

THE GUIDE TO THE CURRICULUM OF INDO-PACIFIC STUDIES



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LIST OF ABBREVIATIONS

ECTS - European Credit Transfer System

EISIPS - Eurasian Insights: Strengthening Indo-Pacific Studies in Europe

HEIs - Higher Education Institutions

IP - Indo-Pacific

IPS - Indo-Pacific Studies

IR - International Relations

Cite as: Aleksandra Jaskólska, Karina Jędrzejowska, Barabra Kratiuk, Deborah Natale, Stefano Pelaggi, Anna Wróbel, *Recommendations for institutions, educators and students Indo-Pacific Studies: Course Curriculum*, EISIPS project report, 10 December 2022.

Many of the insights gathered by EISIPS Curriculum Design Team have been implemented in the didactic methodology of the Handbook of Indo-Pacific Studies (B. Kratiuk, J. Van den Bosch, A. Jaskólska, Y. Sato (eds.), New York, London: Routledge, 2023, published in Open Access within the framework of the EISIPS project with co-funding from the Erasmus+ program of the European Union.

This guide to curriculum design works very well with the “Didactic Companion to the Handbook of Indo-Pacific Studies” prepared by Justyna Hadaś and Jeroen Van den Bosch.

DISCLAIMER 1:

This Guide to the Curriculum of Indo-Pacific Studies was created within the framework of the Eurasian Insights: Strengthening Indo-Pacific Studies (EISIPS) project (2019-1-PL01-KA203-065644), an Erasmus plus Strategic Partnership in Higher Education, and realized with co-funding from the Erasmus plus program of the European Union. Published under a CC BY-NC license: This license allows re-users to distribute, remix, adapt, and build upon the material in any medium or format for noncommercial purposes only, and only so long as attribution is given to the creator.

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TABLE OF CONTENT

THE GUIDE TO THE CURRICULUM	1
OF INDO-PACIFIC STUDIES	1
TABLE OF CONTENT	3
INTRODUCTION TO THE “GUIDE TO THE CURRICULUM DESIGN FOR INDO-PACIFIC STUDIES”	4
THE RESULTS OF THE SURVEY CONDUCTED BY THE EISIPS CURRICULUM DESIGN TEAM AND DIDACTIC TEAM.5	
<i>Summary of findings</i>	10
DOES THE INDO-PACIFIC BRING A BETTER FOCUS TO THE INTERNATIONAL RELATIONS AND FOREIGN POLICIES OF STATES IN SOUTH AND EAST ASIA? ? IN WHAT WAY?	10
CURRICULUM ANALYSIS	12
<i>Methodology</i>	12
<i>RECOMMENDATIONS FOR IPS</i>	16
COURSE UNIT OUTLINE	18
INTRODUCTION TO INDO-PACIFIC STUDIES	18
<i>Course unit overview:</i>	18
<i>Literature:</i>	23
<i>Course Unit Outline (subject to changes):</i>	25

Introduction to the “Guide to the curriculum design for Indo-Pacific Studies”

When the EISIPS project took off in 2019 the information about Indo-Pacific was not widely available. Indo-Pacific was considered to be a novelty tool, a fad which would not last too long.

Instead the interest in Indo-Pacific grew all over the world. The “Handbook of Indo-Pacific Studies” and its complementing materials: The Didactic Companion, the series of podcasts and this Guide to Curriculum have been prepared to answer the growing need for Indo-Pacific Studies. They also fill the void regarding both the didactic approach to teaching about East, South and Southeast Asia (so about Indo-Pacific) and the need for a comprehensive curriculum about Indo-Pacific that could be easily adaptable to different universities, courses and interest profiles of both students and teachers.

There is no comprehensive course on indo-Pacific at the time of writing (December 2022), but as interest in Indo-Pacific grows and the need for experts on the subject with it, a basic course on Indo-Pacific should be made available.

To answer that growing need, the EISIPS project has developed a course proposal about Indo-Pacific, that could be adapted to needs in different states and different institutions. Through the course proposal the EISIPS team has tried to address the many problems we have seen in teaching and learning about Asia and Indo-Pacific.

As such this guide has presented a course curriculum on Indo-Pacific based on extended research into existing curricula as well as into the needs of students of international relations.

This guide is comprised of 3 parts:

- the analysis of the survey conducted by the EISIPS team about Indo-Pacific
- the analysis of the existing curricula to identify weak points and gaps
- proposed curriculum, prepared by project experts, ready to use by any university

EISIPS experts based their curriculum on extended research, the existing curricula about different aspects and regions of Asia, as well as a survey done among existing students of international relations across the world. The analysis brought to the forefront issues that relate to the study of Indo-Pacific, Asia and to acquiring skills. The issues that came up over the course of the analysis have been then addressed in the final curriculum that we present for use for anyone interested in teaching or engaging with Indo-Pacific.

