The Didactic Companion to the Handbook of Indo-Pacific Studies

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PART I
THE DIDACTIC COMPANION TO THE HANDBOOK OF INDO-PACIFIC STUDIES – WHY AND HOW TO USE IT. THE TEACHER'S GUIDE.

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1. Introduction

We have the pleasure to present you with this *Didactic Companion* to the Routledge *Handbook of Indo-Pacific Studies*, the fruit of the long-term, dedicated, and collaborative work of more than 20 scholars from different countries. The authors, researchers in the field of International Relations (IR), have worked to combine cutting-edge research on the Indo-Pacific (IP) with their best academic teaching experience and ideas. This junction of their high-level complex specialized knowledge and a pedagogical-instructional approach is what, in our understanding, constitutes the essence of a good handbook. As discussed elsewhere in detail[1], we find that definitions of "a handbook" tend to be vague and that it makes more sense to characterize handbooks according to their twofold purpose of doing research and teaching about research. In the EISIPS project, we hold on to the same belief that 'student-centeredness' is a core element of handbooks, deeply embedded in the genre tradition.

Being committed to the goal of educating students and other neophytes to both IP and IR (including possibly policy-makers, activists, functionaries, and other professionals), the creators and coordinators of the EISIPS project decided to enhance learning and engaging with state-of-the-art knowledge about this field by structurally engraining a cohesive didactic vision at the onset of the handbook creation process. This didactic aspect constitutes an important pillar of the EISIPS project and was included in the grant proposal. The (tested) working methodology was inspired by a sister project (EIS-CAS)[2] and based on the idea that handbook editors and authors need to have (and keep) in mind the (related) processes of reading and learning – or at least, a good grasp of what is known of them in educational and cognitive studies – from the very first day of their collaboration.

For this reason, since the outset of the project, our authors were trained in the didactic methodology of the handbook as well as on reading strategies and general educational issues. They also participated in workshops on learner engagement in which they could share their teaching practices.[3] The training was carried out face-to-face as well

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[1] A handbook is a heterogeneous and hybrid concept, which definition varies across national and professional cultures (Hadaś & Van den Bosch 2021: 42-43).

[2] Eurasian Insights: Strengthening Central Asian Studies in Europe (www.eiscas.eu) – Erasmus+ Strategic Partnership in Higher Education. Grant number: 2018-1-PL01-KA203-050674.

[3] We are grateful for the lectures by Hanna Mamzer (Adam Mickiewicz University, Poznań)

as recorded and shared online (as a result of the lockdowns in the wake of the Covid-19 pandemic). After their training, authors were asked to prepare a didactic outline before they started working on their chapters. In this way, we intended for the didactic dimension to be accounted for throughout the whole research and writing process.

The handbook is student-centred, but this *Didactic Companion* is actually first and foremost addressed to the teachers (widely understood as educators and instructors, primarily academic, but potentially also non-academic), as we see them as the mediators and facilitators in the education process. The latter know best how to support their students[4] in the use of this handbook and more generally, in learning.

This *Companion* represents the two most important didactic outcomes: a reader/learner-friendly handbook and a set of tools for the teachers. We believe that an active role by the teacher is important, even in higher education, as students often rely on support in order to build up their autonomy.

Alongside the project, we have also been gathering data from students themselves, trying to confront our literature-driven and experience-based convictions about reading and learning with the actual habits of students specializing in the emerging Indo-Pacific field. In the final survey, 116 students from 16 countries shared their preferences and experience regarding the use of learning strategies and available materials.

These survey data and some student testimonies will be exposed in the course of this article as background evidence, commenting on the relevance of a didactic approach used in the handbook. The inclusion of open, descriptive questions did allow a qualitative analysis. Even though the group was heterogeneous, some regular response patterns became visible, which shed interesting light on the needs of learners in general.

2. Learning Outcomes

2.1. What Are They For?

'Learning Outcomes' (abbreviated as LOs), also designated as the 'Intended Learning Outcomes', are widely used in academia. They are included in course syllabi and often teachers are institutionally obliged to explicitly formulate them and adhere to them in their lesson plans. Some teachers see them as an unnecessary, external bureaucratic requirement and – as our survey shows – many students skip through them mechanically. In the EISIPS project, we believe that learning outcomes make sense and can be beneficial for the learning process, if phrased correctly and used purposefully.

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and Cinzia Angelini (Università Roma Tre) provided during the Staff training in Rome (February 2020) organized by the EISIPS Didactic Team led by Justyna Hadaś and Jeroen Van den Bosch, with support of our hosts and partners from Sapienza University of Rome, Stefano Pelaggi, Andrea Carteny, and their colleagues.

[4] By students, we mostly mean Master and PhD students, although Bachelor students also participated in the project didactic survey.

Our LOs have been conceptualized, among others, in the framework of Outcomes-Based Teaching and Learning (OBTL)[5], and their goal is to state what the student will know and be able to do. LOs can refer to an entire course or a study program, but also to a particular lecture, workshop, or any other learning experience. In the context of this handbook, with various topics being tackled from different angles, the most optimal learning experience is at the level of a chapter. In other words, a list of LOs was designed for each chapter to better inform students of what may be expected from them after reading it.

One of the benefits of the LOs is that they are meant to support transparency in learning and evaluation.[6] As Race and Pickford find: students are not only informed about what they should learn, but also *how they can later show* what they have learned.[7] Still, the use of LOs should not be limited to the role of general assessment criteria, as they can be optimized as a point of reference (or benchmark) throughout the whole learning process (e.g., throughout an entire course, semester, or study program, depending at what level they were formulated).[8]

The results of our study show this is not the case for the participating students. Students were asked: "When you study do you use intended learning outcomes? How do you use them?" And given five options, 37% of the respondents claimed not to know what LOs were. It was equally interesting to see that only 10% of all respondents claim to use them for more than one purpose. Most students chose just one application, mostly "to prepare for the final exam" (23%), with another 17% just to inform their choice of a course. We registered relatively few hits, 17% for "self-testing" (represented in the "I use them to verify how much I have learnt during the course" option). Four people knew what LOs are, but do not engage with them for any purpose.

From the pedagogical perspective, LOs are related to student autonomy, as they may help the students to better plan, monitor, and evaluate their learning. As a sort of checklist, they help anticipate or choose what will be learnt, follow the plan and, in the end, check if the goals have been achieved.

2.2. How Did We Design Them?

The chapters of our handbook mostly include five to eight main learning outcomes each. They were provided by the authors and consulted with the Didactic Team (some of the feedback criteria are presented below). What we thought was absolutely crucial for the whole handbook creation process was that the first draft of the LOs had to be formulated at the beginning of the project. This way, the authors somehow committed to the didactic dimension before they started to work on their chapters. The pur-

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[5]   Biggs & Tang 2011: 10-14.
[6]   Race 2005: 77-78. See also: Race 2015: 24-27.
[7]   Race & Pickford, 2007: 11.
[8]   See more in Biggs & Tang (2011). For these authors, intended learning outcomes constitute an important element of *constructive alignment* in higher education.

pose was for authors to keep in mind the learning outcomes (and in the broader sense, the student) during their writing. Naturally, after the months passed and the chapter drafts were delivered, the LOs needed to be revisited to check if the original list remained compatible with the final chapter content (after multiple revisions). Some of the too-ambitious learning outcomes needed to be rephrased or eliminated and new, more adequate ones were added.

The EISIPS Didactic Team was responsible for monitoring the authors during the process (preparing the guidelines and training) as well as reviewing the first and final versions of learning outcomes. As far as the criteria are concerned, first of all, the authors were asked to dedicate special attention to skills (understood as intellectual skills), especially the so-called HOTS (higher order thinking skills) such as comparing, assessing, analysing, or using arguments. The idea was that the student is not supposed to merely memorize and repeat information (declarative or factual knowledge) but is also expected to understand insights and relationships between concepts as well as events and phenomena, and even do something more with their knowledge and understanding. Obviously, the power of the written form such as a chapter is limited in this regard. HOTS are best developed in a complex way, through interaction with teachers and peers, and – more importantly – throughout a person's whole life, not only the studying period. However, our authors have made an effort to provide the students with the possibility to not only *know things* but also to be able to do something with said knowledge.

As we have explained elsewhere, *doing* and *knowing* are interconnected and should not be treated as opposites.[9] Only when knowledge is complete and well-presented can students attempt to apply it. We have assumed that when provided with a new framework of analysis, with and explanation of its use supported with examples (e.g., in the form of case studies), it would be easier for the student to know how to *analyse* the given example. Or, if several countries' policies were described or analysed comprehensively in a given chapter, with the author following a similar pattern or outline and explicitly stating the comparison criteria, the students would be able to *compare*. We also continue to believe that the fact that these skills are included *expressis verbis* among the LOs, works as an invitation for the students to practice them while reading.

Secondly, we decided to include only the discipline-specific LOs (or rather chapter-specific), and not the generic ones. It means that we eliminated such skills as critical thinking, presentation skills, and teamwork even if a chapter (or its related classroom activity) could lead to their development. Instead, acceptable LOs would be to "critically analyse the similarities and differences between the strategic rivalries of the US, Japan, and India in the Indo-Pacific based on spatial, positional, ideological, and identity-based conflicts in the region" (the chapter by Astha Chadha), or to "present different approaches concerning the understanding of China's regional history and their relative importance in different periods" (the chapter by Catherine Jones and Chris Ogden).

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9   Hadaś & Van den Bosch 2021: 47-48.

These two examples naturally bring us to a third criterium: the LOs had to be as specific as possible.

Last but not least, the final criterium was that the designated LOs had to be possible/plausible to achieve after reading the chapter – the authors were always asked to rephrase the "too ambitious" learning outcomes and transform them into a more doable goal. A mismatch between an intended LO and an objective that is neither achievable nor verifiable can be demotivating. This is in line with several findings from the survey; students testify that LOs are sometimes "hard to be treated seriously", as they are often "unrealistic". One of the students even wrote, ironically, that they use the LOs "to feel ambitious, as they are too vague and optimistic."

2.3. How Can They Be Used?

In the first place, the LOs attached to this handbook can be useful for teachers who are in the process of choosing a suitable handbook for their course reading list, as the LOs allow them to verify if the whole book or particular chapters match the planned course content or can be adapted or adjusted to do so (this can also be done by the students themselves). More proactively, we also hope that the handbook LOs can be used by teachers when designing or re-designing courses on the Indo-Pacific or to inspire them to formulate their own learning outcomes.

The most important end-user is the student, so – especially knowing that the students do *not* tend to pay enough attention to learning outcomes or don't even use them at all – we hope the teachers could give them a nudge and show them the ways that the LOs from this handbook can be used. They could propose that the students read (in class or at home) the LOs before reading the chapter, as this will allow them to reflect on the goals beforehand and then keep them in mind while reading (a metacognitive function). Alone, or together with the teacher, they can also use LOs for evaluation and self-evaluation, by going back to each chapter's LOs and checking if they have attained the predicted knowledge and skills. In case of doubts, going back to the chapter (re-reading and/or discussing it) might also be a good solution.

What needs to be kept in mind about the LOs is that they are just a selection, and the content of each chapter is not limited to them alone. The choice of the most important LOs was to some degree subjective (made by each author and agreed with the Didactic Team) and clearly much more can be learned from the texts. For this reason, the listed LOs need to be treated flexibly and not doctrinally.

3. Questions for Readers

3.1. What Are They For?

Another important aspect of the handbook's didactic vision is the questions for the reader/student, which can be found in the middle part of the Didactic Section. The first

type, the ***pre-reading questions***, is meant to trigger the knowledge that the students might already possess, which will serve as a basis on which new cognitive structures can be built. In order to understand a new chapter, it is not only useful to have some background knowledge but also to activate it, becoming aware of what we know, what we think we know, and what still needs to be completed or clarified. Skipping this step can obstruct or decrease the reading performance.[10]

The second type of question (***main questions***) is meant to guide the reading and learning processes. If students read them beforehand, they will become aware of what they can expect from the text and in which order. Similar to the learning outcomes, these questions are also an extratextual indicator (alongside the textual ones such as headings and sub-headings, introduction and conclusion, or repetitions) of which parts of the content are particularly important from the point of view of the author.

Finally, the ***post-reading questions*** are the more advanced questions that go beyond the text itself, linking its content to further reflection/insights, to reading other texts and developing a deeper understanding of the chapter and its context. Their goal is to help the learner link what they have learned with a broader reflection or more abstract knowledge or higher-order thinking skills. They have an intertextual quality, as the students can combine and/or contrast the chapter information with what they can find in other books or articles.

The general idea behind the questions is that their meaningful handling may enhance the use of both learning and reading strategies. Let us pause a moment to see why it is so important to train adult students in the use of these two kinds of strategies, and if not, at least explicitly talk about them in class. In our survey, we asked the students two questions:

- "What are the learning strategies that you use? Please name and, if possible, describe", and
- "What are the reading strategies that you use? Please name and, if possible, describe."

The results of our modest study simply confirm the existing knowledge: the vast majority of our respondents admitted to not having *any* learning strategy or used generalist notions which cannot be classified as strategies ("pay attention in class", "intensive learning", "listening to the teacher", "hard studying before the exam", etc.). On the opposite side are the students that provide a much more precise answer, affirming that they practice retrieval, or use mental maps or flashcards. One of the students shared the use of a strategy called "read, write, skim, revise x2" and another one, the Feynman technique.[11] Even though no respondents mentioned the exact term, seven people de-

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[10] Ambrose et al. 2010: 10-39. See also: Kendeou et al. 2003.

[11] The Feynman technique was named after the Nobel-prize winning physicist, Richard Feynman, who mastered a retrieval system that aims to shed all jargon and vague words in order to expose any lack of understanding hiding behind such complex language. In short, to test acquired knowledge, the goal is to try to "explain it to a 12-year-old" and refine and reformulate in order to simplify, practicing retrieval in this way to show one understands the subject

clared to use some sort of retrieval, which could be deducted from their descriptions (e.g., "taking time to check what I have remembered").

Taking notes seems to be the most common strategy (both from open and closed questions), although we do not have sufficient data on how the notes are taken and later used. Only two students mentioned highlighting the things they know and the things they don't know (having a sort of checklist), which belongs to the metacognitive spectrum of strategies.

A parallel phenomenon happens with the reading strategies. While some students (approximately one-third) are surprisingly specific and evoke legitimate reading strategies – skimming[12] (5 respondents); scanning (2); highlighting or underlining the most important information (9) – another one-third use very vague terms like "read a lot", "fast reading", "just reading", "just read and read and read", or "deep reading" (This last one is actually both a strategy and an approach to reading, so it is hard to say what precisely the student meant). The problem with these generalist approaches is that they allude to an effect or a goal rather than a strategy (means), and the purposefulness of reading might not be sufficiently secured. The remaining one-third respond negatively to the question (admitting: "no strategies"; "nothing comes to mind"; "n/a"). The honesty of this next one is charming (in the sense that it *is* a sign of self-reflection): "I am a bad reader. I just read and underline what seems important." Only one student said they focus on the headings and sub-headings.[13] [14]

We need to highlight that these are the testimonies from two open questions. As we see it, in order to really answer them, the student's knowledge of a learning or reading strategy needed to be active enough for the student to come up with a response, which is a better indicator of a reflective approach towards a specific action (than if this was a multiple-choice question). Of course, this still does not mean that a student really uses said strategies, it just means that they know them, they have heard of them, and they

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matter's true meaning.

[12] Regarding skimming, students do so in a written or oral way but also mentally ("after each section, I'll think of a short summary"), sometimes after a paragraph or a bigger section of a text (e.g., "if it's a text with a lot of key information, I summarize each section with one sentence, if I'm reading just for general understanding, I summarize the text with a short paragraph of about 100 words. If I'm searching for a specific keyword, I do skim and scan").

[13] Some other students concentrate rather on the external (than internal, cognitive) circumstances of a learning act, which is still a sign of a learner's self-awareness: "find a good, quiet place where I can lay down and concentrate 100% on reading", "sit at the table, not on the bed", "I like to stay in a confined area and read aloud because it helps my comprehension very well", or "I prefer to get hard copies of the readings from the library."

[14] An interesting account, worth sharing, can be found in this response: "Reading books as if having a discussion with a friend. That is to say, during the reading process, try to treat the author as your friend, and regard the whole reading process as exchanging ideas with your friend on a specific subject. This strategy would be helpful to develop the habit of critical thinking while reading and help the reader fully understand the content of the book, so that the reader would also have a strong impression of some chapters and ideas that once interested him during the reading process."

declare their use. The conclusion is rather pessimistic: university-level students, from bachelor to PhD, have a declarative knowledge of quite a few strategies (in total) but on an individual level, often there is no knowledge at all.

Finally, the students were asked a closed question ("Which of the following do you do when reading a research article/ academic book chapter or similar academic text?"), with a list of answers to select from (multiple-choice with no limit). It is important that this was asked *after* the open question about reading and learning strategies, so that when the students answered this one, they could not go back to the previous questions anymore, meaning that the latter could not be 'contaminated' by the multiple-choice answers. In this sense, this question has more of a secondary and auxiliary function. As could be expected, it evoked a more promising image of students' reading skills. An overwhelming majority (80%) say they use at least three strategies (out of 11 given). Only 11% chose just one strategy.

