

Pacific Program 2024 Australia

INTA 3131 Pacific Security Issues

This is a Core IMPACTS course that is part of the Social Sciences area.

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help students master course content, and support students' broad academic and career goals.

This course should direct students toward a broad Orienting Question:

- How do I understand human experiences and connections?

Completion of this course should enable students to meet the following Learning Outcome:

- Students will effectively analyze the complexity of human behavior, and how historical, economic, political, social, or geographic relationships develop, persist, or change.

Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies:

- Intercultural Competence
- Perspective-Taking
- Persuasion

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Course Description and Objectives

This course examines security relations in Asia-Pacific. Following a discussion of World War II in the region, we will then take a closer look at Cold War security structures (hub-and-spokes relationships with the U.S.). Thereafter, we turn to the post-Cold War environment and will focus on both traditional and non-traditional security challenges (such as piracy, illegal trafficking of people and goods, infectious diseases, and environmental disasters) in the region. Core concepts such as non-interventionism, non-use of force, consensus decision-making, sovereignty, and the protection of human rights will feature prominently in our discussions. We will end the course with a simulation exercise, resembling a Model United Nations.

Learning Outcomes:

Students will be able to use their knowledge of various state/non-state actors in Asia Pacific in a practical problem-solving way to address issues of immediate concern to these actors. Students should be aware of the diverse cultural/ethnic backgrounds of these international actors and the many challenges that arise from their heterogeneity. Students, moreover, will demonstrate the ability to describe the causal and determinant relationships between various actors and their security concerns and will be able to explain specific cases where human security is threatened. Students should also be able to express their arguments clearly and effectively both in written reports and in class negotiations; work in small groups in a way that demonstrates respect for their colleagues and efficiency in working collaboratively towards projects and goals.

Course Requirements

Attendance and Participation

15% of your grade will be based on active **participation** in seminar discussions. It is imperative that you attend ALL sessions well prepared (i.e., having not only read the material but thought about it), and willing to engage in a dialogue with your classmates. This is the responsibility of every program participant.

(To obtain an “A” you need to make meaningful, regular, articulate contributions to our seminar meetings. To obtain a “B” you need to make meaningful, regular contributions but they do not always have to be fully thought out. To obtain a “C” you must participate regularly and demonstrate at least a rudimentary understanding of the readings. You will receive a “D” if you participate very irregularly in class discussions.)

Missed Class Policy

You are allowed to miss two classes unexcused. Thereafter, I will deduct half a letter grade, should you miss 3-4 classes, and an entire letter grade for 5 missed classes and beyond.

40% of your grade will be based on **4 prompts (10% each)**. During four separate entries of 350-500 words each you will be asked to reflect on the readings and demonstrate critical thinking. It is not enough to merely recount the readings, but rather, you are expected to present your own thoughts (analysis) of the material studied. You will be given **deadlines** for turning in each of these assignments.

(To obtain an “A” you need to provide a comprehensive analysis of the assigned question, demonstrate a sophisticated understanding of key concepts and relevant factors, and present a well-organized and coherent structure with clear sections addressing the key aspects of the assignment.

To obtain a “B” you need to present ideas with basic insight into the question’s complexities but your answer may lack some depth and your ideas might be presented in a somewhat disjointed structure, lacking clear transitions.

You will receive a “C” if you fail to provide several basic insights, if your answer lacks some coherence and logical organization.

You will receive a “D” if you fail to address the central question and your answer lacks a coherent analysis.)

15% of your grade will be based on an **oral exam** (conducted in small groups) during which you will be asked to answer short questions, make an argument regarding Asia-Pacific security-related matters and to lend support to your position by drawing on materials from your readings. You are allowed to bring 2 pages of handwritten notes, but you cannot read from them verbatim. That is, you can use notes to trigger your memory, but you cannot read an essay to me—you need to speak freely and address the actual topic that is posed to you. (I will explain the grading in class prior to the exam).

30% simulation (This is a bit like a Model UN exercise where you are split up in teams and will negotiate with each other. You will receive a tasker, will be asked to come up with a position paper, and then will engage in several rounds of negotiations with members from the other teams. This exercise will be set up and conducted during the final week of our stay in Australia).

There will be NO extra credit assignments!

Grading Scale

Your final grade will be assigned as a letter grade according to the following scale:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

Extensions, Late Assignments:

You are able to get one extension of 2 days on one of your prompts, if needed, without penalty. If any additional prompts are late, I will subtract ½ a letter grade for each additional day, unless you can document a serious illness or family emergency, as determined by the Dean of Students.