One of the main problems identified was that the existing curricula focused largely on East Asia, especially China and Japan. There was less focus on South Asia and India, while Southeast Asia was largely ignored. Since Indo-Pacific cannot exist without South and Southeast Asia, the curriculum and the handbook both have taken that region into consideration. Many of the courses focus on historical dynamics concerning the countries from the region. The EISIPS curriculum proposes to analyze the region by getting to know the historical background and using this knowledge to analyze the current dynamics in the Indo-Pacific. What is more, the dynamics in the Indo-Pacific are not analyzed through a Chinese or US or Indian perspective but are presented from a holistic perspective.

Other identified problems included the need for a more holistic approach, focused on skill acquisition, not only on gathering knowledge. As such the course we propose, grounded in thorough research,

gives students of Indo-Pacific a lot of analytical skills and tools for further analysis, so that they can use the knowledge they also gather effectively.

The guide and the curriculum, based on the research, offer a wide coverage of topics in the Indo-Pacific, ease of adapting that course to needs of any institution and basic tools for learning and teaching. We hope that the course curriculum will be helpful for those who are interested in the topic.

The results of the survey conducted by the EISIPS curriculum design team and didactic team.

The survey was conducted between June and November 2022. It was sent to responders around the world and received over 120 responses. The responses were then ordered and presented in graphs. The responses were used as a basis for the design of the proposed curriculum for a course on Indo-Pacific.

The responses to all the questions were carefully considered in the context of the growing field of Indo-Pacific studies and the growing importance of the concept of Indo-Pacific.

The concept itself has seen a resurgence in scholarship and politics since 2006 especially with the growing cooperation between Japan and India. Starting with the “Confluence of the two seas” of Shinzo Abe the Indo-Pacific has dominated the political discourses of Asian states from India to Australia.

The respondents, scholars, students and experts on international relations have been given the opportunity to present their views on how important Indo-Pacific is for the international community, for themselves and how much knowledge of Indo-Pacific is widely available.

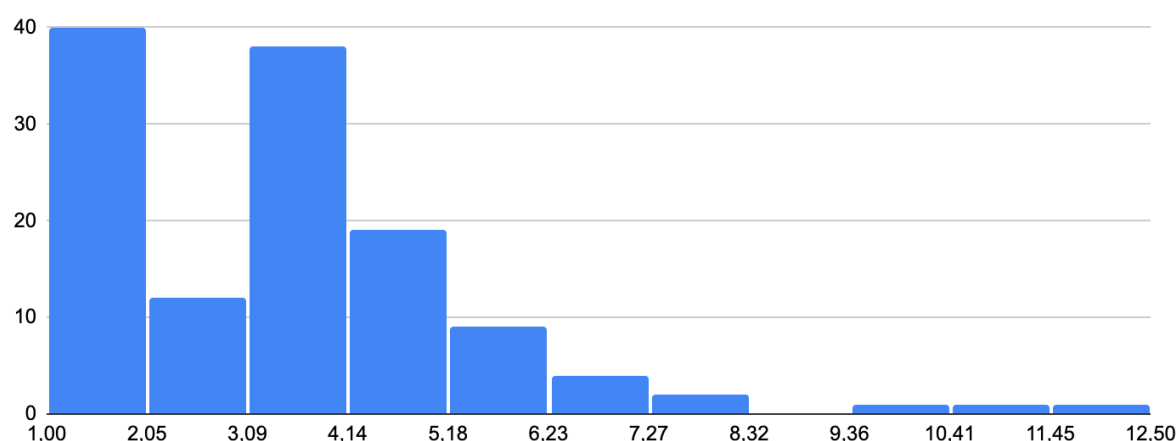


Figure 1. Answers to question one of the surveys. How long have you been studying at university level? (Please provide a number of years, including the current one)

The answers to question one point that students are interested in Indo-Pacific at different levels. However the majority of persons that gained interest in Indo-Pacific have been studying for at least a year. This shows that the concept of Indo-Pacific is not widely known outside of specialized circles, ie. academia, governments, think tanks.