From the answers, the most common strategies would be:
- "During reading, I underline the most important parts and take side notes" – 63,4%
- "Before reading the text, I read the abstract/introduction and/or the conclusion to get the gist of the text" – 53,5%
- "Before reading the text, I leaf through the whole text, looking at the subchapter titles and/ or keywords" – 53%

The least chosen strategies were:
(a) "Before reading the text, I question myself on what I already know about a topic" – 24%
(b) "After reading, I check my new knowledge (e.g., by asking myself questions related to the text content" – 23,4%
(c) I "Before or during reading the text, I try to anticipate what the next part will be about" – 22%

From these least-chosen answers, the first one (a) refers to checking background knowledge, the second, (b), to self-testing/ retrieval practice and the third, (c), to anticipating/ making a hypothesis as a form of preparation. As we will see, the questions for the reader (mainly the pre-reading and the main ones) are specifically designed to support these cognitive and metacognitive functions.

3.2. How Did We Design Them?

In a similar fashion to the learning outcomes, the questions were created at the beginning of the project and later revised, after the final chapter version was submitted. In both cases, the output was monitored by the Didactic Team. The latter mainly checked if 1) the pre-reading questions were simple and open enough to invite the students for a preliminary broader and potentially stress-free reflection (or discussion); 2) the chapter provided the answers to the main questions; 3) the main questions were approximately coherent with the learning outcomes. Such compatibility in many of the chapters took a

literal form, hence it is sometimes easily noticeable at first glance (e.g., question: *how do states use military power to shape their environment*? vs. learning outcome: *explain how states use military power to shape their environment*), whereas in other cases it is more implicit. The authors definitely had the most liberty with the post-reading section as they could include topics of their own and their students' interests that are not covered by the chapter, but more-or-less loosely connected to it.

Following our didactic vision (consistent with the methodology adapted from the one originally designed for the EISCAS handbook), we do *not* include the answers to the reading questions in this *Didactic Companion.* We believe that the teachers and educators are the most qualified to assess the students' answers, and they can provide the latter with feedback if needed; also, some answers in the chapters should be nuanced as time proceeds and new events in the IP alter existing contexts.

3.3. How Can They Be Used?

An obvious application of the questions would be to use them as a form of final assessment – checking if the students have acquired the desired knowledge and skills (and possibly attitudes). However, they are meant to be used during the whole process as a way of formative evaluation, performed either individually (self-evaluation) or in pairs or groups of students (either under the supervision of the teacher or without). This can be done immediately after reading a particular chapter, after the subject has been dealt with in class, or after a certain time has passed, with the purpose of checking how much information has been retrieved and how much remains to be further studied. Most importantly, the ***main questions*** should be used to check retrieval and study progress.

As already mentioned, activating existing knowledge helps the learner acquire and integrate new cognitive elements. For this reason, the ***pre-reading questions*** should be reflected on before reading the chapter. If done in the classroom, they are the perfect material for plenary brainstorming. Another practical application would be achieved by dividing the students into groups to discuss the questions so that they can mutually confront their ideas. Both activities can be done at the end of a previous class, to set the environment for reading the chapter and discussing it in the next meeting. However, in both scenarios, the students should feel that they have the right to share everything they know (or believe) on the topic, even if their knowledge is incomplete or even incorrect or flawed, as this is what a brainstorming session encompasses. They should be allowed and even motivated to make hypotheses or guesses. What they do not know is equally as valuable as what they do know (it is all about monitoring what we know and what we still need to learn). The act of verbalising incorrect, preconceived ideas presents the opportunity for these being corrected, countered or nuanced, as long as appropriate feedback is given. This will not happen if these original ideas are ignored or silenced. Some students will be able to provide complex insights, while others will just come up with simple notions or loose associations. Some will be able to use the knowledge acquired in other courses or through other readings or other contexts – the so-called *far trans-*

fer'[15] – while others will not. Above all, it should be remembered that the pre-reading section is not designed to *evaluate* the student's knowledge but is just the starting point for learning and awakening curiosity.

There are two main purposes of the **main questions**:

- To enhance reading comprehension, in other words: to guide the reader through the text
- To support learning

The students are advised to consult them before reading the chapter, and they can also choose to answer them on the go or at the end. This way, the questions will help students to set expectations regarding the text's content and guide their attention. It should be remembered that these questions are only suggestions from the author and the Didactic Team – on topics that they identified as particularly important. These questions should be used "critically and selectively"[16] in line with the purposes of the course, of a particular class, or any other learning event. The students should take into account the specific instructions given by their teachers as well as what is most important for them personally in their individual study program or research. The proposed reading of each chapter is only one of many possible interactions with the chapter text.

Regarding the second purpose, it seems to be the most obvious, but still worth stating. When the students read and need to answer the given questions, they become actively engaged in learning (as they need to remember parts of the text). The student can intentionally use them to practice retrieval – a powerful learning strategy, as a way of using self-testing for learning.[17] After reading, they can check how much they remembered and identify the(ir) "weak points." It is best – because it is more challenging – if while trying to retrieve the answer, students rely only on their memory, not their texts or notes.

In this sense, the questions can be used as a tool for spaced study. If students want to stretch their study time across the whole semester, they can use the questions and come back to them every week, checking how much they remember and what needs to be revised. (If students are using our handbook on a more regular basis, they can do it together, randomly going back to the questions from previous weeks/chapters.) Such spaced study will be much more durable and effective than a massed study, meaning a high-intensity study session in a short timeframe (usually just before a deadline).[18]

The technique of spacing can be applied to the level of reading a chapter. If students are supposed to read it before class, they should take their time and divide the prepara-

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[15] More on the 'far transfer' see: Ambrose et al. 2010: 108-110.

[16] Hadaś & Van den Bosch 2021: 55.

[17] According to studies, retrieval is not well enough appreciated as a strategy – students would rather re-read their notes or texts (which is easier, but less effective) instead of trying to actively remember (Karpicke et al. 2009). On its effectiveness, consult Karpicke & Bauernschmidt (2011).

[18] To read more about spaced study: Greene 2008; Kornell et al. 2010; Zulkiply et al. 2012.

tions into two or three parts.[19]

To combine retrieval with spaced study, students can return to the questions they have already reflected on in the weeks before and try to find the correct answers again. A more challenging approach to retrieval is to "close the book" and attempt to capture everything that one remembers from the chapter[20] – a variation is the so-called "blank page" recall technique, where one writes everything down on a sheet of paper. Again, the more frequently retrieval is practised, the better the results.[21]

In turn, the ***post-reading questions*** could serve as input for individual reflection (informal or framed as an assignment by the teacher) or for group or pair discussions. This part leaves a lot of space for teachers' and students' own creativity – the discussion can go as far beyond the chapter as they wish.

Remember that all the questions in the didactic section can be used both in pairs and groups as well as by individual readers. This way, they can be used effectively, notwithstanding the students' personal study preferences (alone or in groups).[22]

4. Classroom Activities

4.1. What Are They For?

In the third part of the Didactic Section, the reader will find at least one classroom activity per chapter. This time, the end user is solely the teacher, as the instructions are prepared and presented in a way that is most useful for them.

As the majority of our authors are or were active academic teachers, we asked them to share with other teachers (our readers) their own ideas for classroom activities that could be carried out in relation to their chapter or be based on it. You will find among such exercises role-play activities, scenario-building, different group and pair activities as well as some ideas and tips for debates.

The goal of these activities is to support the teacher and learner in the development of skills, while simultaneously practising and reinforcing the knowledge acquired in the

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[19] Almost half of the students claim that they prefer an intensive study (last 2-3 weeks before an exam – 32,7%; last week before an exam – 16,8%) over a stretched study (extended over the whole semester or at least the second half of it).

[20] Whenever students feel that they are not remembering a lot, they can take a look at the chapter's structure (re-read the headings and sub-headings) or skim through the chapter text again, before trying a full recall. You can practice retrieval several times: just after reading a chapter, then a day and a week later, and finally, as often as needed before the final evaluation. (Hadaś & Van den Bosch 2021: 56-57)

[21] Karpicke & Bauernschmidt 2011.

[22] As our survey reveals, students are divided almost equally in two camps regarding their preferences to study alone or with other people. To the question "when you study for an exam, do you like studying with other people?" 50,5% answered either "yes a lot" (11,9%) or "rather yes" (38,6%), while 49,5% said "not at all" (12,9%) and "rather not" (36,6%).

classroom and through reading – as already highlighted: 'doing' and 'knowing' are considered to be interconnected. In contrast to traditional, more transmissive approaches and methods (such as a lecture), the socio-constructivist and constructivist approaches advocate for introducing more action (engaging the students in action) such as experimenting, linking theory with practise, starting with practise to introduce the theory, etc. Our choice for practice-embedded learning, also called the 'learning by doing' principle, hopefully, will make the learning process more meaningful.[23]

We realize that students differ on multiple levels (cognitive, emotional, lifestyle, etc.) and one of these can be their learning preferences. This category encompasses their attitude towards group activities carried out in a classroom. When the project started and we decided to include the classroom activities, we naturally assumed that the students could be sorted into two groups: for and against their use.

When asked "Do you like participating in group activities in the classroom? Please provide a descriptive answer, giving arguments and, if you wish, examples", only 12% expressed a categorical "no", which was less than we originally expected. Only four of these opinions would be classified as a "strong no" (these answers were "not at all" or "no, I prefer to do everything by myself" or synonymous). A very strong majority expressed a positive attitude towards group activities, calling them "relevant", "useful", and "interesting". The approving voices claimed that these activities allow "a vivid exchange of ideas", "learning from other students", "learning new perspectives", or that "discussion refines knowledge", which all refer to two benefits: learning from others and broadening cognitive horizons. A quite specific argument given by some students (and very didactically grounded) is the one of "practice articulating your thoughts" in smaller group settings, before speaking up in a bigger classroom. The fact that this answer was provided by several students (9), may show that it has become a common teaching technique, to a point that students are actively thinking about its functionality.

Also, what could be read between the survey's lines, is that students largely identify "group activities" with discussion. In this handbook, we intended to provide a variety of activities, going much further beyond mere discussion.

Nevertheless, even enthusiasts of group activities point out important disadvantages and challenges of their use. They will be tackled below.

4.2. How Did We Design Them?

In the project didactic survey, some students testified that, from their own experience, the classroom activities are "chaotic" and "not well organized", and that "students do not know what is expected from them". One student's opinion – "yes, but the teacher needs to know what they are doing" – captures an important didactic principle and is just another indicator that having group work or "discussions" in class merely for the sake of discussion can do more harm (or at least cause frustration) than good.

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[23] See more in Reints, 2013.

For this reason, we committed ourselves to provide as many details as possible for the teachers who would wish to use the activities; the Didactic Team insisted that the authors develop their ideas to such an extent that the teacher would not have much additional work. When role-playing or scenario-building was proposed – the details of the roles were provided (e.g., chapters by Bhaswati Sarkar and Rafał Wiśniewski). Where possible, specific instructions for each group were given, and if not, at least the intended purpose or outcome(s) was presented (e.g., chapters by Barbara Kratiuk, Andrea Carteny & Elena Tosti Di Stefano, and Tran Phuong Thao).

The authors were asked to consider the following aspects when designing their activity:

- Is your activity a simulation/discussion/role-play/debate/group work or another kind of group activity?
- How does the teacher prepare it? What do they bring to class, present to students, or hand out to them?
- What are the stages/phases of the activity?
- How is the class divided (groups or pairs; first pairs then groups)?
- How are people motivated to speak/contribute? Do the students acquire specific roles in the preparation/ presentation of arguments? How are the roles assigned (if it's role-play or group work)?
- Do students get any material/other kinds of support from the teacher?
- What is the desired outcome of the activity? Do the students create something (a conclusion in the form of bullet points, an oral presentation, a mind map, guidelines or recommendations for policymakers, etc.)?
- Are the students asked to prepare/read/reflect on something *before* coming to class?
- What other kind of support do the students get from the teacher?
- What exact instructions do the students get for their work (when they are working in groups, individually, or in pairs)? (Often a prepared checklist of questions/ micro-tasks is very useful in this regard)

Nonetheless, we did have a flexible approach, leaving more freedom for our authors in their descriptions. Not all of the activities – also by their nature – include the answers to all the above questions. However, we insisted that the authors created an activity that could be as useful as possible for academic teachers. During training and individual conversations, the authors were invited to consider what worked for them personally. Whenever the Classroom Activity seemed to give more work than support for the final user, our authors were asked to provide more information or guidance.

Two more aspects mentioned by the students were also taken into consideration. Some students explained their scepticism towards group activities with the idea that the workload is unevenly divided (e.g., "I mostly do [like group activities], but when it's more of a brainstorming activity, not something graded") and, as another respondent remarked, "this [unfair division of work] happens a lot with group presentations".

Student presentations, if chosen as an exercise in our classroom activities, are just one element of students' work, often optional and not necessarily graded. We also suggest that the teacher dedicates some moments in the classroom to monitor the involvement of students as group members. Some activities, by their very nature, require equal work division (e.g., the chapter by Jayati Srivastava).

For some people, classroom activities are challenging because of their spontaneous and extroverted nature. In our proposals, where possible, students are given an opportunity to work first in pairs or small groups, allowing them to bring up points to a wider discussion with more confidence in the next stage. Additionally, some authors opted for giving the students an opportunity to prepare for assignments beforehand, which would allow a better and more comfortable performance in class (as the students pointed out in the survey themselves).

4.3. How Can They Be Used?

Again, as with the previous didactic elements, the best way of using our activities is flexibly and critically. We do not insist that teachers change their preferred methods and/or approaches, but rather that they inspire themselves with the given ideas (according to their course learning outcomes, their group, and their own preferences). Before using, please remember that it is fundamental for a teacher to feel comfortable with whatever activity we propose to the students. A variation of preferences and familiarity is both expected and normal. Not every educator enjoys implementing role-play. Feel free to use selected elements if you do not think you have the space/time for the whole activity. Also, please decide which parts of the activity should be done by the students at home and which parts in the classroom, which bits individually and which in pairs. Educators know their students best, so they are in the best position to adjust the difficulty of each task. Also, treat the proposed time limits flexibly. Some activities should be used before or after reading the corresponding chapter, as sometimes the knowledge from the chapter is required and in other cases, the activity has a more introductory nature. In some cases, the students will first do something – discover something – and then they will be presented with theoretical approaches (this would be the practice-to-theory approach).

In any case, we advise you to make sure that at any given moment, both you and the students know why they are doing something and what is the desired final outcome (having in mind the students' concerns highlighted earlier in the text).

5. Conclusion

To recap, this *Didactic Companion* serves to make teachers' lives easier. We invite you to relay to your students the benefits of spaced learning and repeated retrieval, lighting a candle for those still stumbling around in the dark, unaware of their metacognitive reflexive potential. Show them how to optimize their use of learning outcomes

and the reading questions. Refer them to this *Companion* to have them reflect on their study habits.[24]

Keep in mind students' personal preferences, but at the same time nudge them to try classroom activities that are new (to them). Students have their preferred ways of learning and they should be encouraged to self-reflect, experiment, and discover what they (dis)like as well as what works for them and what does not. All teaching in this regard is a balancing exercise, and there is no single way that will satisfy everybody. In the same way that we abstain from imposing just one way of learning or teaching, but rather invite educators to choose from the didactic buffet we have prepared, we understand the reality that there will be students stating that they prefer to study alone and just practice recall by re-reading. Gentle nudging – toward trying different dishes from the buffet and making up their own preferred menu – is the key.

This *Didactic Companion* sets apart our Routledge *Handbook of Indo-Pacific Studies* from other publications. Disregarding the steady flow of maritime books (e.g., *Indo-Pacific Nudibranchs and Sea Slugs: A Field Guide to the World's Most Diverse Fauna* – 2008), one can witness a steep boom of publications on the Indo-Pacific IR and geopolitics. A short survey on *Google Books* alone shows around six works on the topic up to 2007, and it has been growing impressively ever since: in 2018 (4), 2019 (4), 2020 (10), 2021 (8), 2022 (still ongoing at the moment of writing: 5 works).

Still, our *Handbook of Indo-Pacific Studies*, together with this *Didactic Companion*, constitute the only publication (so far) that can truly claim to subscribe to a coherent didactic vision, and is directed at students and educators in the first instance, while also serving policy-makers, researchers, and other professionals working on the IP.

As a direct result of our European Union (Erasmus plus) funding, the whole publication is available in open access. Therefore, its availability combined with its comprehensive educational design, boosts our hope that this Routledge *Handbook of Indo-Pacific Studies* will be considered a classic and reliable handbook for classrooms in due time.

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[24] For more ideas, consult the didactic chapter in the EISCAS Handbook, where we included a list of tips for the students regarding ways of studying and reading. (Hadaś & Van den Bosch 2021: 54-59)

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PART I   WHY AND HOW TO USE IT. THE TEACHER'S GUIDE

PART II
DIDACTIC SECTIONS FOR HANDBOOK CHAPTERS

DIDACTIC SECTION 1
Chapter: Understanding the Indo-Pacific:
Historical Perspectives and Evolving Dynamics

Author: Shankari Sundararaman

LEARNING OUTCOMES

- Assess the manner in which the Indo-Pacific has evolved as a "strategic concept";
- Apply the historical linkages that have evolved in the pre- and post-colonial times to understand the concept of the Indo-Pacific;
- Describe how the Asia-Pacific is giving way to the new nomenclature of the Indo-Pacific;
- Relate the evolution of the current inter-state global order to the structural changes evolving in the Indo-Pacific region;
- Discuss the emerging orders in the Indo-Pacific, including bilateral, trilateral initiatives and groups like QUAD or AUKUS;
- Compare the ASEAN framework for regional engagement with emerging mini-lateral frameworks to find areas of convergence.

