Nazis escalated pressure on Britain from Jewish groups to allow larger numbers on immigrants to Palestine. It was during this time, Hussein in an attempt to find a European patron, expressed solidarity with Germany in 1937. He made contact with the German consul in Damascus declaring his support for the Third Reich. That same year, the Mufti met with Nazi officials, Hauptschanfuehrer Adolf Eichmann

and SS Oberscherfuehrer Herbert Hagen in Syria. Following this meeting, Husseini would become an agent of the Third Reich; his close association with the Nazis came out during both the Nuremberg Tribunals and the Eichmann trial.



The Mufti salutes the Bosnian SS division (1943)
from www.focusonjerusalem.com/

After years of violence against the British and the Jews and following an assassination attempt on the British Inspector-General of the Palestine Police, the British authorities declared the Arab Higher Committee illegal and the mufti fled Palestine for good in 1937. He stopped in Beirut, Baghdad and Tehran before settling in Berlin in 1941. One of the most essential of these stops was Baghdad. Where in April 1941, a group of army officers led by an Iraqi Lawyer and politician, Rashid Ali Al-Gaylani, seized power and established a pro-axis regime. One of the officers supporting the Gaylani coup was a young officer Khairallah Tulfah, who would become better known as the uncle, paternal mentor and later father in law of future Iraqi dictator Saddam Hussein.

Rashid Al-Gaylani (1892-1965) and his officers led attacks against the British airbase of Habbaniya, on the outskirts of Baghdad and ambushed British soldiers traveling in Transjordan to crush Gaylani and his coup. The Iraqi leader ap-

pealed to Hitler for aid to drive the British from Iraq. Hitler ordered military advisors, a few planes and arms to be sent to Baghdad in support of Gaylani. "*I have decided to encourage developments in the Middle East by supporting Iraq*" Hitler stated (**Shirer, William, 828-829, Lewis, Bernard. 348-49, Hourani, Albert, 353 and internet source *The Grand Mufti of Jerusalem and the Nazification of the Arab world***).

Despite some aid to the Iraqis from Syria, which was still controlled by the pro-Axis French Vichy government, the Germans were unable to maintain the Gaylani coup, which was crushed by British forces. In Syria, a committee was being formed to mobilize support for the pro-axis regime. This inevitably was the core of what later became the Ba'ath party today. Rashid Ali Gaylani later joined up with Haj Amin Husseini in Berlin where both sought political protection from Nazi Germany (**Lewis, Bernard. 348-49**).

Upon Haj Husseini's arrival in Berlin in 1941, the Mufti met with Nazi Foreign Minister Joachim von Ribbentrop and was officially received by the Fuhrer Adolf Hitler on November 28, 1941. He also conducted meetings with SS Head Heinrich Himmler.



Bosnian SS wearing fezzes with Nazi insignia from
<http://www.eretzyisroel.org/~jkatz/bosnia.html>

The Mufti's years in Nazi Germany, was spent in a confiscated Jewish mansion in Berlin as head of Nazi-Arab Cooperation Section, there he continued his anti-Jewish propaganda campaign. With his introduction to Himmler, he would be enticed into the grotesque campaign against European and Slavic Jews known as the "Final Solution." The Nazis recruited three SS divisions from Yugoslavia's Muslim population. They were the Bosnian 13th Waffen SS Hanzars (Dagger) Division, the Bosnian 23rd Waffen SS Kama Division, and the Albanian Skanderbeg 21st Waffen SS Division. Husseini used his prior military training and religious credentials to involve himself in the training of these divisions. Each Division would grow to about 22,000 and carried out the orders of the Mufti. These orders included genocide against Bosnian Serbs, Gypsies, and Jews.

The Hanzars swore an oath to the Third Reich specifically written by Heinrich Himmler. Himmler had this to say about Islam: *"I have nothing against Islam because it educates the men in this division for me and promises them heaven if they fight and are killed in action. A*

very practical and attractive religion for soldiers." No doubt, Himmler's attitudes were shared by the Nazi elite and express an intimate understanding regarding an aspect of Islam that could be ma-



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nipulated by the Nazis. The Hanzar SS Division fought against Yugoslav partisans led by General Josip Broz Tito, and carried out police and secu-



Haj Amin inspecting the Muslim SS units from <http://www.eretzyisroel.org/~jkatz/bosnia.html>

rity operations in Hungary. SS conscription in Yugoslavia during the war produced 42,000 Waffen SS and police troops. Haj Hussein had flown from Berlin to Sarajevo for the purpose of inspecting its arms and training exercises and bestowed his blessings to the Islamo-fascist army. (*Internet source The Arab/Muslim Nazi Connection & Amin al-Husayni & The Grand Mufti of Jerusalem and the Nazification of the Arab world*).

After World War II, Hussein fled to Switzerland, then Paris before settling in Cairo. He escaped house arrest in Paris where he was sentenced by the Yugoslav Supreme Military Court to three years imprisonment and two years of deprivation of civil rights after his conviction as a war criminal. At the Nuremberg Tribunals, Eichmann's deputy Dieter Wisliceny testified that the Mufti was one of the initiators of the extermination of European Jewry and a collaborator and adviser of Eichmann and Himmler in the execution of the "Final Solution." Hussein was one of Eichmann's closest friends and had constantly in-

cited him to speed the extermination process. According to the Dieter testimony, he overheard Haj Amin and Eichmann visiting gas chambers at Auschwitz to learn its operation and possibly create a replica in Hebron. The Mufti established the *Islamische Zentralinstitut* or "Islamic Institute" in Dresden, which served as grooming grounds for future Muslim-Nazi leaders. (*Internet source The Grand Mufti of Jerusalem and the Nazification of the Arab world*). Had the Third Reich continued to exist beyond 1945, one could only imagine the types of new Arab leadership that would import Islamo-fascist ideals in various Arab lands as they gained independence in the fifties and sixties.

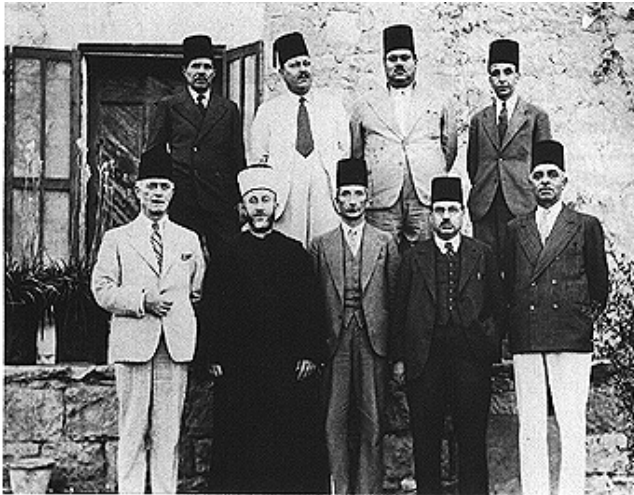
In 1946, Hussein was appointed a leader of the Muslim Brotherhood, then fostered by Egypt's King Farouk as a counter to British control over his country's anti-monarchist groups within Egypt. He was invited to settle in Cairo the same year. When Gamal Abdel-Nasser gained control of Egypt in 1952, he continued to live in Cairo until exile and death in Lebanon in 1974. The Allies preoccupied with German and Japa-



The Grand Mufti with a Moslem fighter from <http://www.eretzyisroel.org/~jkatz/bosnia.html>

nese war criminals made no effort to bring Hussein to justice. Allies were likely deterred by Hussein's prestige in the Arab world. From

Egypt, Hussein would sponsor the 1948 Arab-Israeli War. When the Jordanian monarch Abdullah I gave the position of Grand Mufti of Jerusalem to another, Haj Amin al-Husseini was involved in the conspiracy that led to the assassination of the King in 1951. Haj Hussein was de-



Haj Hussein and the Arab Higher Committee
from <http://www.stanford.edu/class/history187b/arhicom.htm>

nied entry into Jordanian-controlled Jerusalem by Abdullah's son King Talal and later his grandson the late King Hussein (**Internet source *The Grand Mufti of Jerusalem and the nazification of the Arab world & Who was the Grand Mufti, Haj Muhammed Amin al-Husseini?***).