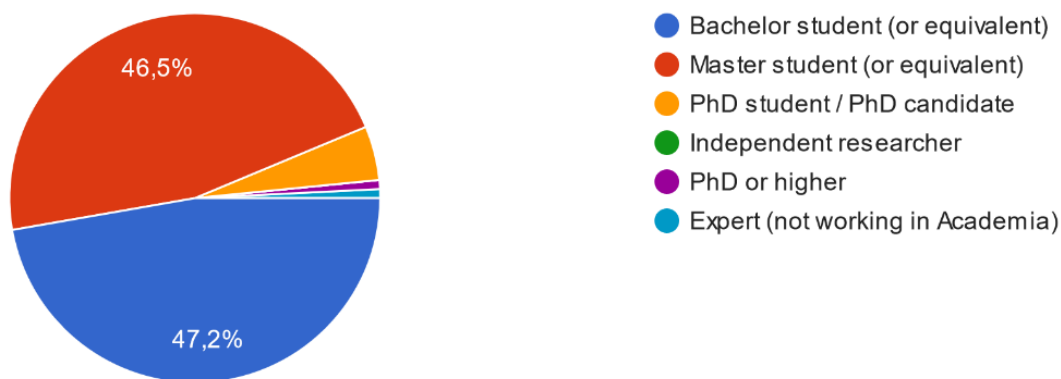


Figure 2. Answers to question two of the surveys. The profile of students interested in Indo-Pacific and their level of studies: "I am currently a:"

The majority of respondents were students of BA and MA level. Students of BA and MA level are the main target group of the designed curriculum and of the Handbook of Indo-Pacific Studies. For these reasons it was crucial to interest them in filling in the survey. Third biggest group of responders, PhD student/candidate is also important from the methodological point of view as they are involved in researching the news trends in the field of designed courses.

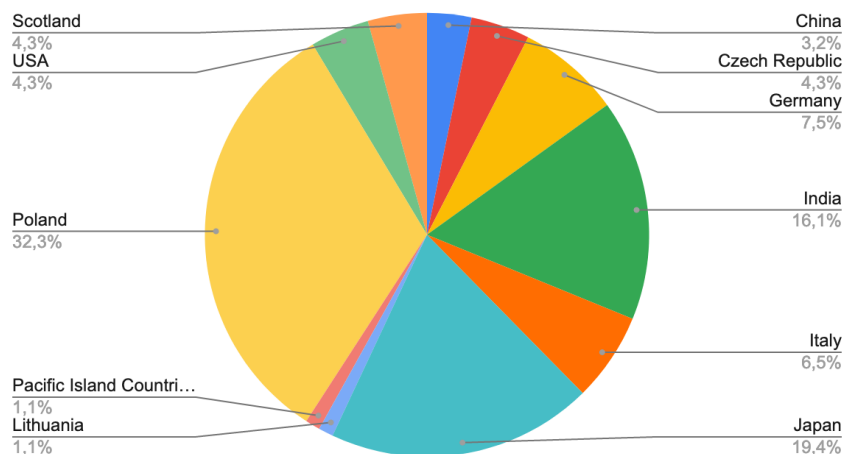


figure 3. Answers to question three of the surveys. In what country are you studying/working?

Over half of the respondents were based in Europe (Poland, Czech Republic, Lithuania, Germany, Italy), however over almost 40% of respondents were based in widely understood Asia (Indo-Pacific). This answer combined with figure 4 (below) shows that even in the region of Indo-Pacific the knowledge about the Indo-Pacific is limited at best. It was crucial to get answers both from Europe and from Asia to avoid Euro- or Asian- Centric approaches.

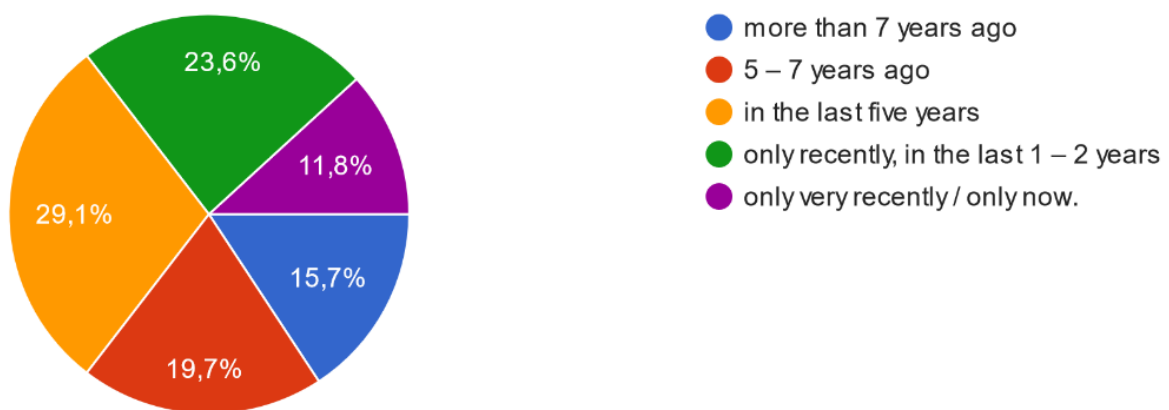


Figure 4. Answers to question four of the surveys. When did you hear about the Indo-Pacific for the first time?