QUESTIONS FOR STUDENTS

PRE-READING QUESTIONS

1. What does The Indo-Pacific Mean In Terms Of Understanding The Shifting Regional Order In Asia?
2. Is The Indo-Pacific Merely A Semantic Shift From The Asia-Pacific Or Is It Driven By More Significant Challenges That Are Emerging At The Systemic Level?
3. What Do You Understand By The Term `Normative' Order?

MAIN QUESTIONS

1. How Do You Understand The Indo-Pacific As A Concept In A Historical Sense?
2. How Is The Concept Of Indo-Pacific Different From Asia-Pacific?
3. How Does The Economic Shift Impact The Regional And Global Order As The Rise Of China Puts Pressure On The Normative Order?
4. How Has Asean's Role Evolved?
5. What Are examples of multi-alignment in the Indo-Pacific?

POST-READING QUESTIONS

1. How can the systemic players engage more effectively to ensure a normatively effective status quo?
2. Former Indonesian Foreign Minister Marty Natalegawa stated that the `engine of global economic growth has shifted eastwards'. What does this imply in the context of reading and understanding this chapter?
3. Are norms static or dynamic, and are they bound to change with structural change in the global order?
4. How can the ASEAN states evolve their relations more diversely to ensure that their economic integration with China is also balanced by their core security interests and maritime rights in the South China Sea?
5. Does the Indo-Pacific reflect a new theatre of an emerging `cold war'?

CLASSROOM ACTIVITY: Discussing different nomenclatures and their relevance to the evolution of the IP

- The classroom activity will be based on a discussion through group work.
- The teacher will provide a presentation of the key issues that are in the chapter, following which the class will be divided [into groups].
- The students will be discussing the core approaches of regional states to what the Indo-Pacific represents and will be requested to find broad areas of convergence. In order to prepare for the task, they will be asked to read the following chapters of this Handbook:

> 17. *Chinese approach to the Indo-Pacific – Chris Ogden, Catherine Jones*
>
> 18. *India and the centre of the Indo-Pacific – Jittendra Uttam*
>
> 19. *Japan and the Indo-Pacific – Yoshimatsu Hidetaka*
>
> 21. *Middle powers and the Indo-Pacific – Tran Phuong Thao*

This part of the task can be organised in different ways. In the first scenario, each student has to read all the four chapters. In the second scenario, the students are divided into four groups and each of the group members have to read one of the chapters and take notes in order to be able to convey the most important information to the rest of the class. When back in class, the teacher can also choose the most convenient way to convey this information:

a) in a moderated plenary discussion, where the students could contribute what they consider to be the main arguments of the chapter they read;

b) in the form of presentations – in this case, the students would sit in their respective groups (e.g., the students who had read the chapter about India's approach would gather together), brainstorm, and decide on which information should be presented to the rest of the class and how. This part of the task could be done in the classroom or

could be performed beforehand as group homework – depending on the teacher's decision.

After the different core approaches to the Indo-Pacific have been presented in the classroom, the students will be given time to compare them. In order to help them organize their discussion, they may be asked to make a list of areas of convergence, and another list with the differences. Also, the teacher could ask some groups to concentrate on the similarities and others on the differences. In the end, each group will present the key components of their discussion.

As the final and summarizing step, the students are asked to revisit one of the pre-reading questions that was included in this chapter: What does the Indo-Pacific mean in terms of understanding the shifting regional order in Asia? This way, the students can see in what ways the process of reading this and other handbook chapters has added to their original understanding of the term Indo-Pacific. The teacher can also decide to include other states' approaches than the ones covered by the listed chapters – in such cases, they should provide the students with appropriate sources of information.

PART II   DIDACTIC SECTION 1

DIDACTIC SECTION 2
Chapter: Understanding the Indo-Pacific (IP) in a Geopolitical Context

Authors: Stefano Pelaggi and Lorenzo Termine

LEARNING OUTCOMES

- Distinguish and compare the conflicting visions regarding the Indo-Pacific's (IP) regional integration and security;
- Deconstruct the employment of different concepts for IP regional security;
- Link political discourses to the strategic purposes of regional players in the IP;
- Explain how geopolitical concepts are translated into actual policies in the IP;
- Discuss examples of IP states' strategic documents bearing in mind the overall geopolitical vision for the region.

QUESTIONS FOR STUDENTS

PRE-READING QUESTIONS

1. What is region-building?
2. How is region-building a resource for state power?
3. What are examples of earlier concepts for framing Asian security before the IP?
4. Who is involved in devising the mainstream geopolitical framework for a region?

MAIN QUESTIONS

1. How has the Indo-Pacific been conceptualized by classical geopoliticians? How is theoretical knowledge useful when applied to the geopolitics in the IP?
2. How are states pursuing region-building in Asia?
3. Who (and how) is framing how we think about the IP?
4. What are the commonalities and differences between the geopolitical visions of the IP, India, Japan, or the United States of America?
5. How has the concept been perceived by China?

POST-READING QUESTIONS

1. How are other states in Asia thinking about the IP?
2. What is the IP's degree of political, economic, and security integration?
3. How are the major powers in Asia converting their geopolitical framework into actual soft and hard policies?
4. Is the United States hard and soft power primacy pushing partners to align with its perspective on the IP? Why yes/no?
5. Is China's rise pushing neutral states to side with Beijing? Why yes/no?

CLASSROOM ACTIVITY: Geopolitical narratives

This activity is designed to enable students to approach the issue of the geopolitical narratives of Asian states not from some merely abstract notion but rather as a product of particular interested actors who want to secure or preserve their advantage or position now or in the future, and who have particular security and economic concerns.

The teacher divides the class into seven representative groups: 1) United States, 2) Japan, 3) India, 4) China, 5) Taiwan; 6) Australia; 7) Canada.

The teacher asks each group to consider 1) geographical location; 2) national economic interests; 3) national security concerns based on historical record of conflict, disputes and patterns of enmity and amity; 4) cultural connections. Once these four major dimensions are outlined, the teacher asks the groups to draft a national geopolitical framework that include those considerations. For instance, India might want to exclude Pakistan from its geopolitical framework because of its historical record of enmity and the religious barrier, while China may want to include it because of the strong economic linkage. Taiwan may likely be willing to gather together all those countries that are useful to help it escape from the security and economic chokehold applied by China. It might help if the teacher sets a clear timeframe for this part of the activity as well as the form in which the output should be presented by the students (written/short presentation/bullet points, …). A list of questions that should be addressed by each group could also be provided, e.g., which countries would you include in your framework? What are the main security concerns? What would your economic priorities be?

The exercise could be run several times, with the teacher adding a different initial condition or factor for students to take into account each time. For example, after students have prepared a certain geopolitical framework based on geographical contiguity, the teacher may ask them: suppose your economy is highly dependent on rare-earth elements for your tech industry from one country outside your framework. How does this affect your elaboration? Does this push you towards inclusion of that country or, considering all the other factors, does this encourage you to be even more adamant in excluding that country and, perhaps, outsourcing your imports in other locations?

This exercise could lead in unexpected directions, depending on what students come up with or how willing they are to think 'outside the box,' to see themselves as powerful actors now or in the future, and to approach the basic geopolitical notions. The teacher can also encourage interactions among groups to play an interactive role game which may trigger even more interesting developments. For instance, suppose you are Japan, and you want to build a security-oriented geopolitical framework with like-minded countries like India, the United States, Australia but are sceptical of economy-related regional initiatives because you are highly integrated with China's economy. How would you react to a US proposal of a geopolitical framework with economic organization attached? Take into consideration that the United States may be willing to propose economic organizations that promote a stronger detachment from China which may not suit Japanese interests.

DIDACTIC SECTION 3
Chapter: Political Economy of Indo-Pacific Development

Author: Karina Jędrzejowska

LEARNING OUTCOMES

• Have empirical knowledge of a variety of Indo-Pacific socio-economic issues and challenges;
• Give examples of the heterogenous development of the region and show how it affects cooperation and potential economic integration within the Indo-Pacific;
• Use data provided in the chapter to discuss development issues such as poverty and inequality in the Indo-Pacific;
• Briefly describe selected development cooperation initiatives in the region;
• Discuss Sustainable Development Goals in the context of the Indo-Pacific;
• Use selected World Bank and United Nations (UN) resources for bibliographical searches, data acquisition and analysis.

QUESTIONS FOR STUDENTS

PRE-READING QUESTIONS

1. How many countries are there in the Indo-Pacific? Which development level is the prevailing one in the region?
2. What are the main social and economic problems of the Indo-Pacific?
3. What do you consider the major developmental challenge for the Indo-Pacific? How does it affect the region?

MAIN QUESTIONS

1. What does development in the Indo-Pacific being heterogenous mean?
2. What are the development issues and challenges in the Indo-Pacific?
3. Why are poverty and malnutrition considered major issues in the Indo-Pacific?
4. What are the examples of regional development cooperation initiatives in the Indo-Pacific?
5. Is it possible for Indo-Pacific countries to reach the Sustainable Development Goals by 2030? Why yes/no?

POST-READING QUESTIONS

1. Based on the social and economic statistics for the region, is it justified to say that the Indo-Pacific is split into two subregions demarked by the Pacific and Indian Oceans, respectively?

2. Why is the Indo-Pacific an important region for the global economy? How do you think its global economic status will evolve in the coming years?
3. What can be done in order to accelerate the institutionalisation of development co-operation within the Indo-Pacific?
4. What does the concept of the "story of two Asia's" with regard to the Indo-Pacific imply?

CLASSROOM ACTIVITIES

The teacher proposes the below activities (all of them or just selected tasks) to the students, who can perform the tasks in groups, pairs, or individually, depending on the group needs and teacher's preferences. Additionally, all the post-reading ques tions can be used in classroom discussions.

INSTRUCTIONS FOR THE STUDENTS

1. Download the most recent indicators of socio-economic development from the World Bank database "World Development Indicators" as well as corresponding data for the years 1990, 2000, and 2010. Based on the time-series selected (e.g., poverty, economic growth rates, inflation) describe the major development trends in the In-do-Pacific.
2. Using the UNDP Human Development Report, discuss the regional differentiation of the Indo-Pacific in terms of human development. Look at individual indicators included in the aggregate HDI measure.
3. Using the UN SDG Progress Reports, indicate the areas in which Indo-Pacific coun-tries have made the most progress towards reaching the goals set in the 2030 devel-opment agenda. In which areas and which countries are lagging behind the most?
4. Look at the UN Least Developed Countries Category. Which Indo-Pacific countries are classified as LDCs? Based on the data from the UNOHRLLS, assess their chances of overcoming their major development limitations.

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DIDACTIC SECTION 4
Chapter: Trade Regionalism in the Indo-Pacific

Author: Anna Wróbel

LEARNING OUTCOMES

- List stages of economic integration;
- Describe trade flows in the Indo-Pacific region;
- Give examples of trade agreements in the Indo-Pacific region;
- Classify Indo-Pacific trade agreements;
- Predict the potential implications of trade negotiations.

QUESTIONS FOR STUDENTS

PRE-READING QUESTIONS

1. What is economic integration?
2. What are the forms/stages of economic integration?
3. Why do countries decide to liberalize trade on the basis of preferential trade agreements?
4. What are the benefits and risks of economic integration?

MAIN QUESTIONS

1. What are the main trade trends in the Indo-Pacific region?
2. What are the characteristics of economic integration in the Indo-Pacific region?
3. What criteria can be used to classify preferential trade agreements?
4. What are the main forms of preferential trade agreements in the Indo-Pacific region?
5. Which Indo-Pacific countries are particularly active in integrating the region?

POST-READING QUESTIONS

1. What are the arguments for and against economic integration in the Indo-Pacific region?
2. What are the benefits and risks of economic integration in the Indo-Pacific region?
3. What are the prospects for further economic integration in the Indo-Pacific region?
4. Which countries will drive further trade liberalization in the Indo-Pacific region and why?
5. Is there a link between the WTO negotiations and economic integration efforts in the Indo-Pacific region? Please justify your answer.

CLASSROOM ACTIVITIES: Classifying Indo-Pacific trade agreements (Group work)

The students are asked to classify the given examples of trade agreements using the classification criteria discussed in the chapter.

- Before the class, the teacher should prepare a set of commercial agreements for students to work on, e.g., in the form of the table below. Each group can be given a different set of trade agreements, or several similar sets can be prepared. Different countries and their agreements will be taken into account.
- The teacher divides the class into groups (depending on the number of students). Each group (3-4 students) works on a set of trade agreements.
- The students discuss their set of trade agreements for 15 minutes. In their discussion, they are asked to make use of the classification criteria presented in the chapter.
- Each group then presents the results of its work, justifying why it has classified the agreement in a particular way. If different groups work on a similar set, they can gather together in order to check if they have classified the items in the exact same way.

Table 1. Example of group worksheet:

Task: **Select with an X the type of the following agreements concluded by India**

	ASEAN - India FTA	India-Japan FTA	South Asian Preferential Trade Arrangement (SAPTA)	Southern Common Market (MERCOSUR) - India FTA
Intraregional agreement				
Interregional agreement (cross-regional)				
North–North agreement				
North–South agreement				
South–South agreement				
Bilateral agreement				
Plurilateral agreement				
Agreement which is a preferential trade agreement (PTA) for at least one party				

Table 2. Example of group worksheet:

Task: Select with an X the type of the following agreements concluded by Australia

	Indonesia - Australia FTA	Australia - New Zealand Closer Economic Relations Trade Agreement (ANZCERTA)	Comprehensive and Progressive Agreement for Trans-Pacific Partnership (CPTPP)	ASEAN - Australia - New Zealand FTA
Intraregional agreement				
Interregional agreement (cross-regional)				
North–North agreement				
North–South agreement				
South–South agreement				
Bilateral agreement				
Plurilateral agreement				
Agreement which is a preferential trade agreement (PTA) for at least one party				

INDIVIDUAL ACTIVITIES/ ASSIGNMENTS FOR STUDENTS

1. Analysis of the Indo-Pacific position in world trade: Based on WTO data, the student should characterize the role of the Indo-Pacific in world trade and the main trade trends in the Indo-Pacific region.
2. Analysis of the economic impact of the chosen Indo-Pacific trade agreement: Using statistical data, the student should analyse the effects of the chosen trade agreement. Data from before and after the conclusion of the trade agreement should be used for this purpose. It must be determined whether the agreement has had an impact on the increase in trade between the parties, which sectors of the economy have benefited from the agreement, and which have lost out.

DIDACTIC SECTION 5
Chapter: Impact of Religion on International Relations in the Indo-Pacific

Author: Aleksandra Jaskólska

LEARNING OUTCOMES

- List and briefly describe the main theoretical approaches analysing the role of religion in international relations;
- List the main religious systems in the Indo-Pacific;
- Discuss the influence of religion on international relations in the Indo-Pacific;
- Analyse the role of religion in the regionalization process in the Indo-Pacific.

QUESTIONS FOR STUDENTS

PRE-READING QUESTIONS

1. What is religion? What is religious diversity?
2. Which regions are among the most religiously diverse in the world?
3. In what way might religious diversity influence relations between states and foreign policy decision-making?

MAIN QUESTIONS

1. What is the approach of the main IR theories of towards religion?
2. What are the main religious systems in the Indo-Pacific?
3. What is the impact of religious diversity on international relations in the Indo-Pacific?
4. What is the influence of religion on the internal politics and foreign policy of selected countries in the Indo-Pacific region?
5. What is the role of religious diversity in regionalization in the Indo-Pacific?

POST-READING QUESTIONS

1. Which international relations theory (among those presented) in your opinion is the best to explain the role of religion in analysing international relations in the Indo-Pacific?
2. Do you believe it is possible that in the coming decades a new, Indo-Pacific, identity will develop?
3. How do you think religion and religious diversity might impact international relations in the Indo-Pacific in the next two to three decades?

CLASSROOM ACTIVITIES

ACTIVITY 1.

News overview at the beginning of the meeting with students. The topic of the news overview: religion, religious diversity, secularism, religious nationalism, communal conflicts, religion and domestic and external politics in the Indo-Pacific region. Students present the news that they found most interesting. Possible scenario: each student has to bring from one to two news items (electronic or paper version) and be able to brief their peers about the content. First, they present them to each other in pairs or small groups. Then, they choose one topic to discuss in front of the class. The teacher moderates the discussion.

The speakers should concentrate on the impact of religion on the domestic and foreign policies of the countries located in the Indo-Pacific. The teacher should also encourage the students to notice that news media from different countries may present the same event differently (for this purpose, the students could be asked to search for examples of at least two different sources of the same event).

ACTIVITY 2.

The teacher prepares a list of case studies (bilateral or multilateral relations in the Indo-Pacific) and asks students to analyse the impact of religion on the case studies.

Examples of case studies:
- Role of religion in India-Pakistan relations;
- Religion in the foreign policy of a chosen state;
- Role of domestic politics (related to religion) in foreign policy making of a chosen state;
- Role of religion in regional integration in South and South-East Asia.

The teacher divides the students into groups of 4-5 people and, after a certain amount of time (approximately 15-20 minutes), asks the students to present the outcome of their discussion.

ACTIVITY 4.

What if there was no religious diversity in the Indo-Pacific? Would all bilateral and multilateral challenges be gone? The teacher divides students into groups of 4-5 people and, after a certain amount of time (approximately 15-20 minutes), asks students to present the outcome of their discussion. You can also divide students into two groups. One group has to find arguments supporting that without religious diversity in the Indo-Pacific, there will be no (or fewer) challenges on a bilateral and multilateral level. The second group - vice versa.