Husseini retired from public life in 1962 after serving as president of the World Islamic Congress, an organization he helped found in 1931. Haj Amin al-Husseini eventually died in exile in Lebanon in 1974. He never returned to Jerusalem after leaving in 1937 (**Internet Source *Who was the Grand Mufti, Haj Muhammed Amin al-Husseini? & Amin Al-Husayni websites?***).

The Hussein family continued to play an active part in Arab-Israeli affairs. Abdel Kader Al-Husseini, a cousin of the mufti, led the mufti's guerrilla forces, known as "The Army of Salvation," had undergone military training with the Germans during World War II.

In January 1948, Abdel Kader Hussein with a force of 1,000 men, attacked Kfar Etzion, approximately 14 miles south of the Tel Aviv. The Arab attack on Kfar Etzion was thwarted by Jewish settlers, who held their positions until reinforced by the Palmach. In early April, 1948, Abdel Kader was involved in "Operation Nachshon", after he had been in Damascus gathering financial support and additional weapons. He returned to Jerusalem to lead the attack on Kastel, an Arab village that was captured by Haganah forces. Abdel Kader was killed approaching a position thought to have been taken by Arab forces in the battle for Kastel. Demoralized at the death of Hussein, the Arab forces fell back (***Herzog, Chaim 21-22***).

Among the many who supported and sympathized with Nazi Germany were some familiar faces. Nasser expressed his disheartenment at the Third Reich's demise in 1945. Sadat was a voluntary cooperator in espionage on behalf of Germany against British Forces in Egypt. Abdul Aziz Ibn Saud of Saudi Arabia, Nur Al-Sa'id of Iraq as well as Nahas Pasha of Egypt all tried on occasions to make contact with Berlin. It is said that Egyptian strongman Nasser's brother had published an Arab edition of Hitler's *Mein Kampf* in 1939, describing its author as the "strongest man in Europe" (***Lewis, Bernard, 348-350 and internet source, "The Role of the Catholic Church in Yugoslavia's Holocaust"***). However, Haj Amin al-Husseini was perhaps the most intimate collaborator of the Third Reich to emerge from the Middle East.

Conclusion

As U.S. forces involve themselves in the Middle East, it is vital to examine the past to discover that Islamic militants, violent Arab nationalists and European fascists have collaborated when their interests merged. Those who said Shiite and Sunni Islamic militants could not cooperate because of their theological differences were proven wrong as Bin Laden considers Hizb'allah and its military leader Emad Mughneia someone to emulate. Reading about Hussein

one can also gain an appreciation that the initial British tactic of appeasing Islamic radicals with titles and positions, was not effective, Haj Amin merely used the legitimacy granted to him to pursue tactics he knew best which was violence, not negotiation. Hussein also offers a template for organized incitement and violence, a technique used to this day by Palestinians in dealing with the Israelis. It is a tactic that predates the Palestine Liberation Organization (PLO), Yasser Arafat or the current *Intifadah* (uprising). Finally, one should note Hussein's obsession with the Nazi Final Solution, this obsession with Hitler and the Final Solution is still found in Islamic militant websites and literature. Until 2004, Egypt's Anti-Corruption Czar was Hitler Tantawi, who was given his first name at a time when dozens of Egyptians felt the Nazis were a way to get the English out of the Middle East. Hussein is a perfect manifestation of how jihadists, violent Arab nationalists and fascists collide. It is also another tragic example of an Arab leader choosing a negative path in the quest for Palestinian independence. There are leaders who work towards positive change and others who do not. Arab masses and intellectuals must recognize those who have had a negative impact on their modern historical development and cease their praising of such figures as Haj Amin Hussein, who represent the kind of Arab leaders who negatively influence events for their people.

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- Basil H. Aboul-Enein holds a B.Sc in Family and Consumer Sciences from the University of Central Arkansas and currently completing M.Sc. in Nutrition at the Texas Woman's University and hopes to earn an officer's commission upon graduation in the U.S. Air Force or Navy Medical Service Corps. Having been raised in the Middle East, the author has a passionate interest in Arab political history.***
- LCDR Youssef H. Aboul-Enein, US Navy, is Basil's older brother and a Medical Service Corps and Navy Middle East Foreign Area Officer. He is specially assigned as Director for North Africa and Egypt and Special Advisor on Islamic Militancy at the Office of the Secretary of Defense for International Security Affairs. He is a frequent contributor of reviews and essays to the Foreign Area Officer Journal.***

The China FAO and Grad School

Compiled and edited by Mike Janser

Back in language school, my ignorance about graduate school as an impressionable, young FAO captain was only surpassed by my ignorance about the Chinese language. After a broad, liberal education at West Point I thought TA stood for target acquisition and the GRE was an earlier version of the MRE. Since then I have come to realize that I was not the only blind fool to pass through DLI and hope this article helps future 48F's make more informed choices.

It is important to explain that there are two, main categories of grad schools to choose from – the professional school and the “academic” school (also known as a PhD factory). An academic school includes theories, a thesis requirement and PhD students. As a FAO, you will be in a distinct minority of people who are stopping at the master degree level. In contrast, a professional school is modelled more along the lines of a business school. Students have previous work experience, there is no thesis requirement, curriculum is heavy on economics, statistics and real-world problems, and no one goes on for a PhD. Graduates return to jobs in the government, private sector or with NGOs. Examples include Columbia's SIPA, Harvard's Kennedy School and John Hopkins SAIS. Regardless of which type of school you choose, there are four things that I believe you should take away from graduate school as a China FAO.

1. **Broad China background** – including knowledge of history, politics, culture and society.
2. **Specific PLA knowledge.** While it would be a mistake to specialize without first obtaining a broad China background, ICT will not teach you about the PLA. If you do not obtain this knowledge in grad school then you will report to your first job without it. Learning on the fly can be uncomfortable when you are expected to be the “expert” after four to five years of training and are also engaged in the process of establishing your professional reputation.
3. **Improved language ability.** A 2/2 out of DLI is not sufficient. A 3/3 is the minimum standard – similar to having your 5 jump parachute wings and asking for an airborne assignment. You will not hear that someone got the job be-

cause he/she was the best linguist but are plenty of examples of where the pool of possible candidates was first winnowed down by removing all non 3/3's.

4. **Contacts among your professors and classmates.** The field of China security professionals is not large and highly symbiotic. The earlier and better you know your contemporaries the better off you will be. An informal survey of working 48F's lists the following as the best, U.S.-based PLA watchers:
 - a. Harvard (Lain Johnston, Ezra Vogel, and Bob Ross)
 - b. MIT (Tom Christensen and Lucien Pye)
 - c. Georgetown (Nancy Tucker and Bob Sutter)
 - d. Boston U (Joseph Fewsmith)
 - e. John's Hopkins - SAIS (Michael Lamp-ton)
 - f. George Washington (David Shambaugh)

In addition, the best security-related think tanks are in Washington, DC while the preponderance of active and retired FAOs live and work there (at the think tanks) and Hawaii.