As the resurgence of the Indo-Pacific as a concept spanning the regions of South and East Asia is relatively recent (dating back to 2004 and the first contemporary articles about Indo-Pacific), it is not surprising that the majority of respondents only found out about the concept of Indo-Pacific less than 7 years ago. Only around 16% have known about the concept longer. This points to how fast the concept has spread since its resurgence. Over 60% of the responders only learned about Indo-Pacific in the last five years. This further proves that the concept has spread very fast in recent years, especially after 2019.

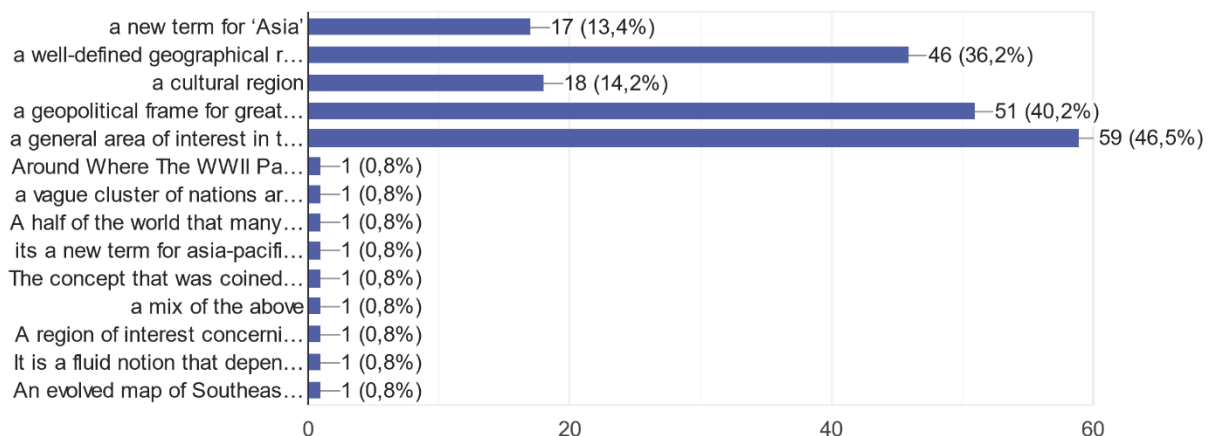


Figure 5. Answers to question five of the surveys. How do you understand the term "Indo-Pacific"?

The answers to the fifth question of the survey show that most respondents consider Indo-Pacific to be the replacement of the existing narrative regarding Asia. Most responders considered Indo-Pacific to be a "general area of interest of foreign policy of countries that inhabit the region" (46% of responses) and a "well defined geographical region" and well as "geographic region of interest for great powers". There are only a few outlying answers regarding the understanding of Indo-Pacific, however all of them oscillate around the enlargement of the understanding of Asia and Asia-Pacific and of the growing importance of South Asia and Southeast Asia.

The growing importance of the Indo-Pacific as a way to understand the region of Asia is also shown in figure 6 (below). Not only is the recognition of the Indo-Pacific is growing, but there is also a growing opinion that Indo-Pacific will replace the Asia-Pacific as the main concept of the region.

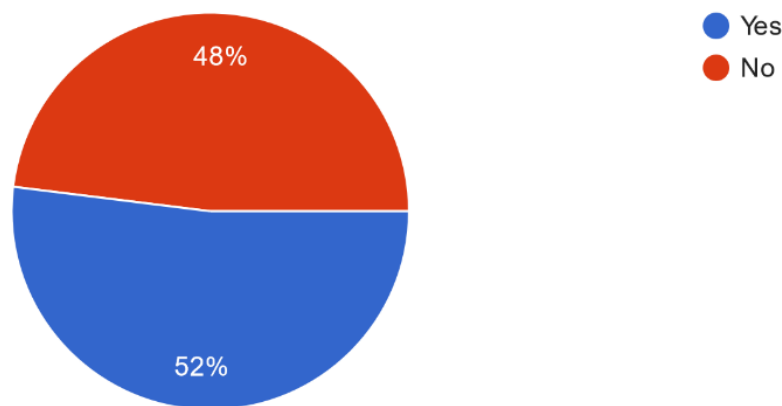


Figure 6. Answers to question six of the surveys. Do you think that the Indo-Pacific framework will replace the concept of Asia-Pacific in time?