INDIVIDUAL ACTIVITIES/ASSIGNMENTS FOR STUDENTS

1. The students watch a movie or a TV series that is related to the topic of religion/religious diversity in the Indo-Pacific. Then, they write short essays or record podcasts, based on the teacher's guidelines and evaluation criteria. In advance, the students are asked to search for movies that match the criteria (possibly with a brief justification of why this particular movie or TV series matches the criteria). Then, a final list is agreed upon. By way of example, the teacher may suggest "Gandhi", 1982 (directed by Richard Attenborough) or "The lady", 2011 (directed by Luc Besson).

2. First, analysis of the role of religion/religious diversity in the foreign policy decision-making of students' countries. Then, the students are asked to write short essays or record podcasts, based on the teacher's guidelines and evaluation criteria.

3. The students conduct interviews with scholars, politicians, NGO representatives, other students (choose one option or more) about the influence of religion/religious diversity on international relations in the Indo-Pacific.

DIDACTIC SECTION 6
Chapter: Authoritarian Regimes and their Evolution in the Indo-Pacific

Author: Jeroen Van den Bosch

LEARNING OUTCOMES

- Define what a political regime is;
- Use one way of classifying (autocratic) political regimes;
- Identify major turning points (junctures) in Indo-Pacific history that have shaped regime changes;
- Give examples of monarchies, military regimes, party-based regimes, and personalist regimes in the Indo-Pacific and discuss their evolution;
- Compare cases by sorting dictatorships in the Indo-Pacific into their respective 'main' trajectories.

QUESTIONS FOR STUDENTS

PRE-READING QUESTIONS

1. Where does autocracy end and democracy begin?
2. Can all regimes with elections be considered democratic?
3. What happened to the kingdoms (monarchies) of the world?

MAIN QUESTIONS

1. What is a political regime and which groups does it include?
2. Why are colonial states not considered political regimes?
3. In what form did monarchies survive (or evolve) in the Indo-Pacific?
4. What was the role of militaries in regime formation during independence in the Indo-Pacific?
5. What were the main turning points that shaped regime changes in Indo-Pacific history and why?
6. What are the current examples of single-party rule, military rule, and personalist rule in the Indo-Pacific?
7. How did the US involvement in the Vietnam war affect autocratic regime trajectories?

POST-READING QUESTIONS

1. How can breaking open the 'black box' of the state help us understand IR?
2. In what ways is the Indo-Pacific unique as a "political biotope" for authoritarian regimes (compared to other world regions)?

3. What are the prospects of a 'democratic bloc' emerging in the Indo-Pacific?
4. What could be the possible impact of renewed great power rivalry on regimes in the Indo-Pacific today?
5. How does North Korea's regime continue to survive for so many decades?
6. In what countries in the Indo-Pacific do militaries continue to play an important role in politics today, and why?

CLASSROOM ACTIVITY: Cooperation and democracy (role-play)

The teacher divides the class into (ideally) four groups. Each group will take the role of a government of one of the following countries: Australia, India, Japan, and the United States. In the case of larger classes (if four groups would be bigger than 6 people each), it is advised to create more groups – more than one group with the same country assigned.

In order to prepare for the role, the students need to take some time to study the foreign policy (toward the Indo-Pacific) and democratic culture of one country: Students should give special attention to their country's democratic deficits, strategic alliances, track record of promoting democracy (regionally), and cultural democratic values (consolidated or not). They should gather this information before the class, either by studying up-to-date literature suggested by the teacher or searching for appropriate sources on their own.

Student groups can also use the following works as a starting point for their analysis:

- Andre Asplund, Normative power Japan: settling for 'Chinese democracy', *Contemporary Japan*, 30(1), 2018: 117-134.
- Arijit Mazumdar & Erin Statz, "Democracy Promotion in India's Foreign Policy: Emerging Trends and Developments," *Asian Affairs: An American Review*, 42(2), 2015: 77-98.
- Hiro Katsumata, "Why does Japan downplay human rights in Southeast Asia?" *International Relations of the Asia-Pacific*, 6(2), 2006: 249-267.
- Mubashar Hasan, "The Indo-Pacific Strategy: Promoting Democracy in South Asia" *The Georgetown Journal of International Affairs* (SFS), 27 August 2021. https://gjia.georgetown.edu/2021/08/27/the-indo-pacific-strategy-promoting-democracy-in-south-asia/
- Rebecca Strating, "Enabling Authoritarianism in the Indo-Pacific: Australian exemptionalism," *Australian Journal of International Affairs*, 74(3), 2020: 301-321.
- Rebecca Strating, "Enabling Authoritarianism in the Indo-Pacific?" *Australian Outlook*, 2 April 2020. https://www.internationalaffairs.org.au/australianoutlook/enabling-authoritarianism-in-the-indo-pacific/
- Sandra Destradi, "India as a democracy promoter? New Delhi's involvement in Nepal's return to democracy," *Democratization*, 19(2), 2012: 286-311.
- Shin Kawashima, "Building an Order for the Indo-Pacific How to reconcile relations

with the region's authoritarian regimes?" *The Diplomat*, 30 May 2018. https://thediplomat.com/2018/05/building-an-order-for-the-indo-pacific/

In the next step, each group presents their findings in turn. After listening to all the groups' reports, students from each group take some time to decide which of the other three countries is the best match for cooperation (arguing their choice).

In the final stage, there can be a class debate regarding whether the 'Quad' (*Quadrilateral Security Dialogue*) – a strategic alliance of these four countries – can possibly become an instrument to promote democracy and human rights in the Indo-Pacific. (Thus, answering the questions "Can they go beyond strategic interests and promote common values?" and "Would the other countries in the Indo-Pacific be receptive to such a 'democratic bloc'?")

INDIVIDUAL ACTIVITY/ ASSIGNMENT FOR STUDENTS

Students should reflect on the following issue: how can continued personalization (centralization of executive power) in the People's Republic of China affect the IR dynamics of the Indo-Pacific? Try to look from the perspective of leader 'personalization' by Xi Jinping and how autocracies diffuse authoritarianism to their neighbours.

As a theoretical frame, consult:

• Marianne Kneuer & Thomas Demmelhuber (eds.), *Authoritarian Gravity Centers: A Cross-Regional Study of Authoritarian Promotion and Diffusion*, New York-London: Routledge, 2021.

DIDACTIC SECTION 7
Chapter: Democracy in the Indo-Pacific

Author: Bhaswati Sarkar

LEARNING OUTCOMES

- Explain the complexity of the concept of democracy and its application;
- Understand democracy building in post-colonial and post-authoritarian states;
- Apply various criteria to judge the democratic quality of Indo-Pacific countries;
- Assess the progress of democratic transition and consolidation of select Indo-Pacific countries;
- Describe civil-military relations in selected countries of the region;
- Relate the specific case developments to larger democratic trends.

QUESTIONS FOR STUDENTS

PRE-READING QUESTIONS

1. Why do you think it is important to talk about democracy in the Indo-Pacific?
2. How uneven is democracy in the region?
3. What kind of political culture do these countries exhibit?
4. Which states of the Indo-Pacific region would you identify as currently democratic and which are not? What criteria have you applied?

MAIN QUESTIONS

1. How is democracy conceptualised?
2. What has been the democratic experience in the post-colonial states of the Indo-Pacific?
3. How successful have these countries been in developing robust political parties and civil society?
4. How do these countries respond to diversity?
5. What can you tell about the civil-military relations in the six countries covered in the chapter?
6. What are the prospects of these states strengthening as substantive democracies?

POST-READING QUESTIONS

1. Do you think that the democratic trend in the Indo-Pacific countries discussed mirrors the general trend of the state of democracy in the world?
2. How do the democracies of the Indo-Pacific compare with the newly established democracies in Central and Eastern Europe?

3. How is democracy as a model of governance being impacted by the economic success of non-democratic regimes like China?

CLASSROOM ACTIVITIES

The two activities below can be used either separately or combined; in the combined version, the goal of the discussion is to prepare the students for a practical session in which they have to play the role of a head of government in four different scenarios. The students can verify if the arguments they used in the (theoretical) discussion can be applied in their further decision-making. Another version of this activity is based on the reverse logic: first, the students try to figure out (in pairs or bigger groups) the best policy options for the government in their scenario. They should point out any dilemmas or difficulties in their decision-making. Then a theoretical discussion should take place – it might be interesting to check if the theoretical considerations in a bigger group can add new perspectives to their original decision-making. Moreover, the mental exercise of acting as a head of government could provide practical input for the discussion. As a result, the four scenarios are revisited by the original groups. Finally, each group presents their findings and receives feedback from their peers and the teacher (based on the criteria previously established by the teacher).

ACTIVITY 1.

The teacher divides the class into two groups, each group is presented with one topic to discuss for 15-20 minutes, and then they write down their arguments and possible counterarguments. In the case of a bigger group, the students can be further divided into smaller groups. In their discussion, they are asked to make use of the information, ideas, and analysis presented in this chapter and its readings.

- Topic 1. Democracy in the post-colonial states of the Indo-Pacific is de-consolidating rather than maturing.
- Topic 2. Electoral majorities weaken rather than strengthen democracy.

The first group is asked to identify the criteria that they think are the most critical to democratic consolidation and present their position and the reasons for these to the class. Both the teacher and other students then join the discussion.

Similarly, the second group presents their position and the reasons regarding their discussion topic, following which, the teacher and other students join the discussion. Thereafter, both groups are asked to write out three things that they think are essential for democracies to work.

ACTIVITY 2.

Given below are four scenarios, the teacher divides the class into four groups and assigns one scenario to each group. The groups discuss for 15 minutes and present their

position, connecting it with democracy (including what they learned from the Handbook chapter and their own understanding of the term).

Scenario 1.

Parliamentary system, PM head of government.

Unitary state. Minorities present. Secular state.

You are the leader of Party A, which has won by a whisker, and you form the government. Your main constituency is the majority community. Party C, a right-wing party, has improved its performance in this election. What kind of policies will you implement vis-à-vis minority groups and what will be your rationale for doing so?

Scenario 2.

Parliamentary system, PM head of government.

Federal state. Many minorities present. Secular state.

You are the leader of Party B and your party has made a clean sweep in the elections for the first time. The elections were fought on the promise of development for all, jobs, zero tolerance for corruption, education, and healthcare. You also have an understanding that the state had so far neglected many of the concerns (cultural) of the majority community and your constituency feels the same. What kind of policies will you implement and what will be your rationale for doing so?

Scenario 3.

Parliamentary system, PM head of government.

Federal state. Many minorities present. Secular state.

You are heading a coalition government. It is not a pre-poll alliance, but rather a post-poll coming together of parties with very different agendas. Your constituency is the majority community, you have managed to appeal to the poor, but you also have the backing of big corporations. What kind of policies will you implement and what will be your rationale for doing so?

Scenario 4.

Presidential system. Two terms.

Unitary state

You have won on an anti-corruption, development programme. This is your first term. The state is secular but religious identity has started playing an important role. What kind of policies will you implement and what will be your rationale for doing so?

DIDACTIC SECTION 8
Chapter: Connectivity Strategies in the Indo-Pacific and their Geopolitical Implications

Author: Gulshan Sachdeva

LEARNING OUTCOMES

- Understand the importance of connectivity during the current phase of globalization in the Indo-Pacific;
- Describe different connectivity strategies in the region including the Chinese BRI, European, and ASEAN initiatives;
- Mention connectivity designs from Japan, India, South Korea, Russia, and the United States;
- Discuss geopolitical and developmental implications of selected connectivity designs;
- Assess the influence of BRI on other infrastructure strategies in the Indo-Pacific.

QUESTIONS FOR STUDENTS

PRE-READING QUESTIONS

1. How has the process of globalization progressed in the last two decades?
2. How do you understand the term "infrastructure connectivity"?
3. What is the Chinese Belt and Road initiative and how is it related to the Indo-Pacific?

MAIN QUESTIONS

1. How has the Chinese Belt and Road Initiative evolved over time?
2. What is the European Union's connectivity strategy and why was it drafted?
3. How have Japan, South Korea, India, Russia, and the United States formulated their infrastructure connectivity plans in the Indo-Pacific?
4. How do the ASEAN countries look at different connectivity designs?
5. How have the Group of seven (G7) and Group of twenty (G20) formulated their responses to different connectivity designs in the Indo-Pacific?

POST-READING QUESTIONS

1. What are the geopolitical implications for the connectivity designs of different countries?
2. Is there any possibility that competitive connectivity strategies from different players could become complementary to each other?
3. Is the focus on infrastructure connectivity really a new narrative?

CLASSROOM ACTIVITY: Bringing connectivity strategies together

As a classroom activity, the class could be divided into at least seven groups, each representing a geopolitical actor. These actors are the European Union, China, the United States, ASEAN, Japan, India, and Russia. For a larger class, an extra group could represent Turkey, South Korea, G7, G20 etc. Each group will try to convince the others through examples that its connectivity strategy is for the benefit of all other groups. At the same time, group members may also like to point out that some of the actions of other groups may create geopolitical tensions in the region.

Step 1. Preparations

In this first stage, students are assigned to groups (countries) and given a certain amount of time to do their research. They should start by reading the chapter and preferably use other sources, if possible, as suggested by the teacher. The students' job is to:
- Find out the connectivity strategy/strategies in the Indo-Pacific
- Give at least 4-5 arguments in favour of the strategy (highlighting the benefits for the whole region or individual countries)
- Think about at least 4-5 weak points or challenges for other countries' strategies
- Decide which member of each group will present each part

Step 2. Presentations

First, each group presents their strategy and its advantages (this should not take more than 3-5 minutes). Immediately afterwards, other groups present their objections. They might be written down by the teacher or an appointed student. The presenting group may choose to answer these objections on the go or decide to discuss them further before answering. In this case, the teacher provides an additional 5-7 minutes of time.

Step 3. Reflection and discussion

After the presentations, the groups continue their internal discussion. While the previous stage had a more confrontational quality, this part should be more conciliatory in nature. Each group's job is not only to "win the discussion" but also to find constructive solutions to the concerns with which the other groups had previously objected to their proposals. This inter-group discussion could be skipped and the summarizing plenary discussion could take place immediately. Another scenario is to mix the groups in such a way that countries could try to negotiate their position. They are asked to rethink their previous positions and work towards agreement. For example, each group could be formed by seven different countries, although a scenario with 2-4 countries – trying to reconcile their differences – would also work.

At the end of the discussion, the teacher, together with the students, could try to assess whether these different strategies could be beneficial for everyone if all the players started coordinating their connectivity strategies.

DIDACTIC SECTION 9
Chapter: Military Power as an Instrument of International Politics in the Indo-Pacific (IP)

Author: Rafał Wiśniewski

LEARNING OUTCOMES

- Assess the relative military capabilities of regional states;
- Understand the functions of armed forces in selected IP states and the way they influence the international politics of the region;
- Understand the characteristics of the Indo-Pacific as an arena of military competition;
- Give examples of IP states using their militaries to shape the international environment;
- Explain the interactive dynamic of the regional military developments (including the arms race);
- Compare military strategies adopted by various regional states, with special emphasis on similarities and differences in their goals, ways of achieving them, and the resulting postures of military forces.

QUESTIONS FOR STUDENTS

PRE-READING QUESTIONS

1. What functions do military forces perform in contemporary states?
2. What is the role of military power in contemporary international politics?
3. Who are the greatest military powers in the Indo-Pacific? How can you tell that they are the strongest?

MAIN QUESTIONS

1. How can we determine which IP states are its leading military powers?
2. What functions do military forces perform in IP states?
3. What military dynamics have contributed to the emergence of the Indo-Pacific geopolitical concept?
4. How has military power been used by IP states to shape the international environment?
5. What are deterrence and coercion?
6. How have the military strategies of selected IP states evolved and why?
7. In what ways do the evolving military strategies of certain IP states influence each other, creating the arms race dynamic?

POST-READING QUESTIONS

1. Under what conditions can the military strategies of the IP's major powers further evolve?
2. How effective can IP militaries be expected to be in fulfilling their missions (e.g., deterrence)?
3. In what ways can regional states be expected to use their military forces to achieve foreign policy objectives without actual use of force? In what ways could states whose military strategies have been described in this chapter use their military forces to achieve foreign policy objectives without the actual use of force (consider a 2-3 year time horizon)

CLASSROOM ACTIVITY: How to build your military (and what for)? – a group decision-making game.

Students are divided into several working groups (optimally 3-4 persons in each). Each group receives a set of briefing materials from the teacher. The materials describe a fictional state as well as its territorial, demographic, and economic potential, geopolitical setting, and relations with other states. Each group has a given budget to develop their state's military. They need to decide (based on the state's characteristics provided in the briefing materials) what will be the main function of their state's armed forces. Then, what doctrine to adopt and which military capabilities to invest in using limited budget money. Each group should have 20-30 minutes to analyze the case and come up with conclusions. After this time, the groups will be expected to provide oral presentations of their main findings. Alternatively, the exercise could be given as homework, in which case students can provide longer presentations (for example in multimedia format) during the next class.

ATTACHMENT 1. Task description for the students Building your country's military = choosing your fighters!