In choosing a graduate school, ensure that the program offers you adequate opportunity to achieve these four goals. Having gone to grad school in New York, after working as a FAO in Washington DC and Beijing, my personal opinion is that FAOs should look first at schools in the DC area. The concentration of PLA-focused academics and active/retired FAOs there offers unmatched benefits. Time in DC also provides opportunities to meet the most important decision makers in the 48F community as well as to interact with working 48F's on delegations (all of which go to DC), conferences (most of which are in the DC area) and possibly to do an internship (maybe for an OER) within a working 48F billet (especially if you have time to kill before ICT). Hawaii, to a lesser extent, also offers these advantages. As a 48F, Washington DC will become your second home just like Fort Knox is to tankers. Accept it and embrace it. If you have a family and stability is something you de-

sire then going early and buying a house will provide you with that. Again, Hawaii offers these same advantages but to a lesser extent.

Whatever school you attend will be fun and rewarding. It is a once in a lifetime opportunity to grow both personally and professionally. To that end, below are some shared personal experiences – the junior generation's gift to the nascent generation – that we hope will be helpful to you.

UNIVERSITY OF CALIFORNIA AT BERKELEY prepared by Ken Fu

Long known for its outstanding scholarship in the area of Asian Studies, the University of California at Berkeley offers a first-rate interdisciplinary graduate program that provides a Master of Arts degree in Asian Studies. The program is subdivided into four geographical regions: East Asia (China), Northeast Asia (Japan and Korea), South Asia, and Southeast Asia. The East Asia (China) curriculum is the most diverse and robust within the program. The thesis plan (DA regulations state that you must write a thesis) requires completion of third year Chinese, a minimum of six courses and 20 semester units that focus on the East Asia region, and a Master's thesis. Three of the courses (at least eight units) must be at the graduate level in two or more departments. No more than 14 of the 20-unit minimum can be in a single department. Normally students complete the degree in two years. Foreign Area Officers can easily complete the degree within one and a half years without overloading their academic schedule much.

Berkeley has a national reputation for academic excellence and is considered to have one of the best Asian Studies programs in the country. More than seventy faculty members, fifteen departments, and an extensive library system provide the student a fountain of academic knowledge to complete their education. Internationally prominent guest lecturers, visiting professors from nearby Stanford University, and some of the best graduate students from the world will academically stimulate and challenge China regional studies students. Berkeley probably has the most comprehensive and challenging Chinese language program available in the nation and will fully prepare you to handle China In-Country Training's language challenges. Despite extensive require-

ments for degree completion, students have the freedom and flexibility to design a program that is accommodating of their particular interests and approaches. This is an excellent opportunity for a China Foreign Area Officer to both broaden their China knowledge and to focus on a topic of particular interest. I took the opportunity to focus on Chinese military modernization and wrote a thesis on that subject to help me learn what I thought was professionally important. Additionally, Berkeley is located in the San Francisco Bay Area, a region that offers tremendous Asian cultural opportunities to supplement learning at the university. If you enjoyed the Monterey Bay area during Chinese language studies at the Defence Language Institute, you will love the Berkeley and Bay Area.

The academic diversity of the program can make it difficult for Foreign Area Officers unfamiliar with the Asian Studies and international relations academic field to select an appropriate plan. Despite having political science and history departments rated second highest in the country, the interdisciplinary nature of this program leaves the onus on the student to select the best courses to satisfy their academic requirements. Unlike other nationally known top international relations programs around the country that have core set courses designed to prepare the student in that discipline, Berkeley lacks that focus needed to fully prepare a Foreign Area Officer in the field of international relations. Most graduate students there are more interested in non-related topics such as Tang Dynasty poetry, Chinese journalism, and ancient Qing Dynasty history, to name a few. Additionally, the difficult Chinese language program can be a major distraction for those who have had problems learning the language. Even though the third year language requirement is somewhat equivalent to the level reached by some Defence Language Institute students, the requirements for Chinese character writing for all assignments and tests and reading both traditional and simplified characters mean that Defence Language Institute graduates usually will not be able to test out of third year Chinese and will probably have to start with second year Chinese.

I had a totally positive experience at the University of California at Berkeley. For those that are looking for the best international relations training in the country, I would recommend carefully comparing other programs with Berkeley's and realize what you will not get at Berkeley. Many of the courses offered are

similar. However, it is up to the student to pick the correct ones and tie it into a comprehensive program. If you are interested in studying Chinese history and politics, and even dabbling into more diverse interests such as Chinese art, philosophy, or sociology, then Berkeley probably has the best overall Asian Studies program in the country and will more than suit your needs. Just make sure you are prepared to handle the rigorous Chinese Language requirements. As for the reputation of Berkeley being the most liberal school in the country, that actually is one of the most positive aspects of the program. That liberal spirit directly translates into academic excellence in both the faculty and student body, where everyone challenges and forces you to think "outside the box." You can take it from me, a graduate of West Point, the most conservative school in the nation. If you have any questions please contact me at kenfooster@yahoo.com.

COLUMBIA UNIVERSITY prepared by Mike Janser

Overview. FAOs matriculate at the School of International and Public Affairs (SIPA). SIPA is a professional school offering seven FAO fellowships, bringing the school within the Army budget. It is designed to prepare professionals for careers in the public sector and is similar to a business school. A master's degree is the highest degree offered. The first year is largely requirements and the second year electives; and all students are required to conduct an internship – generally during the summer between the first and second years. The Masters of International Affairs (MIA) offers about 15 different concentrations that range from East Asian Studies, African Studies, etc., to International Finance and Banking (IFB), International Security Policy (ISP) and others. FAOs graduate in 18 months which totals four semesters after inclusion of the summer semester. CAS3 serves to validate the statistics requirement and ICT exempts the internship requirement. There is no thesis requirement but you are required to take an upper-level seminar with a long writing requirement. Many FAOs seek a second concentration in ISP, which leaves no room for language classes.

STRENGTHS.

1. Chinese language program. I left DLI a 2+3, took Chinese every semester (including full time in the

summer), and was challenged every step of the way. I would have needed several more years to take everything. My results from the placement exam put me in fourth year for reading, fourth year for listening and first year for writing. After much persuasion (in Chinese), I entered at the middle of third year on a probationary status. I was ahead of the game in reading and listening and so put my effort into writing and did catch up. One interesting point, Columbia treats short form and long form as interchangeable. You never know what you will get for homework or on a test but you are free to respond in whatever form you desire. I always tried to take classes from mainland teachers and only encountered long form about 10 percent of the time. Last two points, learn your characters at DLI and join the Columbia summer language program in Beijing – even if you do not go to Columbia. Not only will you greatly improve your Chinese, but also all of your ICT questions will be answered.

2. Breadth of Classes. More classes deal directly with China than one person can take. I took a semester of Chinese Law, a semester of Chinese Politics, a semester of Chinese Economic Development, a semester of Chinese Foreign Policy, Chinese History and others. ISP classes are good though not China specific.

3. Location. New York is the capital of the world and everyone who is someone either lives in NY or passes through. Columbia capitalizes on its location by capturing top-notch, guest lectures or adjunct professors to supplement its stable of Nobel Laureates. Besides the number 6 train, which goes straight to Chinatown, you have Broadway, Greenwich Village, Central Park, and what Columbia is really famous for - Tom's Diner (made famous as the diner in Seinfeld as well as from the 1980's song "Tom's Diner" by Susan Vega).