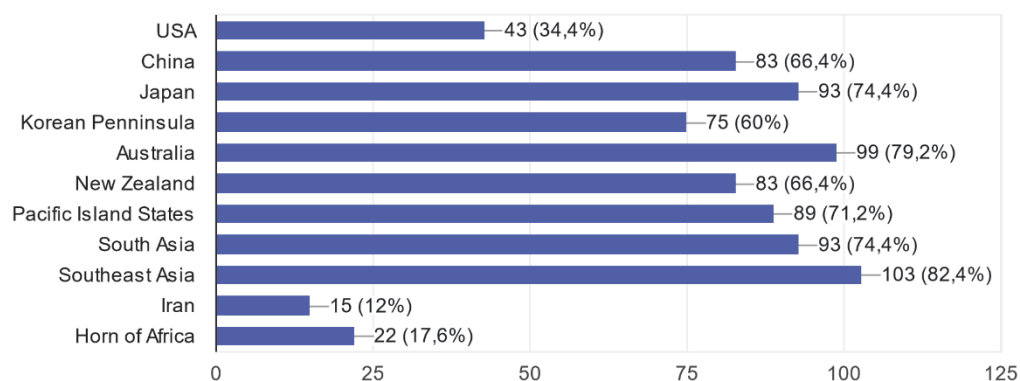


Figure 7. Answers to question seven of the surveys. Which regions or states are part of the Indo-Pacific?

This question was a multiple choice question. It can be clearly seen that there is a common ground among responders. Southeast Asia, Australia, Japan, South Asia and Pacific Island States were among the most popular answers. However it is worth mentioning that 43 responders classified the USA as a part of the Indo-Pacific. Authors of the Handbook of Indo-Pacific Studies also managed to have a nucleus which is a common characteristic of the different definitions of the Indo-Pacific. Conceptualization of the Indo-Pacific is part of the outline of the course.

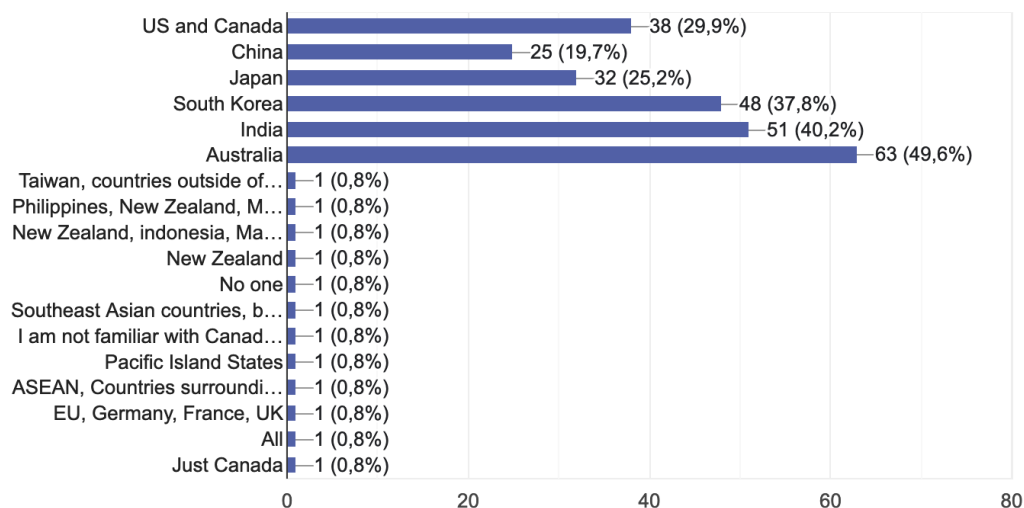


Figure 8. Answers to question eight of the surveys. Which countries' strategies towards the Indo-Pacific region are you most familiar with?

This question was a multiple choice question. The Handbook of Indo-Pacific Studies focuses on some of the strategies towards the Indo-Pacific which have been chosen by the responders: US, China, India, Japan. But it also develops the knowledge about less known strategies such as: EU, Small States in the Indo-Pacific. Also in the course outline there is a section which deals with Indo-Pacific Strategies - Case Studies.