In this exercise you will play the role of a team brought together by the Ministry of Defense of a fictional Indo-Pacific nation. Your mission is to provide recommendations for the upcoming 10-year Defense Modernization Program. Specifically, you have to choose the military capabilities which will be developed within the specified timeframe. Each of the armed services has provided its list of needs. Obviously, your country cannot afford to procure all of them. It is then your task to narrow down 14 proposals put forward into a short list of 5 crucial capabilities that will be developed in the new Modernization Program.

You have been provided with a short briefing outlining your state's political and economic situation as well as the security environment in which it functions. When deciding about the final selection of capabilities, take the following issues into consideration:

- Probable threats facing your country
- The most effective strategy to counter them
- Geopolitical circumstances
- Affordability
- Domestic political considerations

ATTACHMENT 2. Descriptions of fictional states

State A

Geography: State A has a land territory of 300 000 km². The terrain is quite varied, with coastal plains accompanied by inland mountain ranges. The coastline mostly touches a large gulf allowing for an extensive Exclusive Economic Zone.

Population: ca.35 million people. The population is relatively homogeneous in ethnic terms.

Economy: Industrialized, middle-income economy. Thanks to sizable mineral resources and access to the sea, it is tightly connected with the global economy.

Domestic politics: The constitution envisages a presidential form of government. The same political party has held power for the last two decades. Armed Forces are among the most respected and influential social institutions.

History: After the decolonization period, state A emerged through its separation from a larger neighbor, B. Throughout the last half-century, their relations have been through ups and downs. A's independent statehood and identity are well formed.

Security environment: States A and B have a long-running dispute over the delimitation of their respective EEZs. This has been made more important in the last decade due to the confirmation of large reserves of oil and gas on the seabed in the disputed area. Both states also share a long land border (mainly in the coastal plains), which, however, is [currently] uncontested.

State Y

Geography: The land territory of state Y encompasses ca. 700 000 km2. It is located on an archipelago of ca. 10 000 islands of various sizes, spread across a 1000 km arc on the East-West axis**.** They are generally within the continental shelf.

Population: Ca. 90 million. Large ethnic, religious, and linguistic diversity.

Economy: Low-income industrializing economy. The main sectors are tourism, fisheries, and maritime trade. The EEZ is rich in natural and mineral resources. Many international companies are interested in their exploitation.

Domestic politics: A parliamentary democracy, governed by unstable multiparty coalitions. A federal structure with significant powers of regional authorities. Long-run-

ning regional and ethnic conflicts.

History: Most of the post-colonial period has been characterized by political instability and ongoing regional conflicts with ethnic undertones.

Security environment: Stable and relatively peaceful relations with continental neighbors. Continued threat of local insurgency and urban organized crime/terrorism in major population centers. The resource-rich EEZ attracts many fishing and mining operations, not all of them sanctioned by state Y's authorities.

ATTACHMENT 3.

Armed Forces' proposals for the Defense Modernization Program

- **Creation of 3 new light infantry brigades** – each brigade will be made up of ca. 3 000 soldiers equipped with small arms, light artillery, and light-wheeled vehicles. This type of unit is effective in fighting in difficult terrain (jungle, mountains, etc.) and exhibits high levels of strategic mobility (they are easy to transport for long distances by air or sea). Soldiers of light brigades would be trained and equipped for counterinsurgency, counterterrorism, and civil authorities support missions.
- **Creation of 3 new armored brigades** – these units are equipped with tanks, infantry fighting vehicles, and other types of armored vehicles. This ensures a high level of firepower, survivability, and tactical mobility (ease of movement on the battlefield). It is best suited for large-scale combat against similarly equipped opposing forces. Armored forces operate with ease in open terrain. Mountains, jungle, or urbanized terrain provide numerous obstacles to their mobility. Due to having a large fleet of sophisticated vehicles, armored forces are expensive to create and maintain.
- **New Special Operations Unit** – an elite unit of carefully selected and rigorously trained soldiers, capable of undertaking unconventional, high-risk missions. Especially useful for counterterrorism and counterinsurgency missions. Although their equipment is not as costly as the armored brigade's, the costs of training and salary make it significantly more expensive than a comparable light infantry unit.
- **A battalion of land-based ballistic/cruise missiles** – this unit would use advanced missiles able to precisely hit targets hundreds of kilometers away, fired from mobile launchers. It is a very expensive capability and few regional states posses it. Despite a limited supply of ammunition, it would allow precision strikes on important targets deep inside enemy territory. Additionally, cruise missiles can be used to attack ships several hundred kilometers from shore.
- **2 squadrons of modern Multirole Combat Aircraft** – composed of ca. 24 combat jets in total, these units would be able to protect your country's airspace from air attack as well as allow precision attacks on land targets (both against troops on the battlefield and facilities deep inside enemy territory) and perform long-range reconnaissance and anti-ship missions. These are among the most expensive items on the

list. You have to factor in the cost of aircraft, weapons, spare parts, and the rigorous training of pilots. Simply maintaining the aircraft in service generates large costs (fuel, spare parts, repairs, etc.).

- **A squadron of Unmanned Aerial Vehicles** – these "drones" offer a relatively cheap way of conducting long-range, long-duration aerial reconnaissance and surveillance over land and sea. They also have limited strike capabilities. The cost is a fraction of that of a squadron of combat jets; however, their capabilities are also significantly lower, especially against an opponent with a modern air force and air defenses.

- **A squadron of tactical transport aircraft** – these aircraft are able to efficiently transport troops and equipment throughout the continent. They are also able to operate from simple airfields in difficult terrain. Although every aircraft type is costly, these are among the most affordable.

- **A flight of Multi Role Tanker Transport Aircraft** – these sophisticated and costly aircraft give an air force a truly global reach. Thanks to aerial refueling, other aircraft can travel very long distances, or can significantly prolong their time on station (for example, on air patrol or over a battlefield). For that reason, they are a useful complement to multi-role combat jets. In their transport role, these planes can ferry personnel and small cargo over trans-continental distances.

- **A battalion of tactical helicopters** – a unit composed of both transport and attack helicopters allows for the speedy transport of light infantry to distant battlefields with fire support provided by the attack helicopters. Makes flexible air maneuver operations in difficult terrain possible. Although not as expensive as combat jets, helicopters carry a hefty price tag and are costly to maintain.

- **Submarines** – the most lethal and expensive type of warships. Excellent hunter-killers, able to track and destroy enemy warships and merchant vessels. Can be equipped with long-range attack missiles. Require a specialized and costly support infrastructure.

- **Offshore Patrol Vessels** – relatively inexpensive ships designed for long patrols of the territorial waters and the Economic Exclusion Zone. Useful for maritime law enforcement duties, fisheries enforcement, and environmental monitoring. As they are lightly armed, they are not very useful for fighting other navies.

- **Multi-role missile frigates** – large and sophisticated warships with an extensive and versatile sensor and weapons suite. Effective in show-of-force missions as well as classical naval combat. A little less expensive than submarines.

- **Fast Attack Craft** – small, fast, and maneuverable warships armed with modern anti-ship missiles. Useful in naval combat in shallow waters, especially with a rugged coastline. Significantly less expensive than frigates, but far more vulnerable to enemy air attack in open water.

- **Amphibious landing ships** – large and versatile warships. They are able to transport troops and equipment to far-off areas and disembark them on an unprepared shore (such as on a beach). Also useful for logistic/disaster relief missions. Moderate in terms of costs.

DIDACTIC SECTION 10
Chapter: Energy Security in the Indo-Pacific region

Author: Rafal Ulatowski

LEARNING OUTCOMES

- Understand the terms energy security, energy diplomacy;
- Link energy security and military security;
- List and describe the challenges for energy security in China, India, and Japan;
- Understand the impact of changes in international relations on the energy policies of China, India, and Japan;
- Discuss the energy policies and energy diplomacies of China, India, and Japan.

QUESTIONS FOR STUDENTS

PRE-READING QUESTIONS

1. What are the links between economic development and the energy sector?
2. Why is energy policy internationally relevant?
3. How has the energy market changed in the last century?
4. What is the relationship between energy policy and environmental policy?

MAIN QUESTIONS

1. How do different IR theories (liberal and realist) see energy markets and energy security?
2. What are the challenges for energy security in China, India, and Japan?
3. What is characteristic of energy policies in China, India, and Japan?
4. What is characteristic of energy diplomacy in China, India, and Japan?
5. What is the role of China, India, and Japan in global energy governance?

POST-READING QUESTIONS

1. What is the role of the energy policy of China, India, and Japan in their relations with the USA?
2. Do China, India, and Japan accept the contemporary energy market order? Why?
3. What is the situation of small and medium-sized states in the energy market?

CLASSROOM ACTIVITY: Comparing security policies (group work)

The students are divided into groups. Each group discusses and answers one of the questions listed below. The questions may be chosen by group members or assigned to

each group randomly by the teacher. In the case of a bigger class, more than one group could be working on the same question.

All questions are related to the main question for discussion: *What are the similarities and differences between the energy security policies of China, Japan, and India?*

Depending on the number of students, one or possibly two questions are assigned to each group:

1. What are the main energy security challenges faced by China, India, and Japan?
2. What are the main characteristics of the energy policies of China, India, and Japan? How have these policies evolved over the decades? What have been the main reasons for changes in their energy policies?
3. What are the main characteristics of the energy diplomacies of China, India, and Japan? What are the reasons for the similarities and differences in the energy diplomacy of these countries?
4. What have been the successes and failures of China, India, and Japan in their struggles to achieve energy security?

The students discuss their question(s) for around 15 minutes within their group, writing down their answers and other related ideas. In the discussion, they are expected to use the information presented in the Handbook chapter. Then, each group presents their findings and their arguments to the class. The teacher and other students provide feedback on their proposals.

Next, the students – in either a brainstorming or open discussion session (moderated by the teacher) – propose criteria for comparison of the energy security policies of the three countries in order to prepare their answer to the main question (see the beginning of the activity). They can also continue working in groups. The established criteria are written down in such a way that they are visible to all the students (blackboard or other). When this is done, the students can discuss the similarities and differences. The final output can be summarised in a table (Table 1. Below) filled in collectively (the entire class), by groups, in pairs, or individually.

A follow-up activity could be a collaborative writing exercise to prepare documents with written recommendations for the governments of China, India, and Japan based on the discussion held in class. For this purpose, three new groups are formed (one per country), in which the students are assigned the role of "experts". They collaborate in the recommendation writing process. The final product should be a recommendation paper including 3-4 suggestions for the governments of China, India, and Japan on possible activities to improve energy security.

What are the similarities and differences between the energy security policies of: China, Japan, and India?			
CRITERIA FOR COMPARISON	China	India	Japan
Criterion 1.			
Criterion 2.			
Criterion 3.			
Criterion 4.			
More criteria can be added and used			

DIDACTIC SECTION 11
Chapter: Dynamics of Environmental Security in the Indo-Pacific

Author: Jayati Srivastava

LEARNING OUTCOMES

- Know the key debates in the field of environmental security;
- Discuss the major environmental concerns in the Indo-Pacific region;
- Understand the widespread political and security implications of the environmental problems in the Indo-Pacific region;
- Understand the intersecting debates on environment-security-development;
- Compare different countries based on their ranking on the environmental performance index, Sustainable Development Index, and World Risk Index.

QUESTIONS FOR STUDENTS

PRE-READING QUESTIONS

1. What is the meaning and significance of the term Indo-Pacific?
2. What is environmental security?
3. What are environmental risks?
4. How does one assess/measure environmental security?
5. Why has the environment come to acquire a significant place in security studies?

MAIN QUESTIONS

1. How are environment, security, and development interrelated?
2. What are the main environmental challenges in the Indo-Pacific region?
3. What are the implications of climate change and securitization within the UN Security Council?
4. What are the political implications of climate change on small-island developing countries in the Indo-Pacific.
5. What is the stand of different countries on environmental security concerns in the Indo-Pacific?
6. What are the strategies adopted by different actors for the blue economy and their implications for sustainability?

POST-READING QUESTIONS

1. How is Chinese activity in the South China Sea undermining UNCLOS.
2. In what ways does the North-South divide impact the negotiating positions of countries in the Indo-Pacific?

3. How does the vulnerability of small island states add a different strategic dimension to the environmental negotiations?
4. Elaborate on the linkages between environmental scarcities and violent conflict using historical and contemporary examples.

CLASSROOM ACTIVITIES

ACTIVITY 1.

The goal of this activity is to familiarize the students with the World Risk Index and provide them with an opportunity to apply the data in a practical manner. The teacher asks the students to use a political map of the Indo-Pacific (conceptualized according to the teacher's choice) and to classify countries on the basis of the World Risk Index. They should either use the following colour code for risk assessment, as in the example below, or apply their own chosen coding.

Classification

very low	🟩
low	🟩
medium	🟥
high	🟥
very high	🟥

This activity could be performed in pairs or small groups. After the work is finished, the students can compare their assessments with other groups.

A shorter version of this activity, given the large number of countries included in the Indo-Pacific region, would consist of assigning a limited number of countries to each pair or group (smaller part of the political map), who would classify them and then share their work with other groups. In a competitive version of this activity, the students are asked to classify one of their countries incorrectly. During each group presentation, the rest of the students will have to check the correctness of the presented output and identify the "wrong colour", always based on the data provided by the World Risk Index.

Tip: if the students are working on a paper version of the map, a high-resolution photo could be taken of their work and uploaded to a projecting device, in order to be more easily displayed to the whole class.

Link to the World Risk Index:

Aleksandrova, Mariya, Balasko, Sascha, Kaltenborn, Markus, et, al, 2021, World Risk Report 2021, Berlin: Bündnis Entwicklung Hilft, https://weltrisikobericht.de/wp-content/uploads/2021/09/WorldRiskReport_2021_Online.pdf

ACTIVITY 2.

This activity will be in the form of a discussion between student groups on the securitization of environment/climate change in the Indo-Pacific. Each group will be representing a different country including the UK, Germany, the US, Japan, New Zealand, China, India, Papua New Guinea, etc. (the final choice will be made by the teacher, based on the available literature and the course requirements). This will allow students to understand the divergent positions of countries on the subject. First, each group will discuss both the official stance on the issue by their country and the related (past and current) actions in the area. This discussion – as it requires solid background knowledge – can be (partially) prepared by the students in advance (as individual homework or a group project).

After each group has established and discussed their country's "state-of-the-art", the groups could be mixed in such a way that a representative of each country would be assigned to each group. Within an "international" group, each country would present their stance. Then, the students would be asked to write down the common points or conflicts in their visions of the security/environmental issues or even encouraged to engage in a negotiation roleplay, trying to give arguments to defend their position against other countries or forming possible alliances within the group. Each group would then briefly sum up the most interesting discussion points (e.g., the alliances and conflicts that emerged) and present them to the rest of the class.

INDIVIDUAL ACTIVITIES/ ASSIGNMENT FOR STUDENTS

1. What are the implications of bringing climate change and securitization into the scope of the UN Security Council?
2. Discuss the political implications of climate change on small-island developing countries in the Indo-Pacific.

PART II   DIDACTIC SECTION 11

DIDACTIC SECTION 12
Chapter: Strategic Alliances in the Indo-Pacific

Author: Barbara Kratiuk

FULL CITATION

LEARNING OUTCOMES

- Understand the difference between different types of alignment;
- Give examples of different alignments, alliances, and strategic partnerships in the Indo-Pacific;
- Compare different alignments in the Indo-Pacific;
- Analyse alliances and alignments and their aims in the Indo-Pacific;
- Understand why alignments and alliances are formed and how (in general and in the Indo-Pacific);
- Discuss the importance of alignments and alliances in the Indo-Pacific.

QUESTIONS FOR STUDENTS

PRE-READING QUESTIONS

1. What are alliances? How do you understand that term?
2. Do you know of any alliances in the Indo-Pacific?
3. Are there types of cooperation between states other than alliances?

MAIN QUESTIONS

1. What is the difference between alignments, alliances, and strategic partnerships?
2. Why and how are alignments and alliances formed? Is there something characteristic for them in the Indo-Pacific?
3. How important are alliances to the Indo-Pacific? Why?
4. What alignments can we observe in the Indo-Pacific? How important are they?

POST-READING QUESTIONS

1. How do the alignments and alliances presented in the chapter shape the Indo-Pacific region?
2. Can alignments really form when states are in conflict? Why yes/no?
3. Do the alignments and alliances help to stabilize or destabilize the region of the Indo-Pacific? Why yes/no?