WEAKNESSES.

1. Depth of Classes. Due to all the requirements, you will not become an expert in any one thing. You will spend most of your time taking lower level grad classes with midterms and finals and not much opportunity to take the fun, limited enrolment seminars which only meet once a week where all you do is sit around a table spouting erudite opinions.

2. PLA. Columbia has some famous China scholars but none of them are PLA focused.

3. Location. Columbia is located in Harlem and your housing allowance will NOT cover adequate housing. The school itself is safe but not necessarily the surrounding area. My wife and I were very, very lucky to get good student housing which consisted of a one bedroom, six-floor walk-up (6th floor with no elevator). Those FAOs with children lived on post at Fort Hamilton in southern Brooklyn; paid for their children to attend private school and faced a 1-1.5 hour commute to school.

Recommendation. If you do not have children, if your future plans do not entail a PhD., if you want to emphasize language classes over classes on the PLA, your wife wants to work, and you love an urban lifestyle then Columbia may be the place for you. SIPA has a very strong Wall Street bend with IFB, by far the largest concentration, but despite this has a great 48F history with alumnae in Beijing, CINCPAC, West Point and the Joint Staff. For further questions, please email me at jansermj@hotmail.com.

CORNELL UNIVERSITY submitted by Matt Whitney

ENVIRONMENT. As legend has it, when Ezra Cornell told his friends in 1865 that he "would found an institution where any person could find instruction in any study," they chided, "If you do that, you will never be able to handle the number of people who will want to attend." He replied, "Wait until you see where I put it." Thus, located in Ithaca New York, (approximately 60 miles south of Syracuse,) Cornell University became one of the first strictly secular universities in the nation. Today Cornell's main campus boasts more than 260 major buildings on 745 acres. It is one of the most beautiful and classic campus environments I have ever seen. Everything about Cornell, from the library reading rooms to the Student Union building seems geared for academic rigor. Though the five Army Officers I knew at Cornell were challenged by the school's liberalism, we also all grew because of it.

The student body consists of about 19,260 students, of whom 5,600 are graduate or professional students. A generous allocation of study-carols is set aside just for Graduate Students. While the average FAO doesn't seek out a school for its extra-curricular credentials, Cornell Hockey is the best thing going. You will be converted after just one home game. For most of the year, the weather is perfect and you could

be seduced into thinking you should retire there. However, winter is just plain cold!

PROGRAM. Where Asian Studies and National Security are concerned, Cornell still has a major influence in Washington. Graduates of Harvard's one-year, non-thesis Kennedy School are often found coming back to Cornell after a few years interning in D.C. Cornell Graduates that may be notable to a China FAO would be: Pearl S. Buck, Hu Shuh, Lee Tung-hui and Paul Wolfowitz. Cornell also boasts Bill Maher and Bill Nye the Science guy.

The Graduate School welcomes Army Officers. They are very flexible and willing to work with the people at FAO Branch to streamline, and in one case I know of, waive, tuition. Once in the Graduate School, the China FAO has many options for study.

Students may obtain their graduate degree through the Government, History, or most likely the Asian Studies Department. Cornell also has a world-renown East Asia Program that serves as a matrix group across almost every field of study at the School.

Requirements for an MA in East Asian Studies include Language Proficiency (to and beyond third year Chinese), two resident semesters of course work, a Thesis and Oral Examination. It can all be accomplished in 18 months if you really work hard.

One very unique option at Cornell is the Full-year Asian Language Concentration (FALCON) Program. If one tests into the course, he/she needn't take the entire year. In FALCON, a student spends four hours every day with four different Chinese Teachers. Class size almost never exceeds seven or eight students. This is one way to study up for ICT and earn your Language proficiency for the degree at the same time. It is especially good for those officers who didn't have a chance to attend DLI, or went through DLI prior to Grad School.

WARNING & RECOMMENDATION. Cornell's Asian Studies program, especially regarding China, is strong. Yet, it is particularly strong in Chinese History and Language. Officers who want to depart the traditional international relations track and find out why China is what it is would enjoy Cornell. If you want an exclusive, IR/policy-focused degree, then Cornell

isn't for you. Indeed, the perspective I gained at Cornell certainly places me in opposition to much of the 1970s consensus that pervades the current political landscape. Even so, there is something at Cornell for everyone. The Government and Anthropology courses were strong, if not as numerous as their History and Language counterparts. Whatever you seek, if you want to really work hard and be paid well for your labors, I would recommend Cornell to a China FAO.

UNIVERSITY OF HAWAII AT MANOA prepared by Newman Yang

The University of Hawaii at Manoa (UHM) offers a well-rounded and thoughtful approach to gaining a Masters Degree in East Asian Studies with a concentration on China. Located in Honolulu, Hawaii, UHM is ideally situated in the heart of the Pacific enabling students to take advantage of, and experience the influences of East Asia, while still enjoying the comforts of living in the United States.

The Chinese studies program is centered on a "mini-thesis" (approximately 40 pages). The thesis program is structured in a way that allows students to begin preliminary work in their first semester of study. Other than the thesis requirements, students must complete 36 credit hours of course work. Of these 36 credits, 18 must be at the graduate level. In addition, 3 must be in the humanities/arts, 3 in the social sciences, and 3 in the political sciences. All courses must be at the least 300 level classes. If a graduate student takes an undergraduate course, the professor usually offers the option of writing a research paper in lieu of taking the mid-term and final examinations. There is also a language requirement to complete or validate 400 level Chinese language courses (8 credits). Working in a two semester cycle, completing these requirements poses no problems, and students even have the opportunity to take more credits because tuition prices are capped once students enroll in 12 credits. Taking up to 16 credits a semester is not uncommon, and in certain circumstances I observed students taking as many as 19 credits in one semester (I don't recommend this, and it must have department head approval). The above requirements force students to take a wide variety of courses making the overall curriculum well rounded, and building a solid foundation of Chinese background and knowl-

edge for each graduate.

One of the greatest advantages of attending the University of Hawaii is its location. Oahu is home to many facilities, both military and civilian, that are helpful to the FAO in-training. U.S. Pacific Command headquarters is located at Camp Smith, less than 30 minutes from downtown Honolulu. Also available is the East-West Center, a research center co-located on the UHM campus, which provides excellent opportunities for additional research. Also, the Asia-Pacific Center for Security Studies (APCSS), a military engagement tool for PACOM similar to the Marshal Center in Garmish, Germany is only 10 minutes away in Waikiki and provide summer school opportunities for FAOs to take security related classes with mid-level military and civilian leaders from a wide variety of nations across the Asia-Pacific region.

Despite the many benefits of attending the University of Hawaii, there are a few drawbacks to consider before making a final decision on your advanced civil schooling program. First, the Chinese language program at UHM is not very intensive and may result in a deterioration of language skills while in ACS. Even the highest language levels, the program lacks the intensity and depth of the program at DLI. This is further magnified by a poor validation and placement program. I found myself in class at the 400 level with students who had difficulty speaking, listening, and/or reading. Further, the placement exam does not accurately place students. For example, the placement officer stated that I might have some difficulty with the 400 level Chinese courses, which was definitely not the case, especially after graduating from DLI. Another problem I encountered regarding the language courses were that the class times often conflicted with other courses, which were offered at the same time. Although this did not pose a significant problem, I was unable to enroll in some classes that I wanted to take.