Honor Code:

The Georgia Tech Honor Code is available online:
<https://osi.gatech.edu/students/honor-code>

If caught cheating, you will be dealt with according to the GT Academic Honor Code.

Students with Disabilities:

Georgia Tech is committed to providing reasonable accommodation for all students with disabilities through the ADAPTS program (<http://www.adapts.gatech.edu/>). Any student in this course who has a disability that may prevent him/her from fully demonstrating his/her abilities should contact me as soon as possible to discuss accommodations necessary to ensure full participation and facilitate his/her educational opportunities. Students with disabilities must be registered with the ADAPTS-Disability Services Program prior to receiving accommodations in this course. The ADAPTS-Disability Services Program is located in Smithgall Student Services Building, phone 404-894-2564 or TDD only 404-894-1664.

Course readings will be provided on Canvas

Course Outline and Readings

Class 1. Introduction (Feb. 19)

Syllabus; also, please write a brief **autobiography** so I can learn a bit about you. This is a great opportunity to share anything you would like for me to know about you, including whether you require special accommodations.

Discussion: What are the most pressing security challenges in the Asia Pacific region right now?

Class 2. World War II in Asia Pacific (Feb. 20)

Warren Cohen, *East Asia at the Center: Four Thousand Years of Engagement with the World*, (New York: Columbia University Press, 2000), chapter 11. **(Canvas)**

Class 3. Reconciliation (Feb. 21)

Seiichi Morimura, Reporting on Unit 731

<https://www.washingtonpost.com/obituaries/2023/07/27/seiichi-morimura-japan-war-dead/>

View 3 examples of Divisive Historical Issues in Asia-Pacific:

-Yasukuni Shrine:

<https://www.nahf.or.kr/eng/gnb02/snb01.do?mode=view&page=3&cid=56215&hcid=66158>

“ComfortWomen”

<https://www.nahf.or.kr/eng/gnb02/snb01.do?mode=view&page=3&cid=56218&hcid=66158>

-Distorted Textbooks:

<https://www.nahf.or.kr/eng/gnb02/snb01.do?mode=view&page=3&cid=56219&hcid=66158>

Katja Weber and Jonathan Huang, "East Asian Security Revisited in Light of the European Experience," *Issues and Studies*, 46, no. 1 (2010), pp. 89-121. (Canvas)

Prompt 1: Aside from what was discussed in the readings and the documentaries, what else might be done to promote reconciliation in Asia-Pacific? To answer this question, it may be helpful to investigate what countries outside of Asia and Europe have done to deal with atrocities committed in their part of the world. (announce due date!)

Class 4. Security Developments in Asia-Pacific During the Cold War (as opposed to in the West) (Feb. 22)

Victor Cha, "The Dilemma of Regional Security in East Asia: Multilateralism Versus Bilateralism," in P. Diehl and J. Lepgold (eds) *Regional Conflict Management*, (Oxford: Rowman and Littlefield, 2003). (Canvas)

Class 5. Australia's National Security Strategy (Feb. 26)

Center for Strategic and International Studies, "The Case for an Australian National Security Strategy", (YouTube video 1:05 watch)

<https://www.youtube.com/watch?v=xWkORLYvQ3A>

Bec Strating and Joanne Wallis, "Australia's future security: Where the Defense Strategic Review falls short," *The Interpreter*, Lowy Institute, 12 May, 2023.

<https://www.lowyinstitute.org/the-interpreter/australia-s-future-security-where-defence-strategic-review-falls-short>

Australian Government, Department of Foreign Affairs and Trade, "Keep Australia and Australians Safe and Secure," 2018-2019 Annual Report.

<https://www.dfat.gov.au/about-us/publications/corporate/annual-reports/Pages/department-of-foreign-affairs-and-trade-annual-report-2018-19.aspx/annual-report-2018-19/home/section-2/keep-australia-and-australians-safe-and-secure/index.html#:~:text=The%20world%20presents%20many%20threats,to%20protect%20Australians%20at%20home>

Class 6. ANZUS & AUKUS (Feb. 27)

ANZUS Treaty, National Museum Australia

<https://www.nma.gov.au/defining-moments/resources/anzus-treaty>

William Tow and Henry Albinski, "ANZUS—Alive and Well after Fifty Years," *Australian Journal of Politics and History*, Vol. 48, No. 2, 2002, pp.153-173. (Canvas)

Anna Powles and Joanne Wallis, "Shouldering their fair share? The ANZUS allies in the Pacific Islands," *The Interpreter*, Lowy Institute, 23 July 2021.