CLASSROOM ACTIVITY: Alignments and alliances in the Indo-Pacific

This activity is designed as group work, to engage in analysing the alignments and alliances in the Indo-Pacific. The teacher should have the below graph from Chapter 13 (Strategic Rivalries in the Indo-Pacific) prepared and copied for students to use. Alternatively, the students can look at the graph in their handbooks.
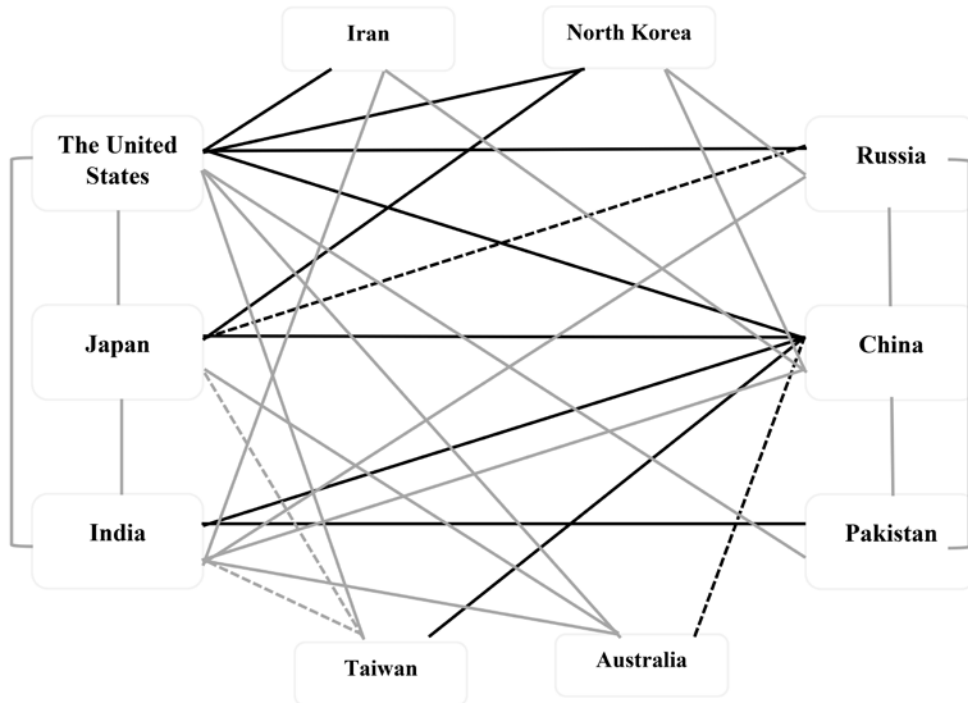

Figure 7.1: *Web of Strategic Rivalries in the Indo-Pacific*
Source: Prepared by Astha Chadha for the Handbook of Indo-Pacific Studies (see Chapter 13)

Strategic Rivalry in black
Strategic Partnership/ Alliance in grey

Part 1.

Instructions for the teacher

• Divide the class into small groups (3 people maximum).
• Distribute the copies of the graph.
• Students have an allocated time of 20 minutes for discussion among themselves to come up with arguments and examples
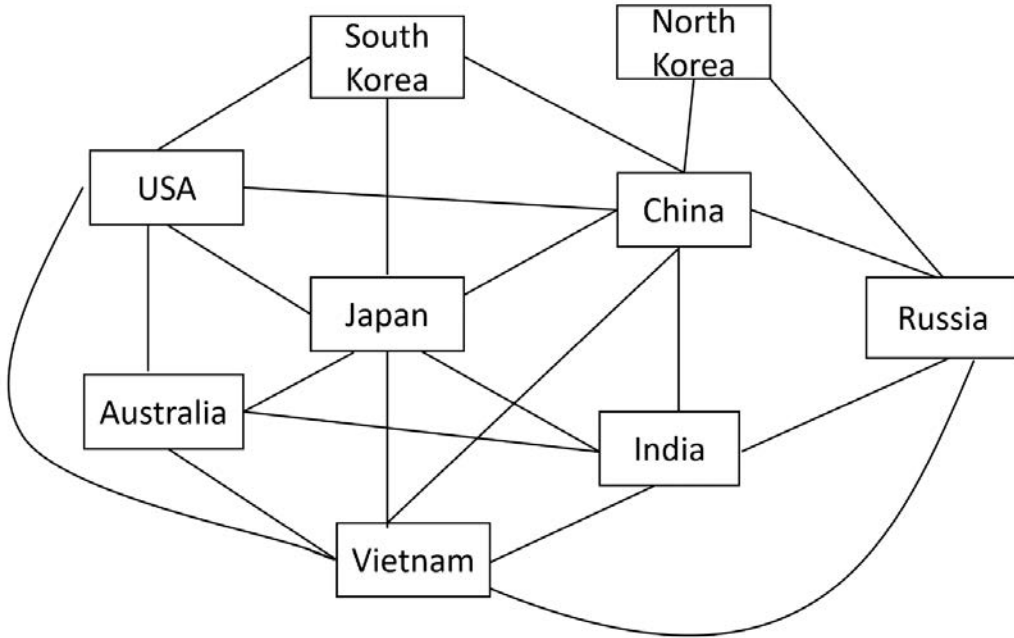
Instructions for the students

Look at the graph depicting the main rivalries and partnerships in the Indo-Pacific. Please identify all of them by their denominations: spatial, positional, ideological, and identity issue. There can be more than one for each partnership and rivalry. Give examples to support your hypothesis.

Part 2.

Instructions for the teacher

- Divide the students into groups of around 4 people.
- Ask them to look at the graph of the trilateral relations in the chapter on alliances and alignments.
- Give them 15-20 minutes to discuss and prepare answers to the questions below.

Graph depicting the trilaterals in the Indo-Pacific
Source: prepared by Barbara Kratiuk for the Handbook of Indo-Pacific Studies (see Chapter 12)

Instructions for the students

Look at the graph depicting the trilateral alignments of states in the Indo-Pacific. Many are engaged in multiple alignments. Why is that? How does it relate to their national interests and foreign policy? What do they get from each one? Are some alignments more important than others? Give examples.

Once the time is up: ask the students to answer the questions group by group, making sure they know that they cannot simply repeat what a previous group stated.

The students should read the chapter before the activity, but it is recommended, not required. If the lecture was given based on the chapter, there should be no problem for students to fulfil the task given.

Smaller groups ensure that all students have an opportunity to contribute and there is a much smaller chance of "hiding" behind fellow group members.

INDIVIDUAL ACTIVITY/ ASSIGNMENT FOR STUDENTS

Choose one of the states in the Indo-Pacific. Look at what kind of alignments it has. Analyse what the source of these alignments is: economics, security, historical affinity? Try to answer the following question: what is the main concern of the state you chose based on the alignments and their characteristics?

DIDACTIC SECTION 13
Chapter: Strategic Rivalries in the Indo-Pacific: Contest, Claims, and Conflicts

Author: Astha Chadha

LEARNING OUTCOMES

- Understand and differentiate between definitions of rivalry and apply the same to selected cases (e.g., US-China rivalry);
- Compare several forms of rivalries in International Relations literature;
- Discuss the causes, developments, and characteristics of selected strategic rivalries in the Indo-Pacific;
- Relate the concept of strategic rivalry (spatial, positional, ideological, and identity-based) to the regional or global power hierarchy (e.g., small, medium, and great powers);
- Apply strategic rivalry concepts to other case studies in and beyond the Indo-Pacific;
- Critically analyse the similarities and differences between the strategic rivalries of the US, Japan, and India in the Indo-Pacific based on spatial, positional, ideological, and identity-based conflicts in the region;
- Give arguments for/against the applicability of the SPIN framework in the chapter to talk about rivalries in the Indo-Pacific.

QUESTIONS FOR STUDENTS

PRE-READING QUESTIONS

1. What ideological fault lines divided Europe at the beginning of the Cold War and how did the U.S.-Soviet Union rivalry affect these divisions?
2. What do you know about the conflicts engulfing post-colonial Asia? (Case of India-China, India-Pakistan, Japan-China)
3. What do you understand by the term Indo-Pacific? Is it a region, a vision, a strategy, or something else?

MAIN QUESTIONS

1. How does strategic rivalry differ from the other forms of rivalry in IR? Explain with examples.
2. How has World War II influenced the current arena of rivalries in the Indo-Pacific?
3. What are the main turning points and characteristics of the strategic rivalries covered in the chapter?
4. How have the following rivalries impacted Indo-Pacific security: US-China, India-Pakistan, Japan-North Korea?

5. What (if any) are the differences between the Indo-Pacific strategies of the US, India, and Japan?

6. What could be the probable causes of an ideological or an identity-based strategic rivalry? Provide an assessment with a case study from the Indo-Pacific.

POST-READING QUESTIONS

1. What are the main hotspots for an armed conflict in the Indo-Pacific? Why?

2. How has the presence and interest of European states in the Indo-Pacific curbed or intensified the strategic rivalries in the region?

3. How will military modernization through advanced technologies by Indo-Pacific rivals impact their rivalry linkages?

4. Will increased technology contests in the Indo-Pacific develop the region or make it more exclusive to larger powers?

CLASSROOM ACTIVITY: States and strategies (discussion and role-play)

The teacher divides the class into groups (ideally, 5 groups, each group forming the governments of A, B, C, D, and E). They will be discussing and strategizing based on the scenarios provided.

Activity and Groups

In a hypothetical ocean called Sea, there are five states (A, B, C, D, E) surrounding the resource-rich Sea, where state:

- A is economically the largest and industrially most advanced but smaller in landmass than B, C, and D. It has a strong military and is a thriving democracy now.

- B is A's rival, sharing borders with A. It is technologically less advanced than A but has been the sole exporter of oil in the region. Its military is only second to A's and it has an authoritarian government.

- C is the third largest economy but depends partly on A for technology and industry, while the rest of its GDP comes from the export of agricultural products. It maintains relations with B also for its energy needs, though A has some influence on its domestic politics, it is mainly controlled by its military which is the third strongest in the region.

- D is the 4th largest economy in the region, the largest in landmass but industrially backwards and mainly agricultural, with the only freshwater lake in the region, and has rare earth metals. It recently gained independence from A, which had colonized it for the past 5 decades for its resources but was secretly supported by B's militarily to gain independence. B still supports it militarily. It has a very weak democracy.

- E is the smallest economy but is an archipelago made up of 3 small islands. It is located closest to B in the Sea and has a booming tourism-based economy. It also exports seafood to the region. It is a democracy and maintains its military relations with both A and B.

Scenario

Some new energy reserves have been discovered by A around one of the smallest islands of E, which it has decided to jointly explore with E. B, on the other hand, intends to claim E's smallest island to gain access to its energy resources, and decided to deploy its fishing vessels close to E's smallest island. B also decided to send some fishermen regularly from D also to fish in E's EEZ. E wishes to ask for A's help but is fearful of sovereignty issues given A's history of being a colonizer.

Steps

1. Students sit in their own groups discussing their own situation and the possible strategies of other states.
2. A and E meet to discuss joint exploration and how to divide the new resource among themselves. States B, C, and D only hear them but do not meet other states.
3. Only states B and D meet to negotiate their fishing and naval activities, with the aim of declaring rights over E's small island.
4. All states are free to interact with each other in summit meetings either as a multilateral meeting or as bilateral/trilateral meetings.

Aim: Negotiate a peaceful resolution/conflict scenario and observe how states form strategic rivalries amid crisis situations.

Hints

1. Think of the foreign policy tools at your disposal as governments of the nations in the Sea region. Employ threat perceptions and form your strategies in the first two steps.
2. As states, groups can choose to cooperate/disagree with states based on their national interests. For example, E can choose to completely abandon joint exploration with A despite signing a deal.

It is recommended that each group nominates a) a leader; b) a spokesperson. The first may coordinate work (discussion) within the group and the latter will voice and negotiate the need for a meeting to the spokespersons of other groups.

INDIVIDUAL ACTIVITIES/ ASSIGNMENTS FOR STUDENTS

1. After completing the activity above, pick a representative from each state, who addresses the general assembly of world leaders, and presents their perspective on the crisis, its evolution, and the final outcome. Each state head argues their case for/against strategic rivalries being inevitable and the possibility of peace in Sea.
2. Is a multipolar order in the Indo-Pacific likely to be more stable than a unipolar order post-Cold War? Present some arguments in favour of or against the topic.
3. What are some of the new (potential) strategic rivalries in the Indo-Pacific? Discuss with evidence.

4. In the context of the web of rivalries provided in the chapter (Figure 7.1), examine any one of the following states and analyse its partnerships and rivalries in the Indo-Pacific using the SPIN framework employed in the chapter:

   a. Australia   b. Iran   c. Taiwan   d. North Korea

5. Examine the role of any of the European nations in the Indo-Pacific and justify why the selected state is critical to Indo-Pacific security. Discuss the state's partnerships and rivalries in the Indo-Pacific using the SPIN framework employed in the chapter.

6. Apply the SPIN framework to the South China Sea dispute or the Senkaku Islands dispute. Prepare a web of rivalries/partnerships for the selected case study/dispute. Present your arguments for/against an armed conflict as a solution to the dispute and its impact on Indo-Pacific security.

DIDACTIC SECTION 14
Chapter: International conflicts in the Indo-Pacific

Author: Przemyslaw Osiewicz

LEARNING OUTCOMES

- Define conflicts according to selected academic frameworks;
- Classify conflicts according to selected typologies;
- Compare groups of conflicts;
- Apply selected typologies to conflicts in the Indo-Pacific;
- Predict future developments with regard to the conflicts in the Indo-Pacific.

QUESTIONS FOR STUDENTS

PRE-READING QUESTIONS

1. What does the word conflict mean to you?
2. Is it possible to classify conflicts? If yes, how would you do that?
3. Could you give any examples of conflicts in the world?

MAIN QUESTIONS

1. What is a conflict?
2. How can you classify conflicts? Describe the presented typologies.
3. How can you group conflicts on the basis of Sven Chojnacki's typology?
4. How can you apply Chojnacki's typology to the conflicts in the Indo-Pacific?
5. How can other typologies of conflicts be applied to the Indo-Pacific?
6. What is the dominant group of conflicts? What are the reasons for this?
7. What are potential scenarios related to future conflicts in the region? Which of them would you qualify as positive or negative? Justify your decision.

POST-READING QUESTIONS

1. Is there any risk of an armed conflict involving nuclear weapons in the region? Why yes/no? If yes, how high is it? What about other world regions?
2. Write a short essay analysing a selected conflict in the region (450-500 words). Justify your choice. Present the causes of the conflict in one paragraph. Then describe potential opportunities, threats, and developments related to the chosen conflict.
3. Think of 3-5 different conflicts outside of the Indo-Pacific. Try to classify them according to the objective and subjective criteria presented in the chapter.
4. If a new international organisation was created to bring together all or the majority of Indo-Pacific countries, what would it need to be more effective than those current-

ly in existence (e.g., ASEAN) in terms of conflict prevention and resolution? Think about values, rules, and possible procedures related to conflicts.

CLASSROOM ACTIVITY: Weapons of mass destruction in the Indo-Pacific. A discussion.

The teacher should outline the problem of the proliferation of weapons of mass destruction in the Indo-Pacific region, at the same time clearly indicating which countries already have such weapons and how large their arsenals of these weapons are. The main question is as follows: Is there a risk of an armed conflict with weapons of mass destruction in the region?

The teacher divides students into two groups. The first group should find and develop arguments confirming the question asked. In turn, the task of the second group will be to point out arguments that clearly prove that such a conflict will not occur in the Indo-Pacific region. The teacher can also propose a time frame for assessing the risk of such a conflict, for example, the next 10 years. (In the case of a bigger classroom, these groups can be further subdivided, so that the work can be done more comfortably in a smaller group, where everyone has a chance to speak and contribute.)

First, students should formulate their arguments, then they should prepare short speeches to present them. Each group has around 15-20 minutes to complete the task and the speeches should not exceed 2 minutes. Another possibility is to ask students to prepare posters presenting arguments for and against. In such a case, students should be given a bit more time to prepare their posters, preferably 30 minutes. The teacher should also prepare large flip charts and several sets of coloured markers in advance. At the same time, not only the substantive value of the arguments but also the intelligibility of statements and/or the quality of the presented graphic information (posters) should be assessed. This exercise will work best in groups of up to 25 students.

DIDACTIC SECTION 15
Chapter: Maritime Governance in the Indo-Pacific.
The European Conceptualization

Author: Tomasz Łukaszuk

LEARNING OUTCOMES

- Define maritime governance and present its most important components;
- Understand the dynamics of maritime governance in the Indo-Pacific and mention its most important players;
- Give arguments as to how the processes related to maritime governance, influenced by main players, impact the region;
- Compare the significance of the different elements of institutional cooperation in the region;
- Assess the developments in maritime governance in the short and long term.

QUESTIONS FOR STUDENTS

PRE-READING QUESTIONS

1. What is governance?
2. What is the impact of the Indo-Pacific region on the global economy?
3. Which members of the European Union are among the important players in the Indo-Pacific region?

MAIN QUESTIONS

1. What are the main elements of maritime governance?
2. Who are key players among state and non-state actors in maritime governance in the Indo-Pacific?
3. What is the influence of climate change on maritime governance?
4. What are examples of cooperation activities in maritime governance in the Indo-Pacific? What are the limitations of such cooperation?
5. What are the mechanisms of Indo-Pacific countries' cooperation with the European Union and its member countries?

POST-READING QUESTIONS

1. Which areas of maritime governance are the most prospective for the convergence of interests among countries of the Indo-Pacific Region?
2. What kind of reforms could be introduced into the existing institutional framework of cooperation in the maritime affairs of the Indo-Pacific based on the European Un-

ion's experience?

3. What could maritime governance look like in the second half of the 21st century?

CLASSROOM ACTIVITIES

The main goal of the activities is to stimulate students' apprehension of the chapter through the debate in the classroom. They are supposed to develop an understanding of the practical use of the instruments of maritime governance. The debate is also intended to deepen the skills of the comprehensive approach toward maritime governance, presenting the interconnectedness and interdependence of all its areas. The debate in small groups of two to five students will make the discussion more inclusive and interactive.

ACTIVITY 1.

The teacher splits the class into groups of 2-5 students and provides each group with the list of 17 sustainable goals created by the United Nations in 2015, with their graphic icons (which can be found at: https://sdgs.un.org/goals#icons). Each group receives 2-4 goals, depending on the number of students. Then, the teacher asks them to use the scheme of sustainable development goals to indicate and present arguments regarding the extent to which each goal has a direct and indirect relation to maritime governance. Furthermore, each group has to find examples of these interrelations among the Indo-Pacific countries. Finally, the reporter chosen by the group presents these arguments and instances.

