ARTS2815

Politics and Security in the Indo-Pacific

Term Two // 2021

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Alexander Korolev	a.korolev@unsw.edu.au	Wednesday 14:00-16:00	Morven Brown	+61 2 9385 1384

School Contact Information

School of Social Sciences

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Course Details

Credit Points 6

Summary of the Course

The Indo-Pacific is a new and dynamic region, one that poses significant challenges and opportunities. In this course, you will explore the concept of the Indo-Pacific as a coherent regional construct, one that reflects the increasing interaction and connectivity between the Asia-Pacific and the Indian Ocean regions. The concept of the Indo-Pacific is contested, and you will examine different conceptions of the Indo-Pacific and where its regional boundaries lie. In doing so, you will also consider different approaches to regions and regionalism, and the problems and prospects therein. The course will also introduce you to the significant political, strategic and economic issues that the region poses and the foreign policies of major regional actors, including India, China, the US, Japan and Australia. These issues and challenges are both interstate and transnational in nature, and include strategic rivalry and competition between major regional actors, counter-piracy, maritime surveillance, and trade.

Course Learning Outcomes

1. Analyse different approaches to the construction of regions and regionalism and apply these to the concept of the Indo-Pacific
2. Outline significant contemporary issues and challenges in the Indo-Pacific
3. Evaluate the scholarly literature on key issues and challenges in the Indo-Pacific
4. Conduct independent and scholarly research.
5. Construct an evidence-based argument both orally and in writing.

Teaching Strategies

The course explores the developments in the evolving Indo-Pacific region through the lens of the academic discipline of international relations. It begins with the conceptualisation of a "region" and then focuses on the interstate dynamics from the levels of both global and regional geopolitics. The course is is taught through a 2-hour lecture and a 1-hour tutorial. The lectures provide background material and analyses drawn from the expertise of the lecturer and from the relevant academic literature. The 1-hour tutorial will be led by a tutor and will consist of student presentations and class discussion. It will be based on readings, analysis and independent interpretation of a selection of secondary sources. The tutorial discussion is designed to develop students' understanding of the previous week's material, their ability to grasp empirical and conceptual issues, as well as their communicative and interpretative skills. Students must complete the essential readings every week in preparation for tutorials and, if possible, further reading from the supplementary list of recommended books or articles.

Assessment

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Class facilitation	25%	Not Applicable	2, 3, 5
Critical Review	25%	02/07/2020 05:00 PM	3, 4, 5
Major Essay	50%	13/08/2020 05:00 PM	1, 2, 4, 5

Assessment Details

Assessment 1: Class facilitation

Start date: Not Applicable

Details:

10-15 min class facilitation based on assigned readings in groups of 3-4 students followed by discussion. All students will receive the same mark.

Students will receive written feedback within 10 working days of their facilitation.

Additional details:

You are required to serve as "**chief discussants**" of the readings in the seminar at least once during the course. Depending on the size of the class, each week three or four students will work as a team and lead off the discussion. The presenters must make a 15-20 min presentation of the week's readings and facilitate discussion. **Rather than simply summarizing the readings under question (presumably all will have read it), the discussion facilitators should critically engage with the material and tease out specific questions or problems that appear worthy of attention and can be a basis for discussion.** All students in a group delegated with the responsibility to lead the discussion will receive the same mark.

Turnitin setting: This is not a Turnitin assignment

Assessment 2: Critical Review

Start date: Not Applicable

Length: 750 words

Details:

The critical review requires students to select one academic article from a week's reading and demonstrate a close engagement and analysis with the main arguments and claims of that article. The word length of the review is 750 words.

Feedback: Students will receive written feedback and a numerical grade within two weeks of submission through the University's Learning Management System (LMS).

Additional details:

You are required to prepare a "reaction piece," which should present your response to, and critique of, the major arguments from a week's reading. You can select the week of your interest to reflect on, but your selection should be different from the week of your class facilitation (Assignment 1). This essay is due on July 2. You will receive written feedback within 10 working days. The feedback sheet/rubric will be available to students at the start of the course so that they can work towards specified standards.

Turnitin setting: This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Assessment 3: Major Essay

Start date: Not Applicable

Length: 2500 words

Details:

The essay is the final assessment of the course.

It requires students to demonstrate engagement with the core themes and issues raised in the course and their ability to construct a persuasive and well-evidenced argument. The word length of the essay is 2500 words.

Feedback: Students will receive written feedback and a numerical grade within two weeks of submission through the University's Learning Management System (LMS). The feedback sheet/rubric will be available to students at the start of the course so that they can work towards specified standards.

Additional details:

This final essay can be on a topic of your interest but based on or related to the content of the course and/or tutorial discussions. This essay is the final assessment for the course. Throughout the term, you should think about a topic of your interest and how it can be analyzed. The essay proposal n**eeds to be discussed with the instructor** during the office hours or via email. The final essay is due on August 13.

Turnitin setting: This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Attendance Requirements

Both lectures and tutorials are mandatory classes in ARTS2815 in T2, 2020.