Another shortcoming I experienced at UHM related to student body population. Large numbers of students concentrated on Chinese studies focus on the arts and humanities. Often classmates lacked an in-depth knowledge to discuss current events or security issues relating to China and East Asia as a whole. Naturally, the way to alleviate this issue is to concentrate more heavily on political science oriented courses, which offered numerous stimulating classes.

Despite the small short-comings I encountered at UHM, I found the program to be very rewarding and educational. FAOs from all Asian regions frequently attend the University of Hawaii and have established a strong reputation for good work and enthusiasm among the staff and faculty. I would not hesitate to recommend the University of Hawaii to prospective FAOs for ACS. It is not only a good Masters program, but being stationed in Hawaii also offers other professional opportunities to develop FAO skills. Anyone with questions regarding the Chinese studies program at UHM should feel to email me at NYang90@aol.com. For more in depth information, Mr. Regineald Kwok is the Chinese studies program director, and he can be contacted at rk wok@hawaii.edu.

HARVARD UNIVERSITY prepared by Nick Reisdorff

Harvard University offers a two-year Master's Degree program out of its Graduate School of Arts and Sciences (GSAS) known as Regional Studies – East Asia or RSEA. The program is an interdisciplinary curriculum tailored to the student's interests. If a FAO has a preference for history or politics he can take more classes in whichever area he so deems. Harvard has an abundant curriculum from which to draw. The program is designed to take two years to complete, but an industrious FAO can easily complete it in the allotted 18 months.

The school's requirements for the program are as follows:

The requirements for the A.M. degree are (1) a minimum of one year, and normally two years, in residence; (2) demonstration of competence in one East Asian language at the level of a completed third-year course; (3) completion of at least eight RSEA-approved half-courses in East Asian studies; (4) submission of a research seminar paper, in lieu of a master's thesis, in which the student demonstrates the ability to make substantial use of materials written in an East Asian language.

Some of the benefits of the RSEA program include contact with some of the top-level academics in and outside of the nation. Moreover, Harvard's GSAS has cross registration with Tufts, MIT and Harvard's John F. Kennedy School of Government so that RSEA students can take courses in these other schools. Fi-

nally, Harvard's large endowment allows it to be amenable in developing a financial support package that allows FAOs to attend.

The program also has its downsides. The environment is very academically rigorous. Additionally, the GSAS is not a professional school that brings people in their mid-careers. The focus of the GSAS is to produce PhD graduates who go on to a life in academia; this also results in a heavy focus on theory. These two criteria can put off FAOs who are looking for a more "real-world" degree program. The school is also still expensive, generally right at the maximum allowable by FAO branch.

Overall, I strongly recommend the program to other FAOs. The "real world" is something we will all live and work in and a strong theoretical underpinning is a useful framework to build your experiences around. The experience of meeting and learning from the nation's academic leaders is invaluable. If there are any questions about the program, contact MAJ Nicholas Reisdorff at NReisdorff@aol.com. For more information on the program, visit its website at: <http://www.fas.harvard.edu/~rsea/>

JOHN HOPKINS SCHOOL OF ADVANCED INTERNATIONAL STUDIES (SAIS) prepared by Randy Lawrence

After World War II, Paul H. Nitze and Christian Herter decided that a school was needed to train men and women in international affairs. The school provides rigorous training in language and economics and systematic exposure to theories of international relations. Programs at SAIS are multidisciplinary and offer both functional and regional studies. All international issues have an economic component within the curriculum and therefore the school requires all students to take extensive coursework in international economics. The curriculum provides students with a thorough understanding of theory and history as well as superior analytical and practical skills. Students enjoy great leeway in designing their own courses of study, but each must demonstrate a knowledge of the basic, or "core," elements of international affairs and must pass a comprehensive examination in international economics as well as a second field of study, chosen from among regional and functional fields.

The MA program at SAIS is geared towards people who are looking for a practical degree, that teaches skills which directly carry over into the work place. Graduate students at SAIS are older than at most schools with prior work experience looked at carefully by the admissions board. Many graduates go on to work for Government agencies, World Bank, DC think tanks, and NGOs as well as private business. The degree has three significant requirements for graduation that make the program both challenging and rewarding. First, there is a language proficiency requirement that must be passed prior to graduation. The test consists of a half hour oral proficiency exam by a panel of language teachers. Second, there are also oral exams given in your area of concentration. The upside of this requirement is that there is no Masters degree thesis requirement. Finally, SAIS has a requirement for several advanced economics courses no matter what your area of concentration.

I chose SAIS because I wanted an advanced degree that was geared toward the market place. I found the economic course requirements to enhance the overall program considerably. SAIS has many international students and is located in the center of Washington DC, which adds to the overall learning experience. The school draws talent from the DC area and uses those resources as faculty, speakers, and "Brown Bag" guest lecturers. SAIS is considered a very marketable degree.

The largest down side is the price, which is well over \$20,000 a year. However, SAIS was willing to lower the cost down to the Army ceiling. Some students have a hard time passing the language oral proficiency exam, but students coming out of DLI should have no problem with that requirement. Also, some people think the economic course requirements are excessive, but I would disagree and personally think that the economics/business slant is what sets this program apart from other MA programs. However, if econ and math are not your bag you may want to go elsewhere. Overall a great experience and I would highly recommend the school. If you have any question please feel free to email me at lawrencerh@state.gov.

STANFORD UNIVERSITY submitted by Heino Klinck

Overview. Stanford University offers a Master of Arts degree in East Asian Studies ideally suited for a China Foreign Area Officer (FAO). The program offers a great deal of flexibility in combining language training, interdisciplinary area studies, and a disciplinary concentration. Stanford's East Asian Studies program can be completed within the 18 months that the Army allots for FAO graduate school. Course requirements are typical and include a core course on East Asia and an additional nine courses specifically focused on the region. There are stipulations of minimum required types of course such as seminars, colloquia, or advanced courses. A master's paper representing a substantial piece of research is also a graduation requirement. Third-year level language proficiency is a requirement for the degree and is not included in the aforementioned course load.

Good Points. Stanford is widely recognized as a university of the highest standard. Its course offerings provide the China FAO with an outstanding academic foundation for future political-military assignments. Some of the most enlightening courses for a China FAO would include Chinese Foreign Policy, Chinese Politics (Reform and Transformation), and Modern Chinese History. Other beneficial, non-China specific courses might include Decision-Making in US Foreign Policy, Rise of Industrial Asia, and International Security in a Changing World.

Chinese language instruction is excellent and requires a lot of effort. It is expected that students are able to write in characters, which only receives minimal attention at the Defence Language Institute (DLI). Students are able to take a variety of language course beyond the basic types to include Business Chinese, Calligraphy, and regional dialects.

The university's numerous research centers (such as the Asia/Pacific Research Center, the Hoover Institution, and the Center for International Security and Cooperation) offer FAOs additional opportunities to attend seminars, conferences, and interact with faculty and scholars that have previously served throughout the US government. Stanford University counts amongst its faculty and staff a former Secretary of Defence, Secretary of State, Chairman of the Joint Chiefs of Staff, as well as several National Security Council staff members. The current Secretary of

State, Dr. Condoleezza Rice, was a Stanford Professor and former Provost. A mix of academic and real world experience combine to make the faculty uniquely qualified to mentor military officers about to embark in a career focused on one of the most important regions in US foreign policy.

Stanford University is perfectly situated geographically for Asia-focused studies. Its California location and superlative reputation attract the most outstanding students from all over Asia, including China and Taiwan. Having classmates from the region is an educational side-benefit that should not be discounted by FAOs heading down range. Many officials and scholars stop at Stanford and give presentations as they travel to and from Asia. For a FAO, it is a relatively simple move from the DLI in Monterey to Palo Alto in Silicon Valley. San Francisco and its Chinatown is also only short commute from Stanford.