<https://www.lowyinstitute.org/the-interpreter/shouldering-their-fair-share-anzus-allies-pacific-islands>

Joanne Wallis and Anna Powles, “Remembering Australia’s ‘other’ alliance,” *The Interpreter*, Lowy Institute, 18 May, 2023.

<https://www.lowyinstitute.org/the-interpreter/remembering-australia-s-other-alliance>

AUKUS, US Department of Defense, Sept. 2023 (browse website)

<https://www.defense.gov/Spotlights/AUKUS/>

Class 7. Regional Organizations: ASEAN (Feb. 28)

Please familiarize yourself with these websites, reading about ASEAN’s founding charter, its developments over time, members, etc.

<https://asean.org/>

ASEAN 50th Anniversary (1967-2017): Celebrating ASEAN (skim)

<https://www.aseanstats.org/publication/celebrating-asean-50-years-of-evolution-and-progress/>

Prompt 2: Imagine I’m from Europe and know a lot about the European Union, but have never heard of ASEAN. Your job is to introduce me to this unique international institution and evaluate its effectiveness. (announce due date!)

Class 8. Regional Organizations: ARF (Feb. 29)

<https://aseanregionalforum.asean.org/about-arf/>

See above for a discussion of ARF’s history, rationale, etc.

Ron Huisken and Anthony Milner, “ASEAN Regional Forum: Less Might Be More,” *The Interpreter*, 2022.

<https://www.lowyinstitute.org/the-interpreter/asean-regional-forum-less-might-be-more>

Class 9. The Quad (March 5)

Australian Government sources on the Quad (browse the websites below!)

<https://www.pm.gov.au/media/quad-leaders-vision-statement-enduring-partners-indo-pacific>

<https://www.pm.gov.au/media/quad-leaders-joint-statement>

<https://www.pmc.gov.au/resources/quad-leaders-summit-2023>

<https://www.pmc.gov.au/international-policy-and-national-security/international-policy>

Class 10. China’s National Security Strategy (March 6)

Katja Drinhausen and Helena Legarda, “‘Comprehensive National Security’ Unleashed,” *MERICs China Monitor*, September 15, 2022.

https://merics.org/sites/default/files/2022-09/Merics%20China%20Monitor%2075%20National%20Security_final.pdf

Anna Powles and Joanne Wallis, “Kiwis and hawks: Is New Zealand edging closer to Australia on China?” *The Interpreter*, Lowy Institute, 14 October, 2020.

<https://www.loyyinstitute.org/the-interpreter/kiwis-hawks-new-zealand-edging-closer-australia-china>

Class 11. Japan’s National Security Strategy (March 7)

Christopher Johnstone, “Japan’s Transformational National Security Strategy,” *Center for Strategic and International Studies*, Dec. 8, 2022.

<https://www.csis.org/analysis/japans-transformational-national-security-strategy>

Class 12. Security Concerns on the Korean Peninsula (March 8)

Scott Snyder, “Security on the Korean Peninsula,” *Council on Foreign Relations*, October 4, 2023.

https://cdn.cfr.org/sites/default/files/report_pdf/231004_Snyder_Testimony.pdf?_gl=1*1djn3bu*_ga*MTc5MjY2MTgzNC4xNjA5ODc5MzAw*_ga_24W5E70YKH*MTY5Njg4MjYyNS40LjAuMTY5Njg4MjYyNS42MC4wLjA

Victor Cha, “Security on the Korean Peninsula,” *Center for Strategic and International Studies*, October 4, 2023.

<https://www.csis.org/analysis/security-korean-peninsula>

Khaled Khiari, “The situation on the Korean Peninsula continues to head in the wrong direction,” *United Nations*, February 20, 2023.

<https://dppa.un.org/en/asg-khiari-situation-korean-peninsula-continues-to-head-wrong-direction>

Prompt 3: Given what you have learned about Australia’s security environment in the Asia-Pacific so far, what policies do you see Australia pursuing 20 years from now and why? What are likely to be Australia’s greatest challenges and what should it do about them? (announce due date!)

Class 13. China/Japan & Southeast Asian Relations (March 9)

Xue Gong, “Non-traditional Security Cooperation Between China and Southeast Asia: Implications for Indo-Pacific Politics,” *International Affairs* 96: 1 (2020) 29-48.