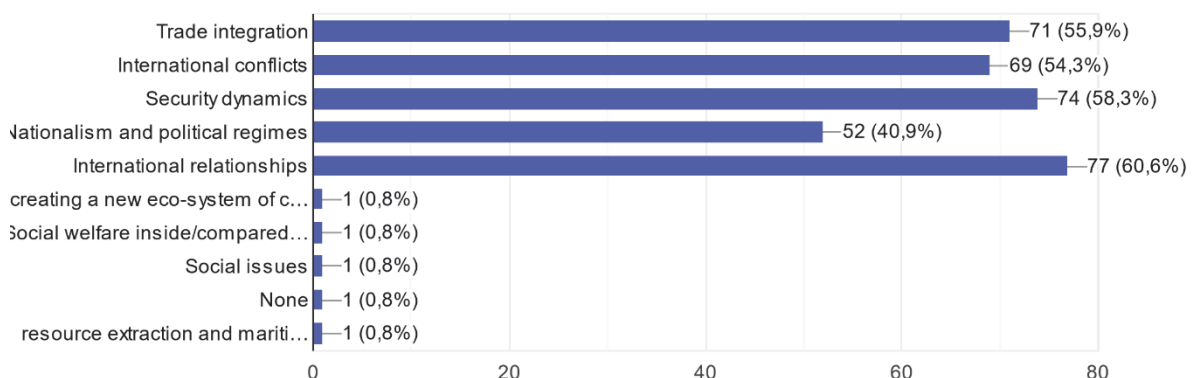


Figure 9. Answers to question nine of the surveys. What are key developments in the Indo-Pacific in which you are interested in?

This question was a multiple choice question. International relations, security dynamics, trade integration, international conflicts and last but not least nationalism and political regimes are the key developments in the Indo-Pacific which interested the responders. The result of this question was taken into account in preparing Course outline. Classes 5-7: "Socio-Economic Issues in the Indo-Pacific", classes 8-10: "Politics and Security in the Indo-Pacific", classes 11-13 "Indo Pacific Strategies - case studies: USA, China, India, Japan, EU".

Answers to questions 1 to 9 allowed the EISIPS Team to analyze the view of how important Indo-Pacific is for the international community of students and scholars and how much knowledge of Indo-Pacific is widely available. The target group for the survey was diverse according to: years spent at the university, countries they study/work. Thanks to it, the result of the survey was not European or Asian centric. Survey also allowed us to gather information about the fact that the target group heard for the first time of the Indo-Pacific and how they understand the term. Last but not least, thanks to the result of the survey, we were able to map the core interests of the target group related to the Indo-Pacific. After analyzing all the responses the EISIPS Team was assured that interest and importance in the Indo-Pacific is growing in different parts of the world.

Summary of findings

Does the Indo-Pacific bring a better focus to the international relations and foreign policies of states in South and East Asia? ? In what way?

We have received 71 responses to the above question. Majority of the responders have agreed that the Indo-Pacific brings a better focus to the international relations and foreign policies of states in South and East Asia:

- Yes - 55
- Unsure - 10
- No - 6

Below citations form some of the responses in the survey regarding the importance and definition of Indo-Pacific:

"Certainly, it is a connected vessel. The Indo-Pacific is an old concept dating back to WWII, it is only now re-emerging with interconnectedness of world affairs, in which China and India will only gain weight. East and South Asia have never been more connected than today. IR and foreign policies are being drafted with regards to calls for constructing a fair, open megaregion with focus on rule of law, system of values, etc.. It brings democratic countries together in hedging against the PRC in the first place."

Some of the answers emphasis the geographical dimension:

"I don't know if the term itself better clarifies the policies of the states of South and East Asia, but it feels more specific geographically than "Asia-Pacific."

"The concept will help look at the region due to the interconnected interests beyond the earlier existing geographical definitions that had limitations in the area of study."

"I could since the word "Asia" is generally associated with eastern Asian countries such as Japan, China, and North and South Korea. "Indo" broadens the geographical focus to put more emphasis on South and Southeast Asia."

“Yes. It recognizes that the distinctions between the Indian Ocean and Pacific Ocean are blurred due to centuries of trade and cultural interaction. Thinking about the region as separated is this out-dated and limiting to IR scholars' and policymakers' frames of analysis.”

“Yes. The focus has shifted towards maritime security of the regional nations. As annually more than 80 percent trade is conducted via the Indo Pacific route, stability in the region is a priority today. ”

Some other answers focus on the importance of new actors in the Indo-Pacific:

“As opposed to the Asia Pacific, it specifically highlights the issues to do with the smaller states and those dynamics that arise from those interactions - development of Chinese ports ASEAN, Australia competition with China. As opposed to the greater dynamics that have the more North Korea -US- Japan-Russia competing.”