Drawbacks. Stanford does not automatically offer any tuition breaks to FAOs unlike some other Ivy League schools. Despite its renowned status, Stanford is not on the FAO approved schools list. There is a precedent for FAOs attending Stanford, but it usually requires negotiating with both the university and FAO branch in order to get the final approval. A military infrastructure is lacking at Stanford since there is no on-campus ROTC program. The nearest major military installations are DLI and Travis AFB.

It may be common to encounter some snobbish attitudes toward the military among some of Stanford's elite student body. This is based primarily on ignorance and lack of personal experience with military members and is easily overcome.

The university is located in one of the most expensive areas of the country and affordable housing is difficult to obtain.

Recommendations. I encourage all China FAOs to actively research their choice for graduate school. Stanford University should be on everyone's short list of programs best suited for China FAOs. The skill sets that you obtain at Stanford from classes, seminars, informal gatherings, and everyday interactions will prepare you well for future assignments focusing on China. If you have any questions please contact

me at hklinck@hotmail.com.

UNIVERSITY OF TEXAS AT AUSTIN prepared by Phil Dupont

Overview. In order to pursue a MA must have completed at least a year of college-level Chinese or Japanese with a grade of at least B, or must demonstrate equivalent competence, before admission to the program. Students can select a report option or thesis option. The report option consists of at least thirty-three semester hours of work, which includes the report course, a three-hour, one-semester project in which the student conducts research and writes a report on a given topic or body of material. The thesis option consists of thirty semester hours of work, including the thesis courses, a six-hour, two-semester project in which the student analyses or interprets a body of material. Core courses required of all students in the program are six semester hours of upper-division or graduate coursework in history and six semester hours of upper-division or graduate coursework in a language of the area of specialization. Students are expected to complete three years of language study or pass a proficiency examination in the Asian language of their choice to complete the degree program.

Strengths. The good points of the program include the small number of students, quality of instructors, large population of native Chinese speakers. The small size of the Asian Studies program offers a couple of important advantages over large programs. At UT, it is possible, and quite likely, that a graduate student will at times be able to design a course that addresses individual interests. Also, the small student population ensures that most classes are small, providing more intimate interaction between instructors and students. Additionally, the large population of native Chinese speaking students provides ample opportunity to enhance language skills. UT offers the PALS (Partnerships to Advance Language Study) program, (<http://www.utexas.edu/student/esl/pals/>) which matches foreign students with American students, to foster cultural exchange and develop language skills.

Drawbacks. Weak points of the program include the limited number of graduate level course offerings and the availability of professors. Because of the small size of the program, there are very few graduate courses that directly apply to a degree specializing in China studies. It is possible to take undergraduate of-

ferings, which are supplemented by additional requirements to allow the student to receive graduate credit for the course. Also, because the faculty is relatively small in number, it may be difficult to arrange an individual course if there are limited course offerings available. On 2 occasions I made arrangements for individualized study course, only to have the instructors cancel due to scheduling conflicts. This also proved a difficulty with the language program. After completing the highest level offered, the instructor was unable to provide me with one-on-one instruction for my final semester; the only available course was classical Chinese.

The University of Texas at Austin program is certainly worth attending as part of the Army FAO training program. Despite the limitations in course offerings, or perhaps because of them, it is possible to construct a program of study that meets individual interests. For instance, I was able to focus my study on China's political system and the military while completing the degree requirements. This proved invaluable in providing a strong background for researching and writing my thesis. Anyone who has a clear idea of what their area of interest is and the initiative to do a little more work when registering for course will find the UT Asian Studies program extremely rewarding. For questions please email philip.dupont@us.army.mil.

MONTEREY INSTITUTE OF INTERNATIONAL STUDIES prepared by Jeb Stewart

Overview. The Monterey Institute offers a high quality International Policy Studies Masters program for the FAO. The program does not require a thesis and is conducted in two regular semesters (fall and spring) and one summer semester. Required courses are:

1. Introduction to Policy Analysis
2. International Economics

The FAO student will also choose among several international studies courses to fulfil the International Policy Studies requirement.

The Monterey Institute has several strong points:

1. Though normally a two-year program, the Monterey Institute recognizes that every FAO is language trained, most at the Defence Language Institute. The

Monterey Institute grants language credit to the FAO student. This enables the student to complete the course in one year.

2. The Monterey Institute's location is near both the Defence Language Institute (DLI) and the Naval Post Graduate School. This enables the FAO student to have the opportunity to start/continue language training informally at DLI and also to take advantage of opportunities to take unique classes (for credit) at the Naval Post Graduate School.

3. Most importantly, the Monterey Institute offers the FAO the unique opportunity to attend classes where the majority of students are foreign nationals. This enables the FAO student to gain an important perspective on International Studies that is not inherently a United States perspective, an opportunity that is important for the FAO student to develop prior to any assignment.

4. The Monterey Institute is flexible. The faculty has former FAOs on its staff. As a result, the faculty understands the objectives of the government for FAO students. This has enabled FAO students in the past to take advantage of the Monterey Institute's Directed Study Program. This program allows the FAO student to choose an international studies topic he wants to focus on, obtain a faculty member sponsor who will validate the topic and for the FAO student to receive academic credit upon completion of his research. In one case, a FAO student coordinated this program with an Institute for National Security Studies (INSS) grant from the Air Force Academy to study China Security Issues. The INSS grant enabled the FAO student to travel to Beijing, Hong Kong, Bangkok and Rangoon to conduct research. Upon completion of his trip to Asia, the FAO student wrote a research paper that satisfied both the INSS program for the grant, and the Monterey Institute for completion of the Directed Studies class.

Recommendation to future FAOs regarding Graduate School. Graduate School is ultimately what you make of it. Just like badges in the military, a diploma from any school will only impress people for a very short period of time. Once you have proven yourself "competent" or "incompetent", the diploma/school won't matter. For questions please contact mffodacdr@aol.com

UNIVERSITY OF PITTSBURGH prepared by Eric Barto

While not as “China”-intensive as some of the other programs, the Interdisciplinary Master’s Degree (IDMA) in East Asian Studies with a concentration on China at the University of Pittsburgh can provide an excellent well-rounded primer for the aspiring China FAO. The University of Pittsburgh is on a two-semester cycle with a limited summer program. A degree can generally be completed easily in 18 months and might even be possible in one year plus a few credits in the summer if the prospective officer gets credit for previous work. The IDMA degree allows a student to work in a non-focused program and take classes from the variety of departments within the University. While registration preference is supposedly given to students of the hosting department, I never had trouble working my way into a full class. There is a requirement for a thesis. Other requirements include third-year language proficiency, a history course, and at least one course that is in the other East Asian core area (China specialists had to take one course on Japan and vice versa). The history and Japan requirement can be waived with proof of undergraduate or equivalent work in that area. While not mandatory, it may be necessary to include a few undergraduate courses to gain background knowledge in particular fields not offered at the graduate-level. The syllabus is limited in specific China courses, but students can easily make up for this by doing their research requirements within a class on China-related topics. Bottom line: If you are interested in a good, well rounded program with plenty of room for individual research on China and an excellent background on the East Asian region and US international and security policies, than this is a good bet. If you are looking to maximize your credit hours on all China-specific security related graduate courses you are probably better off looking elsewhere.