<https://academic.oup.com/ia/article-abstract/96/1/29/5697519?login=false#>

Bibek Chand, Zenel Garcia, and Kevin Modlin, “Southeast Asian Hedging and Indo-Japanese Strategies for Regional Balance,” Winter 2018.

https://www.airuniversity.af.edu/Portals/10/JIPA/journals/Volume-01_Issue-2/03-Chand%20et%20al.pdf

Class 14. The US and Southeast Asian Relations (March 13)

John Lee, “The Free and Open Indo-Pacific Beyond 2020,” *Trends in Southeast Asia*, 2020.

https://www.iseas.edu.sg/wp-content/uploads/2020/02/TRS6_20.pdf

Ryan Hartley and Edward Newman, “Global and Regional Organisations,” *Sage Handbook of Asian Foreign Policy*, 2020.

https://www.academia.edu/41497249/Global_and_Regional_Organisations

Class 15. Small State Security: The Case of Nepal (March 14)

Katja Weber and Kangkyu Lee, “A Small State in a Rapidly Changing International and Domestic Environment: The Case of Nepal,” (forthcoming 2024). (Canvas)

Shibani Mahtani and Ore Huiying, “China’s promise of prosperity brought Laos debt—and distress,” *Washington Post*, 10/13/23.

https://www.washingtonpost.com/world/interactive/2023/laos-debt-china-belt-road/?itid=ap_shibanimahtani

Prompt 4: This week we have examined China, Japan, and the US’s relationships with Southeast Asia. How should Australia interact with the ASEAN countries (or a subset thereof) moving forward? (announce due date!)

Class 16. The ICC & Southeast Asia (March 18)

Emma Palmer and Christoph Sperfeldt, “International Criminal Justice and Southeast Asia: Approaches to Ending Impunity to Mass Atrocities,” *Asia Pacific Issues* (Honolulu: East-West Center, No. 126, Sept. 2016).

<https://www.eastwestcenter.org/publications/international-criminal-justice-and-southeast-asia-approaches-ending-impunity-mass>

(Determine groups for oral exam and post study questions)

Class 17. Non-Traditional Security Challenges (Human Trafficking) (March 19)

“East Asia and the Pacific” (Human Trafficking)

https://www.unodc.org/documents/data-and-analysis/glotip/Glotip16_Country_profile_East_AsiaPacific.pdf

<https://apnews.com/b9e0fc7155014ba78e07f1a022d90389/ap-investigation-are-slaves-catching-fish-you-buy>

<https://www.mercurynews.com/2015/04/03/hundreds-of-fishermen-rescued-amid-indonesian-slavery-probe/>

Class 18. Non-Traditional Security Challenges: Piracy (March 20)

Sam Bateman and Jane Chan, “Good Order at Sea in Southeast Asia,” in *Maritime Security and Piracy: Common Challenges and Responses from Europe and Asia*. Edited by Wilhelm Hofmeister and Patrick Rueppel. Singapore: Konrad-Adenauer Stiftung; East Asian Institute, National University of Singapore; European Union Centre in Singapore; Brussels, Belgium: European Policy Centre, 2014.

https://www.kas.de/c/document_library/get_file?uuid=00ca482c-6ebf-8d25-4ac9-cee4c44df207&groupId=252038

Class 19. Non-Traditional Security Challenges: Poverty and Food Security (March 21)

Banerjee, A. & Duflo, E. (2011). “Think Again, Again” in *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*. Public Affairs. (Browse the book’s website):

<http://pooreconomics.com>

Rosling, H. (2007). “New Insights on Poverty” (TED talk 18 min.)

http://www.ted.com/talks/hans_rosling_reveals_new_insights_on_poverty?language=en

Duflo, E. (2010). “Social Experiments to Fight Poverty” (TED talk 16:30)

http://www.ted.com/talks/esther_duflo_social_experiments_to_fight_poverty?language=en

Food and Agricultural Organization of the United Nations, “Asia and the Pacific—Regional Overview of Food Security and Nutrition 2021 (Skim)

<https://www.fao.org/documents/card/en/c/CB7494EN>

Class 20. Oral Exam (in small groups; groups will be determined the end of week IV and you will receive some study questions) (March 25)

Class 21. Orientation Session for Simulation on International Security (March 26)
(Hand out Scenario and Tasker; Group Assignments)

Class 22. Team Meetings for Simulation (March 27)
(In-class discussions and development of a 2-3 pages position paper)

Class 23. Inter-Team Meetings for Simulation (March 28)
(Bring copies of your position papers for each team; in-class negotiations with members from other delegations)

Class 24: Final Simulation (March 29)

(Bargaining and negotiation among different teams; closing remarks).