“Yes, I do. Compared to the previous term-Asia-Pacific, Indo-Pacific more clearly shows the geopolitical importance of India in the region, since India as the world’s most populous state with its unique geopolitical position is getting more and more attention in world politics. Especially during the days when China became the world’s second largest economic entity, the US needs India on the southwest side of China to achieve the balance of power and maintain the regional stability and America’s global hegemony. ”

“It removes the traditional/usual Sino-centric perspective when state relations in Asia is mentioned, however if international relations and foreign policies focus on relations with India like how relations with China is inadvertently prioritized (as they are the states with a larger landmass and population) it still neglects the voices of (comparatively) smaller states within South, Southeast and East Asia.”

Curriculum Analysis

Authors: Stefano Pelaggi, Deborah Natale

Methodology

Number of syllabi used: 69

Number of countries involved: 18

Number of universities involved: 42

Number of syllabi for university and name of university:

SAPIENZA - UNIVERSITY OF ROMA	ITALY	4
ROMA 3	ITALY	1
UNICUSANO	ITALY	1
UNIVERSITY OF BOLOGNA	ITALY	2
UNIVERSITY OF MILANO	ITALY	1
UNIVERSITY OF PERUGIA	ITALY	2
UNIVERSITY OF TORINO	ITALY	1
UNIVERSITY IM. ADAM MICKIEWICZ	POLAND	3
UNIVERSITY OF WARSAW	POLAND	7
UNIVERSITY OF MADRID (comlutense)	SPAIN	1
UNIVERSITY CARLO III MADRID	SPAIN	1
UNIVERSITY OF MALAGA	SPAIN	1
UNIVERSITY OF LEIDEN	NETHERLANDS	2
UNIVERSITY OF AMSTERDAM	NETHERLANDS	1
UNIVERSITY OF ST. ANDREWS	SCOTLAND	6
SOAS UNIVERSITY OF LONDON	ENGLAND	1
AARHUS UNIVERSITY	DENMARK	1
GOETHE UNIVERSITY	GERMANY	1
TRIER UNIVERSITY	GERMANY	1
UNIVERSITY OF AMBURG	GERMANY	1
UNIVERSITY OF PASSAU	GERMANY	1
UNIVERSITY OF DUISBURG ESSEN	GERMANY	2
LUND UNIVERSITY	SWEDEN	1
UNIVERSITY OF TURKU	FINLAND	1
UNIVERSITY OF LATVIA	LATVIA	1
UNIVERSITY OF OSLO	NORWAY	1
UNIVERSITY OF TARTU	ESTONIA	1
VYTAUTAS MAGNUS UNIVERSITY	LITHUANIA	1
HSE UNIVERSITY	RUSSIA	2

UNIVERSITY OF AUCKLAND	NEW ZELAND	1
UNIVERSITY OF LETHBRIDGE	CANADA	1
UNIVERSITY OF WASHINGTON	USA	2
UNIVERSITY OF BOSTON	USA	1
NORTHERN ILLINOIS UNIVERSITY	USA	2
OHIO UNIVERSITY	USA	1
UNIVERSITY OF PUGET SOUND	USA	1
UNIVERSITY OF WISCONSIN-MADISON	USA	1
ARIZONA STATE UNIVERSITY	USA	2
UNIVERSITY OF COLORADO	USA	2
UNIVERSITY OF MICHIGAN	USA	1
UNIVERSITY OF TEXAS (AUSTIN)	USA	3
UNIVERSITY OF YALE	USA	1

Sixty-nine syllabi were analyzed, corresponding to forty-two universities. Most syllabi touch upon a variety of disciplines and subject-matters, but are located in the following disciplines:

- Politics/ International Relations
- History
- Languages and culture
- Sociology

Most syllabi focus almost exclusively on knowledge-based outcomes. The goal of obtaining a set of skills tends to be mentioned only in passing. The knowledge-based outcomes vary substantially, depending on the discipline being studied, the time periods under consideration and the themes being outlined.

Almost all syllabi illustrate the main historical dynamics concerning the countries of South and Eastern Asia and their international relations; most of the syllabi focus on People Republic of China, some on Japan and South Korea, while only a very small group on India and Pakistan.

Some programs need to develop the ability to grasp the connections and mutual influences in political processes and Institutions of the countries analyzed and others provide interpretative tools of the current international relations of the countries of South and East Asia.

In most cases, to take part at these syllabi (many dedicated to master's degree students, others to bachelor's students) is required a solid knowledge of contemporary history and/or international relations, hopefully acquired during the three-year degree course, to be able to understand the origin

and causes of historical evolutions characterizing the Asian continent, in particular the East and South of this area.