Among the strongest points of the program is the access to the classes at the Graduate School for Public and International Affairs (GSPIA). This school offers the security and international relations courses. Most FAOs take a good majority of their classes in this school. My thesis advisor and thesis committee came solely from GSPIA. In retrospect, the two classes that have been the most useful for me as a FAO were the non-China specific courses on US security policy and the not to be missed World History both taught by the

energetic and charismatic Dr. Donald Goldstein, a retired Air Force Colonel, and perennial FAO favorite. These two classes alone provide essential background for both policy and intel analysis. GSPIA also has the East Asian comparative politics classes and a few China specific courses. Many GSPIA graduates go to government work, particularly in the State Department, so it is helpful to see what these folks are learning.

Another strong point is the ability to not focus on a specific area. Graduate students are often pressed by their advisors to find an increasingly specific niche with course work that demonstrates that focus. I found my advisors at Pitt were open to my needs and desires to sample different fares without justification for how 20th Century Art in China or Chinese Religious Traditions tied into my thesis on the security challenges in the South China Sea. During my ICT I found that it was the material from these classes that made for great conversation starters and added to my credibility as an overall student of China when I was able to discuss art, literature, and religion/philosophy.

Finally, the East Asian Library and its staff on the second floor of the main Hillman Library are certainly strengths worth mentioning. The collection itself provided ample volumes for historical research and a good collection of Chinese and English language periodicals for security studies. The staff is particularly helpful and efficient in tracking down and getting copies of articles from the mainland. As essential is taking the mandatory one-credit East Asian Library Survey class the first semester. The annotated bibliography that serves as the final requirement was crucial in helping me shape my thesis early and gain a full understanding of the types of Chinese materials available and how to access them.

For a DLI-trained China FAO, I felt that the language program was the most significant shortcoming, particularly since I did my graduate work prior to ICT and lost quite a bit of ground on my language ability while at grad school. This is not to criticize the program, but identify that the Pitt focus differs greatly from the DLI approach. Dr. Dale Barnes, a superb Chinese linguist, who was more than willing to work with me to find a way to maximize my experience, runs the language program. The main problem is that Dr. Barnes focuses his students on limited vocabulary with perfect pronunciation and grammar with a sacrifice of

(Continued on page 7)

ARMY NOTES

COL Peter Brigham, Chief, Strategic Leadership Division



I am again honored to address the readers of the FAO Journal. There have been many recent developments that affect or have the potential to affect Army FAOs worldwide. The Office of the Secretary of Defense is currently re-writing DoDD 1315.17, entitled, "Military Department Foreign Area Officer (FAO) Programs". If approved, the revision will strengthen the training, utilization and career management of the FAO programs throughout the services. It also addresses management of FAO personnel in the Reserves and gives guidance to the Services regarding language and regional expertise sustainment and refresher training throughout the lifecycle career of the FAO.

OSD recently approved the Defense Language Transformation Roadmap, which "outlines steps DoD must take to ensure that foreign language capability and accompanying regional area expertise are developed and maintained to be employed as strategic assets in the Global War on Terrorism and in future military operations." The Strategic Planning Guidance for FY 2006-2011 established four goals for language transformation: 1) Create foundational language and cultural expertise in the officer, civilian, and enlisted ranks for both Active and Reserve Components. 2) Create the capacity to surge language and cultural resources beyond these foundational and in-house capabilities. 3) Establish a cadre of language specialists possessing a 3/3/3 level ability (reading/listening/speaking). 4) Establish a process to track the accession, separation and promotion rates of language professionals and Foreign Area Officers. Working groups within the Army Staff have been meeting regularly to determine how the Army can best meet the requirements. You may view the entire document at the following link:

<https://www.perscomonline.army.mil/OPfamos/Defense%20Language%20Transformation%20Roadmap%20OSD%2018762-04.pdf>.

The FAO Proponent, HRC, and G-1 convened a DA Early Career Field Accessions Board on 15 March 2005 to formally access officers in YGs 97 and 98 into FA 48 and to assign AOCs. A similar board was held last November for YG 95 and 96. These boards guarantee selected officers FAO training and eventual CFD in FA 48. This allows selected officers to make training and career planning without having to worry about subsequent return to basic branch or another functional area at the conventional 10 year time in service CFD point. The select goal was met for YG 97. However, it was not met for YG 98; consequently, another accessions board will convene within the next 9 to 12 months to consider all qualified YG 98 aspirants. The YG 95 and 96 boards also returned to branch several officers who had already begun or were slated to begin FAO training but could not be retained in FA 48. The officers who returned to branch were largely from shortage branches, although a number of officers from high donor branches were also returned. These determinations were driven by the needs of the Army to ensure FA 48 requirements were met as well as the needs of the basic branches and other functional areas. Even though the returned officers may have been disappointed, the board allowed them to continue to progress in their branch and to make appropriate career decisions in a timelier manner than if they had been required to wait for the CFD board at the ten year TIS mark. The leadership in G-1 has assured the Proponent that these boards will continue until such time as the Army implements a formal early CFD process. Results for the 15 MAR board should be formally released in early

to mid-April.

As the OPMS 3 review continues, all indications suggest that the Army will likely transition to an early CFD process for most functional areas at the seven year TIS point. (Some FAs may adopt an earlier CFD point.) With the elimination of the Functional Area Designation (FAD) process, FA 48 will now build its database of FAO aspirants through a preference statement available to all Captains through AKO. We will release an Army-wide message to officers in the target YG so that everyone is made aware when the next board will be held and can input their information into the AKO database. Once we create our database of interested officers, we will send out questionnaires to those officers and ask them to return it with the requested information prior to the board. The board will select the number of officers by AOC according to Army requirements. Once selected, officers will receive the FA 48 designation and a specific AOC and will coordinate their training program with HRC.

In the September 2004 FAO Journal we acknowledged the impact Army Transformation will have on the functional area. We briefly discussed how structural changes at the UEy level would result in additional FA 48 billets. This is still the case and the project is moving from its "conceptual" phase to "implementation phase". UEy conversion could begin as early as late FY05, with Third Army (ARCENT) expected to be the first organization to undergo UEy conversion. USARPAC, USAREUR, USARSO, and NORTHCOM will follow suit over the next several years. We continue to consider other options to establish FAO structure at the UEx and, perhaps, down to the UA level, although these remain very preliminary.

HRC and FAO Proponent are working together to hold a FAO Dining Out for any and all FAOs (active, reserve, retired; of any Service) who live, work, or will be passing through the National Capitol Region (NCR). The event is scheduled for 29 April 2005 at the Ft. Belvoir Officer's

Club. Last year's event was a great success. Anyone who is interested in attending may contact MAJ Don Baker at (703) 325-3134, email . You may also contact any of the HRC Assignment Officers or the Proponent Program Managers. Additionally, the FAO Proponent is coordinating a NCR FAO Conference on 13 May 2005. Conference and registration information may be found on our website at .

I hope you have found this forum to be informative. Please feel free to contact me or any of the Program Managers for any further information on the issues I have discussed here.

USAF FAO Notes

Mr. Mike Nolte, Chief, AF International Affairs Specialist Program



Air Force Transforms FAO Program

The dynamic and evolving global security environment challenges us to perform our mission under an expeditionary concept requiring rapid, world-wide deployment. To ensure our continued success in this environment, we need a cadre of Air Force professionals with the insight and skills to build effective relationships with our global partners. This international affairs expertise is key to our ability to sustain coalitions, pursue regional stability, and contribute to multinational operations.