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 31 May - 4 June	Lecture	Overview & Logistics of Course: Politics and Security in the Indo-Pacific; different levels of analysis; major actors in the Indo-Pacific region.
	Tutorial	Politics and Security in the Indo-Pacific; different levels of analysis; major actors in the Indo-Pacific region. Distribution of the presentation topics.
Week 2: 7 June - 11 June	Lecture	The concept of the Indo-Pacific; dufferent approaches to conceptualizing a region; critical geopolitics vs. classical geopolitics.
	Tutorial	Students-led discussion based on the assigned readings: What does the term "Indo-Pacific" convey that the term "Asia-Pacific" does not? What's in the name "Indo-Pacific?" Why reorient grand strategy to the Indo-Pacific? What is the "geopolitical imagination"? Is Indo-Pacific an innocent or neutral description, or is it an imagined and manufactured super-region designed to hedge against a perceived Sino-centric regional order?
Week 3: 15 June - 18 June	Lecture	Problematizing the Concept: The Critical Geopolitics of Indo-Pacific
	Tutorial	Students-led discussions based on the assigned readings: What is the "geopolitical imagination"? Do Intellectuals of statecraft spatialize foreign policy in their exercise of power? What are the strengths and weaknesses of thinking about the world in geopolitical terms?
Week 4: 21 June - 25 June	Lecture	System-level international relations in the Indo-Pacific: China and the United States
	Tutorial	Students-led discussions based on the assigned readings: Is peaceful power transition between the United States and China possible or is the world sliding into the Thucydides trap? What are the implications of China's continuous rise to the Indo-Pacific region? Is strategic rivalry between America and China inevitable? Should the US contain or engage China? Does security architecture ultimately manage or simply reflect the Indo-

		Pacific's power politics? What is the impact of COVID-19 on the great power rivalry in the region?
Week 5: 28 June - 2 July	Lecture	Regional Powers and International Relations in the Indo-Pacific (Part 1): India, Russia, Japan
	Tutorial	Students-led discussion based on the assigned readings: Is India a "rising power"? Is India on the verge of becoming a great power and the swing state in the international system? Can the US, India, and Japan successfully cooperate to counter-balance China's growing influence in the region? How to conceptualize and define China-Russia strategic rapprochement? Is it a strategic partnership of consequence, or is it an ad hoc reaction to the deterioration of Russia-US and China-US relations? What are the potential avenues of China-Russia strategic cooperation in the Indo-Pacific region?
Week 6: 5 July - 9 July	Reading	Non-teaching week. Students are working on the finalization of the topic for the final essay. Individual consultations with the course convenor.
Week 7: 12 July - 16 July	Lecture	Smaller States Amidst Great Power Rivalry: Theories of Balancing, Bandwagoning, Hedging
	Tutorial	Students-led discussion based on the assigned readings: In contrast to great powers, small and middle powers are in different "weight class" which implies a different set of strategic options in the international arena. How can small and middle powers survive and secure their national interests amidst intensifying great power rivalry? What do the theories of International Relations, such as those of "balancing," "bandwagoning," and "hedging" tell us about the different patterns of smaller states' behavior? What are the patterns of smaller powers' foreign policy towards great powers in the region?
Week 8: 19 July - 23 July	Lecture	Smaller States: Empirical Cases (Vietnam, Malaysia, and the Philippines)
	Tutorial	Students-led discussion based on the assigned readings: Is China a threat or an opportunity for the states in Southeast Asia? How do Southeast Asian states, such as Vietnam, Malaysia, and the Philippines navigate the troubled waters of the Southeast Asian security complex in the context of intensifying US-China competition? Do they hedge against or bandwagon with the larger powers? What is the predominant pattern in their behaviour, and is it changing as the great power rivalry intensifies?
Week 9: 26 July - 30 July	Lecture	The South China Sea Dispute and Involvement of Great and Smaller Powers

	Tutorial	Students-led discussion based on the assigned readings: What are the origins and the nature of the South China Sea Disputes? Is there a danger of direct military confrontation and what theoretical frameworks offer a most convincing explanation of the dispute? How successful has China been in imposing its dominance in the South China Sea? How could the South China Sea issue be resolved? How does the great vs. smaller powers dynamics play out in the South China Sea region?
Week 10: 2 August - 6 August	Lecture	Approaches to Australia's Role in the Indo-Pacific
	Tutorial	Students-led discussion based on the assigned readings: How can Australia maximize its national interests in the Indo-Pacific region? Does it have to choose between economic interdependence with China and security alliance with the United States? How should Australia navigate the ever intensifying US-China competition in Asia? Should it hedge, balance, or bandwagon? How do the theories and cases studied throughout this course inform our understanding of Australia's behavior in the region? How has COVID-19 affected Australia-China relations?

Resources

Prescribed Resources

All relevant course information and required readings are available on the Moodle site for this course. Please regularly check for updates, announcements, and other relevant course related information on Moodle.

Recommended Resources

Information about additional readings and resources is also made available on the Moodle site for this course.

Course Evaluation and Development

Student feedback, both formal and informal, is welcome and valued, and will be considered seriously for the continued improvement of this course. Students will be asked to give formal feedback towards the end of the semester through UNSW's MyExperience survey process. Students are also strongly encouraged to give feedback (formal or informal) on learning and teaching activities throughout the course.

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (http://www.lc.unsw.edu.au/). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.
http://subjectguides.library.unsw.edu.au/elise/aboutelise

Academic Information

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

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Acknowledgement of Country

We acknowledge the Bedegal people who are the traditional custodians of the lands on which UNSW Kensington campus is located.