For example, goals no.1, No Poverty, and no.2, Zero Hunger are linked to maritime governance through fisheries and other sectors of the blue economy, providing food security and employment for millions of people living in the coastal areas. Small archipelago countries like the Maldives or Fiji constitute fine examples in the Indo-Pacific region.

ACTIVITY 2.

The teacher divides the class into groups of 2-5 students and provides each group with the Integrated Maritime Policy scheme of the European Union. Each group is then to draw a model of an integrated maritime policy for the Indo-Pacific based on one of the elements of the EU model:

(source - 'Integrated Maritime Policy of The European Union'

https://www.europarl.europa.eu/ftu/pdf/en/FTU_3.3.8.pdf)

- wind and ocean energy;
- aquaculture – seafood and fish farming;
- coastal and maritime tourism;
- maritime research - the use of scientific knowledge on Europe's seas and oceans through a coordinated approach to data collection and assembly;

- maritime spatial planning - the use of marine resources through better conflict management and greater synergy between the different maritime activities;
- maritime surveillance – share information and data among authorities involved in different aspects of surveillance - border control, environment, fisheries control, law enforcement, and security;
- sea basin strategies - a region-tailored approach based on cooperation among countries within the same sea basin to address common challenges and opportunities towards the development of the maritime economy and marine environment protection.

The exercise could turn into a project performed by the group in the form of a report prepared as homework and delivered after two weeks. Beforehand, the teacher announces the evaluation criteria for the homework including the form(s) in which the model should be presented.

INDIVIDUAL ACTIVITY/ ASSIGNMENT FOR STUDENTS

Students can watch the movie 'The Blue Connection: The Oceans Economy Story' on the YouTube United Nations Conference on Trade and Development (UNCTAD) channel (https://www.youtube.com/watch?v=cQUw7S0khBA), which presents the story of maritime cooperation between three countries - Barbados, Belize, and Costa Rica.

DIDACTIC SECTION 16
Chapter: The United States in the Indo-Pacific: An Overstretched Hegemon?

Chapter author: Yoichiro Sato
Didactic Section created by: Justyna Hadaś and Jeroen Van den Bosch

LEARNING OUTCOMES

- Present the US strategy towards the Indo-Pacific and its evolution;
- Give examples of challenges related to the Indo-Pacific faced by different US administrations;
- Discuss US-Asia relations in the face of the Covid-19 pandemic and the Russian invasion of Ukraine;
- Explain the inconsistencies or ambivalence in the US commitment to the Indo-Pacific.

QUESTIONS FOR STUDENTS

PRE-READING QUESTIONS

1. What is the Indian Ocean Region (IOR)? Which countries does it include?
2. In which regions of the world is the USA currently most present (politically, economically, militarily) or has been historically?
3. What do you know about current US-China relations?

MAIN QUESTIONS

1. What was the US strategy towards the IOR during the Cold War? Why and how did it evolve later?
2. What challenges were faced (and how) by the administrations of George W. Bush, Barack Obama, Donald Trump, and Joe Biden in the Indo-Pacific?
3. What was the TPP and how did the USA approach it?
4. How did the Covid-19 pandemic influence the US rhetoric towards China?
5. What are the recent political moves made by the USA towards the IP countries and other regional actors (including international organisations)? In what sense is the US engagement inconsistent?

POST-READING QUESTIONS

1. Should the USA become more engaged in the region? Why yes/no?
2. How will US relations with regional actors evolve in the next 10 or 20 years? Consider, among others, India, China, Japan, and South Korea and think of different scenarios.

CLASSROOM ACTIVITY: The Indo-Pacific in US elections

Imagine the next US presidential elections. Think of two candidates, one from the Democratic Party and one from the Republican Party. (One of them may be the incumbent). What would each of them propose in terms of US relations with China, the Indo-Pacific region as a whole, and particular countries? Do these two proposals differ significantly or rather in a rhetorical way? Do they propose one policy towards the Indo-Pacific (which would be qualified as a US raison d'etat) or is it rather that the value systems and domestic issues would strongly influence their formulations?

This activity can be done individually, in pairs, or in groups. The ways of carrying it out can range from more of a theoretical discussion to a role-play. In the first case, the students would discuss in smaller groups and then present their findings in a plenary discussion. In the second scenario, they could be asked to first briefly establish each of the candidate's ideological profiles, and then write down the two "Indo-Pacific speeches" (of a length established beforehand by the teacher, but not longer than one or two paragraphs), which they could later perform in front of the class, or – if the teacher and the students prefer – share in written form for common analysis (the students could upload the texts to a shared drive or have them projected to be visible for everyone). Before the writing process starts, the students should, however, be given time to discuss the answers to the two questions given in the first paragraph, and then write down the main ideas to be included in their speeches. They should also establish when and where exactly would the speech take place (e.g. presidential debate, a party rally) and which would be the target audience.

If the teacher feels up to it, they could encourage the use of Critical Discourse Analysis tools (or similar), to help the students reflect on the language used in their speeches (and those of their peers), especially by paying attention to metaphors, comparisons, terms, and other wording chosen by them such as adjectives and adverbs. It is acceptable if the speeches acquire more of an exaggerated tone if this helps the students convey their ideas – they should be encouraged to be as imaginative and playful as possible in their writing, as long as they are able to substantively argue about their choices. The analysis of the texts could be done by each presenting group after the speech is delivered, or alternatively, by the rest of the class.

DIDACTIC SECTION 17
Chapter: 'Chinese Conceptions of the Indo-Pacific: The Impact of Identity and History'

Authors: Chris Ogden and Catherine Jones

LEARNING OUTCOMES

- Describe the main features and periods of China's regional history;
- Present or compare different approaches concerning the understanding of these features and their relative importance in the different periods;
- Evaluate these alternative approaches;
- Identify the different actors within China who are important concerning the management of China's current regional relations;
- Contextualise the varying importance of these actors in relation to a range of choke points across the Indo-Pacific;
- Assess the extent to which understanding China's historical relations are important in its current regional relationships and definitions of the region.

QUESTIONS FOR STUDENTS

PRE-READING QUESTIONS

1. How do you understand the concept of a region?
2. Using the region where you are from:
- Can you describe its main features and where its borders are? What is the basis for how you think countries or entities are included or excluded?
- In forming that region, which political powers or entities were important? Was it a dominant government, or an agreement between powerful states?
- When did this region form? At the end of a conflict? During a conflict? During peacetime?
- Why did it have to form – was it in pursuit of peace, economic engagement, security?
- How important do you think history is concerning how states engage with each other?

MAIN QUESTIONS

1. What were the main features of the traditional "Chinese world order"?
2. What are the main debates surrounding these features? Which authors agree or disagree on these features?
3. Which of these approaches do you agree with the most? What factors shaped your decision?

4. Which actors have been important in shaping the traditional "Chinese world order"? Which actors are important today in shaping China's policy towards its periphery?

5. How are different actors important in shaping China's policies in different areas (you can also consider this question in relation to what you have learnt in other chapters of this handbook)?

6. Do you think that Xi Jinping's policy towards the region is informed by understandings of the traditional world order? If so, which understanding of that world order?

POST-READING QUESTIONS

1. Do you think China can determine who comprises a region in Asia?
2. What are the limits of China's ability to lead that region?
3. What other factors affect when and how regions form? Consider the pre-reading questions and your own region concerning: 1) what was the context of regional formation? 2) who were the driving forces? and 3) how do these drivers fit or diverge from the experiences that we have covered in relation to China? You might find it useful to draw up a comparative table to evaluate these questions.
4. Is the region - and where it is still - contested in Asia? Think about the other chapters of this handbook and the definitions of the Indo-Pacific, and now, having read about China, do you think the Indo-Pacific is a region or is it a different type of political and security framework?

CLASSROOM ACTIVITY: Benchmarking background knowledge

Get a map of the world, centred upon the Indo-Pacific. First individually, then in small groups, and then as a whole class group, ask the students to identify where they think the Indo-Pacific is – which countries are included and where is the outer border of the region? From this discussion, is there a common view among the class? (if you are doing this through online teaching, there are some programs that allow you to highlight different states in colours).

Next, with a different pen colour or a fresh map, ask the students to draw where China might think its region is – who is included, and why have they included them? What was their reasoning for doing / not doing so? How did it make their determinations? Which aspects did they include / exclude – e.g., regional institutions, trade, culture, history, language, or conflict?

Follow-up questions for the teacher:

Was there agreement in your class? Did they already know about who the members of various regional organizations are? Did they already understand some of China's history? What were the things they didn't know about?

Identifying these areas of knowledge will help you to better connect their under-

standing to the background reading as your teaching progresses, and also enable you to better pitch your approach to their current knowledge / understanding.

INDIVIDUAL ACTIVITIES/ ASSIGNMENTS FOR STUDENTS

1. Using one of the main questions above - write a 500-word blog post to explain your findings/answers to readers who are not specialists on this region. Before writing this piece, search for different types of blogs and find one that you would 'contribute this piece to', then tailor your writing accordingly. In particular, you will need to consider how you use language to clearly convey your arguments and ideas, also think about the assumptions you might make about the background knowledge of the audience you are addressing.

2. Imagine you are providing information to a new foreign minister, or member of the EU foreign affairs group. Develop a one-page briefing on this region and how it is constructed. In developing your document, you will need to specify the person or place that is the target for your briefing and think about what type of language, assumptions, images, and information would be appropriate - for example, is it important to highlight the different actors involved in region building? Whether China has different conceptions of the region? How different groups may construct the region differently?

3. Based on one of the main questions, write a 2,500-word essay.

DIDACTIC SECTION 18
Chapter: India's Tryst with the Indo-Pacific

Author: Jitendra Uttam

LEARNING OUTCOMES

- Comprehend India's decisive turn to the "Indo-Pacific" order;
- Understand the Indo-Pacific region in India's strategic thinking;
- Locate India's structural imbalances in the strategic and economic spheres;
- Know historical linkages with India's Indo-Pacific strategy;
- Examine the contrast between geo-economic vs. geo-political strategy;
- Assess India's legacy of a "non-aligned" variety of 'neutrality'.

QUESTIONS FOR STUDENTS

PRE-READING QUESTIONS

1. How do you understand the terms 'Indo-Pacific' and 'Asia-Pacific'? How would you differentiate between the two?
2. How has China's rise impacted India?
3. What is India's stance on building the Indo-Pacific region?

MAIN QUESTIONS

1. What is the nature of India's strategic imbalance and how can it be addressed?
2. In what sense does India's economic imbalance with the East Asian region impact its Indo-Pacific Strategy?
3. Why can it be said that India's engagement with the Indo-Pacific vision stems from an intra-regional divide?
4. How has the Indo-Pacific vision been addressed by the Indian government and by and strategic thinkers?
5. How has India been involved internationally in the construction of the new Indo-Pacific order?
6. What is India's legacy of 'non-aligned movement' and does it contradict its Indo-Pacific strategy?

POST-READING QUESTIONS

1. What are other states in Asia thinking about the IP? How is their vision different from or similar to the Indian one?
2. Do you think the term Indo-Pacific will replace the concept of "Asia-Pacific"? Why yes/no?

3. What is the difference between the earlier era of Asia-Pacific Economic Cooperation (APEC) and the current 'Indo-Pacific' strategy? Can we learn lessons from the growing irrelevance of APEC?

CLASSROOM ACTIVITY: Toward Indo-Pacific. Group work

The class is divided into 3-4 groups. Each group discusses and answers a question (or questions) listed below, assigned by the teacher or randomly selected by students. All questions are related to the following broader, main question for discussion: What are the key determinants driving India's decisive turn toward the newly re-imagined "Indo-Pacific" order?

Depending on the number of groups (and students), one or two questions are assigned to each group:

1. Does the growing power asymmetry between India and China provide space for the articulation of an Indo-Pacific strategy?
2. Does the Indo-Pacific order have the potential to help resolve India's twin imbalances, one in the strategic domain and the other related to the economic sphere?
3. What is India's legacy of non-aligned movement? Does it have the potential to hinder India's deeper alignment with "Indo-Pacific" powers?
4. Does 'balancing' or 'bandwagoning' or *hedging' against China'* serve India's national interest?
5. What is India's 'Act East' policy? Is 'Act East' increasingly merging into 'Act Indo-Pacific?
6. Does the Indo-Pacific promote 'geo-politics' at the cost of 'geo-economics'?

The students discuss their questions for 15-20 minutes within each group, then they are asked to write down the group's response, together with supporting arguments and possible counterarguments. In their discussion, student groups are asked to make use of the information, ideas, and analysis presented in this chapter. Then, each group presents its overall findings along with specific policy proposals before the entire class. At the end, both the teacher and other students provide feedback for all proposals provided by each group.

In order to comprehend, explain, and relate questions with the emerging Indo-Pacific order, students should concentrate on the following concepts/terminologies:

Power Asymmetry

Asymmetric theory is a practical structural approach to international relations theory that addresses the fundamental reality of unequal power amongst nation-states from which to build more stable relations.

Geo-politics vs. Geo-economics

Geo-politics and geo-economics are not only intimately linked, but the latter will have the upper hand during peaceful times. However, growing discord between the US and China has created a divergence between the geopolitical objectives pursued by the United States to contain China and geoeconomic realities that strengthen China's position in the Asian region.

Non-Aligned Movement

The Non-Aligned Movement (NAM) was formed during the Cold War period as an organization of states that did not seek to formally align itself with either the United States or the Soviet Union but sought to remain independent or neutral. Under the leadership of Josip Broz Tito of Yugoslavia, Gamal Abdel Nasser of Egypt, Jawaharlal Nehru of India, Kwame Nkrumah of Ghana, and Sukarno of Indonesia, NAM was established during the Belgrade Conference in 1961.

'Balancing', 'bandwagoning' or 'hedging' against China

Despite India's association with the non-aligned movement, its traditional rhetoric of anti-Americanism, defining its security mainly in terms of competition with Pakistan, and discourse focusing on India and China as rising economies, India is engaged in 'hedging' against China either by 'balancing' or bandwagoning'.

India's 'Act East Policy'

Under the 'Act East Policy', the India-Japan strategic partnership has been lifted to an entirely new level, underscoring the importance of Indo-Pacific cooperation. In fact, India has placed the 'Indo-Pacific' at the heart of its engagement with the countries of South, Southeast, and East Asia. Thus, some prefer to say that gradually, Act 'East' is transforming into Act 'Indo-Pacific'.

DIDACTIC SECTION 19
Chapter: Japan's Indo-Pacific Strategy: Free and Open Indo-Pacific as International Public Goods

Author: Hidetaka Yoshimatsu

LEARNING OUTCOMES

• Explain Japan's special position regarding the Indo-Pacific concept;
• Describe the pillars of Japan's Indo-Pacific strategy and the measures used to implement it;
• Argue how Japan has deepened internal and external commitments to the Indo-Pacific;
• Assess background factors for why Japan came to make stronger commitments to the Indo-Pacific;
• Give examples of Japan's diplomatic actions regarding the Indo-Pacific;
• Understand the future prospects for Japan's Indo-Pacific strategy;
• Discuss examples of IP states' strategic documents bearing in mind the overall geopolitical vision for the region.

QUESTIONS FOR STUDENTS

PRE-READING QUESTIONS

1. Why does Japan matter in considering the development of the Indo-Pacific concept and the current Indo-Pacific construct?
2. What do you think is Japan's stance on the Indo-Pacific?
3. How does Japan initiate and foster partnerships with other countries in developing its Indo-Pacific strategy?

MAIN QUESTIONS

1. In what aspects does Japan assume a special position in relation to the Indo-Pacific concept?
2. What are the pillars of Japan's Indo-Pacific strategy and what measures has Japan implemented under those pillars?
3. How has Japan sought to pursue and realise the rule of law in the various dimensions of its Indo-Pacific strategy?
4. How has Japan fostered partnerships with the US and other like-minded countries in developing its Indo-Pacific strategy?
5. Why is ASEAN important for Japan in developing its Indo-Pacific strategy and what is necessary for Japan to substantiate its Indo-Pacific strategy in association with ASEAN?

POST-READING QUESTIONS

1. What is required for Japan to create a rules-based order in the Indo-Pacific?
2. How should Japan promote partnerships with European nations in fostering its Indo-Pacific strategy?
3. How should Japan coordinate its relations with China to realise a stable and prosperous Indo-Pacific?
4. How will intensive US-China confrontation in both strategic and geoeconomic dimensions influence Japan's commitments to the Indo-Pacific?

CLASSROOM ACTIVITY: Japan and the Indo-Pacific (group work and discussion)

This activity can be carried out in the following steps:

1. The teacher provides the students with the relevant reading materials (this chapter and one or two papers in the list of 'further reading') and several topics for discussion while making clear the points for discussion. The discussion topics should be related to the questions listed in the post-reading section.
2. The teacher encourages students to develop ideas about the topics by reading the materials.
3. In the classroom, the teacher divides students into groups of four, then instructs them to reveal their ideas about the topic/s in their groups and summarize them as the group's collaborative opinions. Depending on the number of students and groups, one or two questions are assigned to each group.
4. The students are required to discuss for roughly 20 minutes within their groups and produce arguments/counterarguments with supporting reasons. In their discussion, the students need to use the information, ideas, and analysis in this chapter and additional reading materials.
5. The teacher organises presentations by the selected groups and encourages other students to provide feedback for the presentation.
6. The teacher offers comments on the presentation and show-points for further study. Other students should be invited to comment as well.
7. The teacher finally requires students to write and submit overall arguments/findings regarding the topics by incorporating insights acquired through the presentation.