A review of the Air Force's Foreign Area Officer (FAO) program made it clear that a transformation was needed. Under the existing FAO program, officers have not been sufficiently developed or effectively managed to become foreign area experts and most have faced significant career progression hurdles for serving outside of their primary career specialty. The new International Affairs Specialist (IAS) program replaces the FAO program and deliberately develops (select, train, assign) officers with international affairs expertise in conjunction with their primary career specialty development track.

Under the new IAS program, select Air Force officers will be designated on an IAS secondary career path at the mid-career point and receive formal training and education with appropriate follow-on assignments on one of two development paths. Some will do this as a well-managed, career broadening opportunity to gain international political-military affairs experience – the Pol-Mil Affairs Strategist; and for others this will be a more demanding developmental opportunity with multiple IAS assignments designed to create a true regional expert with professional language skills – the Regional Affairs Strategist.

SAF/IA, as the functional manager for the IAS program, is leading a cross-functional team from across the Air Staff to implement this program. We are addressing key issues related to requirements, accessions, selection, training/education, assignments, and career progression. Among the top implementation issues are accomplishing a complete requirements scrub with the Combatant Commands and regional MAJCOMS, establishing IAS training/education program at the Intermediate PME-level, inclusion of IAS positions in assignment prioritization plans to ensure utilization, and creating an effective selection process to designate the right officers for this career path. The first IAS selection process will occur in Summer/Fall 2005 with these officers beginning their training in Summer 2006.

Our senior leaders are firmly behind this initiative and are essential to making this culture change a success. We are determined to develop these skills in our most competitive officers, effectively manage their career development and progression, and eliminate the misperception that this is a less than ideal career track. This much-needed cadre of international affairs experts will be a crucial force multiplier that significantly enhances our success as an Expeditionary Air Force.

F. Y. I. — Service FAO POCs

U.S. Army FAO Proponent Office

LTC(P) Peter Brigham - Div Chief, (703) 692-7371 / DSN 222-7371 Email: peter.brigham@hqda.army.mil

MS. Pat Jones - Budget/Resource Manager, (703) 614-2905 / DSN 224-2905, Email: patricia.jones@hqda.army.mil

LTC Ray Hodgkins - 48C/E Regional Manager, COM 703-693-2198 / DSN 223-2198, Email: raymond.hodgkins@hqda.army.mil

LTC Kim Jon Anglesey - 48B Regional Manager, COM 703-692-6913 / DSN 222-6913, Email: kim.anglesey@hqda.army.mil

LTC Christopher Brown-48G/J Regional Manager, (703) 614-3027 / DSN 224-3027, Email: christopher.brown@hqda.army.mil

LTC Vasilios Fotopoulos - 48D/F/H/I Regional Manager
COM 703-614-3026 / DSN 224-3026,
Email: fotopoulosvn@hqda.army.mil

LTC James Cobb - FAO Coordinator, Defense Language Institute,
(831) 242-5110/DSN 768-5110
Email: fuentesm@pom-emh1.army.mil

U.S. Army FAO Assignments Team, HRC

LTC William Langan - Assgmts Off (COLONELS – 48).
(703) 325-2861/DSN 221-2861
EMAIL: william.langan@hoffman.army.mil

LTC Kelly Zicarello — Branch Chief
(703) 325-3153/DSN 221-3153
EMAIL: kelly.zicarello@hoffman.army.mil

MAJ Don Baker - Assgmts Off (48C, E),
(703) 325-3134/DSN 221-3134
EMAIL: donald.baker1@hoffman.army.mil

MAJ Clayton Holt - Assgmts Off (48D, G, H, I), (703) 325-3132/
DSN 221-3132, EMAIL: clayton.holt@hoffman.army.mil

MAJ Paul Dececco — Assgmts Off (48B,F,J).
(703) 325-2755/DSN 221-2755
EMAIL: dececcop@hoffman.army.mil

MS. Fran Ware - TRG PLANS (48B, C, H, I).
(703) 325-3135/DSN 221-3135
EMAIL: waref@hoffman.army.mil

MS. Aundra Brown - TRG PLANS (48D, E, G).
(703) 325-3121/DSN 221-3121
EMAIL: brownao@hoffman.army.mil

U.S. Army Reserve FAO Program

MAJ Dan Hawk, (314) 592-3042/
DSN 892-3042 or 800-325-4987
EMAIL: daniel.hawk@arpstl-emh2.army.mil

USMC FAO Proponent

PLU: Col Kevin O'Keefe- Branch Head, International Issues

Branch (China FAO), EMAIL: O'KeefeKP@hqmc.usmc.mil
Phone: (703) 692-4254 or DSN 222-4254

PLU EA: Mr. Tom Braden- Deputy Branch Head, International Issues Branch, (FSU FAO) EMAIL: BradenTC@hqmc.usmc.mil
Phone: (703) 693-1365 or DSN 223-1365

PLU-1: Maj Jim Zientek- PACOM-SE Asia (Asia-Pacific RAO)
EMAIL: ZientekJB@hqmc.usmc.mil Phone: (703) 692-4346 or DSN 222-4346

PLU-2: LtCol Steve Duke- PACOM-NE Asia (Asia-Pacific RAO)
EMAIL: DukeSE@hqmc.usmc.mil Phone: (703) 692-4364 or DSN 222-4364

PLU-3: Maj Mark Cunningham- CENTCOM (Middle East/North Africa FAO) EMAIL: CunninghamMS@hqmc.usmc.mil Phone: (703) 692-4345 or DSN 222-4345

LtCol Clay Fisher- SOUTHCOM/NORTHCOM (Latin America FAO) EMAIL: FisherCJ@hqmc.usmc.mil Phone: (703) 692-4344 or DSN 222-4344

Major John Williams- EUCOM-Eastern Europe (Eastern Europe FAO) EMAIL: WilliamsJP@hqmc.usmc.mil Phone: (703) 692-4368 or DSN 222-4368

LtCol Tom Walsh- EUCOM- Western Europe, NATO, and Africa (Western Europe RAO) EMAIL: WalshTF@hqmc.usmc.mil: (703) 692-4367 or DSN 222-4367

LtCol Mitch Biondich- Security Assistance Officer
EMAIL: BiondichMS@hqmc.usmc.mil Phone: (703) 692-4341 or DSN 222-4341

LtCol John May- International Affairs Officer Program Coordinator (China FAO) EMAIL: MayJF@hqmc.usmc.mil Phone: (703) 692-4365 or DSN 222-4365

USMC Foreign Language Program and the United States Defense Attaché Program:

Capt Alisa Wiles: HQMC, DC (I), IOP EMAIL: WilesAC@hqmc.usmc.mil Phone: (703) 614-3981, DSN: 224-3981

U.S. AIR FORCE FAO Proponent

Lt Col Mike Nolta, (703) 588-8349 DSN 425-8349
Chief, FAO Branch

Maj Cara Aghajanian, (703) 588-8321 DSN 425-8321
Chief, Language Programs

Capt Jim Graham, (703) 588-8346 DSN 425-8346
Language Program Manager

Maj Paul Tombarge, (703) 588-8322 DSN 425-8322
Chief, Regional Programs

1Lt Walker Moody, (703) 588-8337 DSN 425-8337
Regional Program Manager

Fax: (703) 588-6396
Https://fao.hq.af.mil

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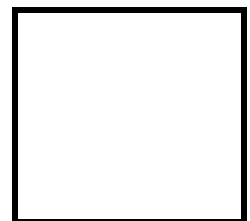
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Southeast Asian FAO

FAOA
P.O. Box 710231
Herndon, VA. 20171



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