Further reading

- Hosoya, Y. (2019). FOIP 2.0: The evolution of Japan's free and open Indo-Pacific strategy. *Asia-Pacific Review* 26(1), 18-28.
- Koga, K. (2020). Japan's 'Indo-Pacific' question: Countering China or shaping a new regional order? *International Affairs* 96(1), 49-73.
- Satake, T. and Sahashi, R. (2021). The rise of China and Japan's 'vision' for a free and open Indo-Pacific. *Journal of Contemporary China* 30(127), 18-35.

- Envall, H. D. P. and Wilkins, T. S. (2022). Japan and the new Indo-Pacific order: the rise of an entrepreneurial power. *The Pacific Review,* DOI:10.1080/09512748.2022.2033820.

DIDACTIC SECTION 20
Chapter: The EU and Indo-Pacific: The Path towards a Comprehensive Strategy

Authors: Andrea Carteny and Elena Tosti Di Stefano

LEARNING OUTCOMES

- Understand the EU's priorities and objectives in Indo-Pacific countries and in the region as a whole;
- Assess the EU's policy developments in the Indo-Pacific (IP) in light of the ongoing shifts in the geopolitical landscape;
- Compare the different approaches pursued by the EU in the Indo-Pacific countries over time;
- Evaluate the various policy initiatives carried out so far within the frame of the EU Indo-Pacific Strategy;
- Hypothesize future policies under the EU Indo-Pacific Strategy.

QUESTIONS FOR STUDENTS

PRE-READING QUESTIONS

1. What are the historical and ideational bases of the European integration process?
2. What are the main features of the EU's institutional architecture (*cfr*. Maastricht Treaty and Lisbon Treaty)?
3. What is the legacy of European colonialism in the IP region?
4. What are the different IP conceptualizations developed so far by regional players such as Japan, Australia, and ASEAN as well as by the US?

MAIN QUESTIONS

1. Where does the EU stand regarding the conceptualization of the IP?
2. What have been the EU's policy priorities in China, Japan, India, and ASEAN since the establishment of the Common Foreign and Security Policy?
3. What factors triggered a rethink of the EU's foreign policy in recent years? What are the implications of the renewed approach in the IP area, in general, and with respect to China, Japan, India, and ASEAN, in particular?
4. What are the core elements of the EU's Indo-Pacific Strategy?

POST-READING QUESTIONS

1. What are the main factors influencing the different opinions among the EU-27 regarding the degree of importance to be attached to the IP region?
2. What are the IP countries' expectations about the EU's role in the region? Give exam-

ples from one or two chosen countries.

3. Where does the EU position itself in the geopolitical arena between the United States and China in the IP?

4. Does the European Union have the capacity to become an autonomous security actor in the IP? Why yes/no?

CLASSROOM ACTIVITY: Cooperation in the IP

This activity is designed to enable students to apply the knowledge gained from the chapter to policy-making practice, by simulating a session of an EU experts' working group dealing with the Indo-Pacific.

The teacher divides the class into seven groups[1]. Each team will be assigned a topic corresponding to one of the seven areas of cooperation identified by the EU Indo-Pacific Strategy, i.e.: 1) Sustainable and inclusive prosperity; 2) Green transition; 3) Ocean governance; 4) Digital governance and partnerships; 5) Connectivity; 6) Security and defence; 7) Human security.

The groups will have 35-40 minutes to formulate three concrete actions (bilateral/ multilateral policy initiatives, cooperation projects, partnership agreements, etc.) to be undertaken by the European Union in their respective policy area. Each proposal should include a brief summary of the initiative and specify which Indo-Pacific partners would be involved. In so doing, students are required to take into account already existing agreements and partnerships between the Union and the various IP countries, as well as regional dynamics and alliances. As such, they are asked to make use of the information, ideas, and analyses presented in the chapter as well as additional reading as recommended at the end of the chapter. Then, each team presents its outcomes in a plenary session of 45 minutes, where the class will select a total of seven policy proposals (one per area of cooperation).

Two follow-up activities could be envisaged: first, a collaborative writing exercise aimed at preparing a comprehensive document with a detailed description of the selected proposals, with each original group drafting the section related to its area of competence; second, the simulation of a negotiation meeting where Indo-Pacific representatives discuss, together with the European Union, the abovementioned document with the goal of approving, modifying, or rejecting the EU's proposals. To this end, new groups will be formed, one representing the EU while the others speak for the Indo-Pacific countries (the exact number of the groups will depend on how many IP partners are considered in the document).

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[1] The final number depends on how big the class is; if the teams would be larger than five-six students each, consider assigning some of the seven areas to more than one group; then the teacher might want to compare the groups' outputs.

INDIVIDUAL ACTIVITY/ ASSIGNMENT FOR STUDENTS

Based on this as well as other *Handbook* chapters, compare the interests and approaches of the EU and US in the IP area, highlighting the differences and similarities.

Further reading

- Laura Allison, *The EU, ASEAN and Interregionalism. Regionalism Support and Norm Diffusion between the EU and ASEAN*, (Basingstoke: Palgrave Macmillan, 2015).
- Ian Anthony, Jiayi Zhou, Fei Su, "EU Security Perspectives in an Era of Connectivity: Implications for Relations with China," *SIPRI Insights on Peace and Security*, 2, 2020: 1-24.
- Gerard Delanty (ed.), *Europe and Asia beyond East and West*, (Abingdon: Routledge, 2012).
- Gustaaf Geeraerts, "The EU-China Partnership: Balancing between Divergence and Convergence," *Asia Europe Journal,* 17(3), 2019: 281-294.
- Felix Heiduk, Gudrun Wacker, *From Asia-Pacific to Indo-Pacific. Significance, Implementation and Challenges*, (Berlin: Stiftung Wissenschaft und Politik, 2020).
- Giulia Iuppa, "An 'Indo-Pacific' Outlook for the European Union," *European Institute for Asian Studies – Briefing Paper*, 7, 2020: 1-28.

- Rajendra Jain, Gulshan Sachdeva, "India-EU Strategic Partnership: a New Roadmap," *Asia Europe Journal*, 17(3), 2019: 309-325.

- Emil Kirchner, Han Dorussen (eds), *EU-Japan Security Cooperation: Trends and Prospects*, (London: Routledge, 2018).
- Suet-yi Lai, Martin Holland, Serena Kelly, "The Emperor's new clothes? Perceptions of the EU's Strategic Partnerships in Asia.", *Asia Europe Journal* 17(3), 2019: 341-360.

- Eva Pejsova, "The Indo-Pacific. A Passage to Europe?" *European Union Institute for Security Studies – Brief*, 3, 2018: 1-4.

- David Scott, "France's 'Indo-Pacific' Strategy: Regional Power Projection," *Journal of Military and Strategic Studies*, 19(4), 2019: 1-28.

- Weiqing Song, Jianwei Wang (eds), *The European Union in the Asia-Pacific: Rethinking Europe's strategies and policies*, (Manchester: Manchester University Press, 2019).

- Anna Stahl, "What will the EU's Indo-Pacific Strategy deliver?," *Hertie School Jacques Delors Centre – Policy Position*, 2021: 1-4.

- Christian Wagner, "Europe's New Role in the Indo-Pacific," *Institute of Chinese Studies – Analysis*, 93, 2020: 1-9.

The volume edited by Song and Wang offers a comprehensive account of the European Union's external action in (what it still defines as) the Asia-Pacific region from the inception of the Common Foreign and Security Policy (CFSP) in the 1990s to date, with a particular focus on policy fields such as security, economy, trade, public diplomacy, and human security. The book also includes selected case studies that can be further explored in the academic articles by Allison, Jain and Sachdeva, Kirchner and Dorussen, and Geeraerts, which deal with past and current relations between the European Union and, respectively, ASEAN, India, Japan, and China.

Over the past few years, the European Union has shown a growing awareness of the need to rethink its strategies, policies, and activities in the IP area in light of a rapidly changing international order. Pesjova, Wagner, and Iuppa specifically address the EU's current and future role in the IP and put forward relevant policy recommendations for the Union to establish its footprint in the region. Against this background, Stahl examines the possible developments and future prospects of the EU's Indo-Pacific Strategy.

Moreover, of particular interest is the research paper by Heiduk and Wacker, who compare the different understandings of the IP across the US, France, Japan, India, and some ASEAN states. Last but not least, Lai, Holland, and Kelly provide an insight into the perceptions of the Union's global actorness and policies in four IP strategic countries, i.e., China, India, Japan, and South Korea, therefore, contributing to framing the debate away from a solely Eurocentric perspective.

DIDACTIC SECTION 21
Chapter: Middle powers and the Indo Pacific

Author: Tran Phuong Thao

LEARNING OUTCOMES

- Explain which countries can be classified as a middle power in the Indo-Pacific region and why;
- Name and describe the strategies used by middle powers;
- Understand the roles of middle powers in the Indo-Pacific region;
- Assess the difficulties of the middle powers in the unique regional context.

QUESTIONS FOR STUDENTS

PRE-READING QUESTIONS

1. How do you understand the concept of "middle powers" in general?
2. Can you think of an example or two of middle powers in the Indo-Pacific?
3. What can make them different from middle powers from other regions?
4. How do middle powers act in the context of the Indo-Pacific?

MAIN QUESTIONS

1. How is the concept of "middle powers" defined? Which approaches, theories, and arguments have been used to define middle powers?
2. What are the criteria for a country to be considered a middle power in the Indo-Pacific?
3. To what extent are these criteria unique to the Indo-Pacific region?
4. What are the countries that match these criteria and why?
5. What are the roles of Indo-Pacific middle powers in the region?
6. What are the challenges they face while playing the roles and which strategies do they use?

POST-READING QUESTIONS

1. Based on the definition of Indo-Pacific middle powers, which countries in the region (other than those in the chapter) can be categorized as "middle powers"?
2. Can middle powers become more (or less) relevant in the Indo-Pacific region? How do they increase (or reduce) their relevance?
3. Aside from the roles listed in the chapter, what roles do you think Indo-Pacific middle powers can take in the future? What challenges will be there if they take those roles?

CLASSROOM ACTIVITY: Small, middle, and great powers (role-play)

The class will be divided into three groups: big, middle, and small powers. They are asked to imitate the dynamic of the Indo-Pacific region and work on a problem assigned by the teacher (see an example below). The big powers show different desirable outcomes, and the middle powers have to help them negotiate using their influence on small powers, their position, and their relevance to the "region."

The small powers include the Pacific Islands, Laos, and Cambodia. The list may vary based on the focus of the study at that moment. Big powers include Japan, India, China (as regional big powers), and the United States (as the most influential). Middle powers will be Australia, Vietnam, Indonesia, and other rising middle powers at the time the activity is executed.

The teacher will play the role of "judge", "facilitator", and "observer" to make sure the role play does not go off track. However, in the case of small classrooms with less than 20 students, the teacher could take one of the roles (great, middle, small). The role of each individual can also vary based on the size of the class; for a large class (e.g., more than 20 students), two or more students can make a "country" and then the "countries" will act based on the suitable position. For a smaller class, the number of countries can be reduced, or each individual can role-play one country. The roles can be assigned either by volunteering, by random draw, or by the teacher's choice.

An example of a problem to be solved/tackled/discussed is the South China Sea conflict, which involves the ASEAN, Taiwan, China, and the United States. The countries that are directly involved are required to reflect the students' impression/study/understanding of what has been happening. The countries that are not directly involved (e.g., Australia, Japan, and India) should reflect on their relevance.

The students should be given the information regarding the activity in advance (the date, the rules, the requirements…), so they can have time to prepare. The teacher can assign them the roles at the same time, or, in a more challenging scenario, the students will not know in advance which role they are going to take, so they have to prepare for different possibilities.

The students will prepare each role individually – or, in the case of a bigger classroom, in small groups - and then the big groups can exchange their information. In the small and middle country groups, the "countries" are encouraged to exchange their information more thoroughly, while bigger countries can choose what information to share with their great power fellows. This imitates the dynamics among the powers in each group.

The teacher also needs to evaluate the outcomes. Outcomes can include: (1) the problem is solved (how "much" is it solved, what leads to the solution, is the solution somehow applicable to reality,…). (2) the problem is not solved but the status quo is maintained (who should be the most responsible for that, who is not cooperating, who

can benefit from the unsolved problems…), and (3) the problem is not solved, and it leads to further issues.

INDIVIDUAL ACTIVITY/ ASSIGNMENT FOR STUDENTS

For this essay assignment, the students receive the following instructions. Pick a case for middle powers mentioned in the handbook chapter article and evaluate the position as a middle power, but through a different approach. For example, in the chapter, Vietnam is identified as a middle power based on the rhetorical approach so, you should try to use another (hierarchical, behavioural or other) to define Vietnam and see if it still passes as a middle power. However, different approaches are encouraged, and the students can find references to them in the work of Thies and Sari:

Thies, C.G., & Sari, A.C. (2018). A Role Theory Approach to Middle Powers: Making Sense of Indonesia's Place in the International System. Contemporary Southeast Asia: A Journal of International and Strategic Affairs 40(3), 397-421.

DIDACTIC SECTION 22
Chapter: Small powers in the Indo-Pacific: Strategies, opportunities, and challenges

Author(s): Paolo Pizzolo

LEARNING OUTCOMES

- Understand the importance of small powers in the Indo-Pacific.
- Give examples of small powers in the Indo-Pacific.
- Mention the challenges faced by small powers in the Indo-Pacific.
- Briefly describe the foreign policy strategies of bandwagoning, balancing, hedging, buck-passing, nonalignment, and engagement.
- Present the foreign policy strategies of the five states covered in the chapter (together with the reasons for their use as well as related costs and benefits).
- Discuss "strategic" regional sectors and their respective opportunities for small powers.

QUESTIONS FOR STUDENTS

PRE-READING QUESTIONS

1. How would you define a "small power"?
2. Can you give examples of small powers in the IP and other regions?
3. Do you think small states can act as game changers in the international relations or is their role rather more passive?

MAIN QUESTIONS

1. How has the importance of small powers evolved historically?
2. What are the challenges the small powers face globally and, in particular, in the Indo-Pacific?
3. What are the ways of conceptualizing small powers?
4. What are the foreign policy strategies used by small states in the IP?
5. In what sense are insular states particularly vulnerable?
6. What are the strategies used by Laos, Maldives, Brunei, Papua New Guinea, and Pacific Island Countries? What are the reasons for their use in each case?
7. Why are small powers important for international relations in the Indo-Pacific?
8. Which regional sectors present particular opportunities for the future increased importance of small powers?

POST-READING QUESTIONS

1. If you were a small state leader (choose one or more states), which priorities would you set and which alliances would you seek and why?
2. Do you think that increased climate change will increase collaboration between small powers or will they remain divided on this issue, bound by their respective geopolitical positions?

CLASSROOM ACTIVITY: Choosing strategies for small and great powers (role-play)

This activity is designed to enable students to apply the knowledge gained from the chapter to concrete IR practices based on multilateralism as well as allow them to broaden their knowledge of interests, dynamics, and the realities of the Indo-Pacific area.

The class will be transformed into the General Assembly of the United Nations (UNGA). The teacher, who will represent the President of the UNGA, divides the class into six groups. Each group will represent a country of the Indo-Pacific region at the UNGA. Specifically, three groups will represent a small state chosen randomly among the case studies provided in the chapter, and the three other groups will be randomly assigned with the following great IP powers: the United States of America, the People's Republic of China, and the Republic of India.

The three groups representing IP small states will be asked to simulate within the UNGA concrete actions (bilateral/multilateral policy initiatives, cooperation projects, partnership agreements, etc.) to be undertaken by them in relation to regional great power rivalry. Specifically, the actions should highlight what foreign policy strategy the country wishes to pursue and why, and how to negotiate and/or conclude a binding international deal. Each proposal should include a brief summary of the chosen foreign policy approach and specify which great power is the favoured one and why.

At the same time/In the meantime, the three groups representing the IP great powers should instead formulate their own IP strategy based on the priorities of their national interests and how they wish to interact with regional small states. Specifically, the actions of the great powers should highlight which regional small state(s) should be considered a valuable ally, how, and why.

When each group has discussed their respective position, they will present a motion that will be voted on by the others in the UNGA. If the majority of the groups representing the respective countries vote in favour, the motion passes, otherwise, it fails.

Each group representing a state should take 20 minutes of the provided time to discuss a topic and a strategy, 15 minutes to discuss it in front of the UNGA, and 5 minutes to vote, explaining the reasons behind it.

In so doing, students are required to consider the major agreements, partnerships, rivalries, and interests at stake between small and great IP states as well as regional dynamics and alliances. As such, they are asked to make use of the information, ideas, and analyses presented in the chapter. At the end of the simulation, the students are expected to enjoy a broader knowledge of multilateral practices and a thorough understanding of IP regional opportunities and challenges.

If a significant amount of time has passed since the publication of this handbook, and important events (not covered in the chapter) have affected international relations in the IP, the teacher and the students need to agree on a point in time when the assembly takes place. This way, all the groups will adhere to the same IR state of affairs (existing agreements, partnerships, rivalries, and alliances) in their work.

In order to prepare for this activity, students can be asked to read the chapter beforehand. At the moment of reading, they could either already be assigned to particular countries (groups) or not – in the latter case their performance would naturally have a more spontaneous character. The teacher will be the one to ultimately decide on what details their students will be aware of in advance.