The most common knowledge-based outcomes:

- To be able to describe East and South Asia.
- To be able to describe, in particular: China, Japan, South Korea and, in little part, India and Pakistan
- To know the historical transformations to which the region has been subjected.
- To be able to see East and South Asia (and the specific countries) from different conceptual or theoretical points of view.
- To know the specific social, cultural and political trends which affect contemporary East and South Asia as a whole.
- To be able to specify the geopolitical features of East and South Asia and how it relates to other key international actors and regions.
- To understand the nature of East and South Asia social/cultural experience.

Each syllabi contains (most of them):

- Admission requests
- Name of course
- Duration of course
- Program content to by points
- Goals
- Mandatory texts and recommended texts.

The concept of Indo-Pacific Studies (IPS) does not seem to have a large presence in the teaching curricula of universities, however there is an important trend towards an approach integrated into the study of the region and disconnected from an identification with sub-regions and/or individual national actors. Mentions directly related to the Indo Pacific in the curricula are rare, an element that is not

surprising given that it is a new concept and that is only now slowly appearing as a conceptual framework. Many of the curricula examined show a clear tendency towards the analysis of regional dynamics and a syncretic approach, especially regarding economic elements, technological innovation, and cultural dynamics. A direction that shows a willingness to approach the Indo Pacific region no longer as several interconnected sub-regions but from a holistic perspective.

The general impression is that of a series of courses are based on an approach that is far from being comprehensive and integrated. Rather they appear as offshoots of existing educational offerings focused on Asia, Asia-Pacific, and the Indian sub-continent. While some courses seem excessively focused on a single state actor, above all the People's Republic of China and to a lesser extent Japan and South Korea. Each of these courses tries to broaden the horizon with respect to individual actors but remains deeply anchored to the initial perspective.

Attempts that are clearly visible in the analysis of the educational curricula of the past years, where the educational offer appeared to be based on a perspective declined on individual nations. In the fields of history, political science and international relations, the curricula and the path of individual teachers are in most cases set on a single regional player. When there is a sub-regional approach, it is often a country-bound approach with an analysis of interactions with other sub-regional actors in a clear hierarchical dynamic. While in the cases of courses related to economics, sociology, anthropology, art and media studies, the tendency towards a more syncretic approach, and less centered on the preponderant weight of a single actor, is evident.

In general, courses in International Relations (IR) or political science courses seem more set up with an approach linked to a single state actor, or with an approach where the dynamics are mainly based on hegemonic dynamics. The reasons are not linked to a prevalence of the realist or neo-realist approach but rather to the already mentioned dynamics of gradual transformation of the same curricula from previous teaching settings. Historical curricula seem to be able to represent the dynamics of IP more accurately, providing a more comprehensive vision particularly in the cases of Global History curricula focused on Asia Pacific.

The interconnections between the different actors of the regions are mostly analyzed through multilateral organizations and therefore from a mainly economic perspective. The One Belt One Road project catalyzes an important part of the reflections in the curricula related to IR and political science, but also economics, on the cooperation between the various actors. A dynamic that does not help a representative perspective of the IP, given the clear "Chinese-led" value of the ambitious infrastructure plan.

While the transnational elements in the field of humanities, media and social studies appear capable of structuring a transnational approach, capable of describing the processes of artistic and communicative hybridization in the region.

RECOMMENDATIONS FOR IPS

Talking about recommendations for the IPS is complex, given that it is a new concept so far used little in the teaching offer of universities. The Indo Pacific conceptual framework can offer significant benefits. Above all, it can be an agile tool for linking the dynamics of the region with other international players, both for combining two geographical regions - the Indian Ocean region and the Pacific Ocean region - and for the open dimension of the concept. Actors who play an important role in the region, from Australia to the Pacific microstates can be easily inserted into the theoretical framework of the courses dedicated to IP and the US projection itself in the region can be included.

GUIDELINES IPS PROGRAMS

The guidelines stressed here are only suggestions, each of these indications could be used for different objectives such as a single course module, a series of modular courses within a specific degree course or a full master's program, but also doctoral programs or postgraduate university specialization courses. These are indications and possible didactic options that will obviously have to be considered within the complex framework that every university must consider every time a new didactic offer is planned, or an existing one is modified. In addition to other factors, from infrastructure to funds to human resources that inevitably should be considered when realizing such different objectives. The recommendations on which elements the didactic offer for the IPS curricula "should" or "could" encompass are the product of the analysis and study of existing programs focusing on the region. Almost all these programs do not use the Indo Pacific term, except in a marginal way, and in this document, we intend to outline the reasons for adopting the term Indo Pacific for the courses, as well as obviously proposing the creation and structuring of educational paths specifically focused on IPS.

The attention towards IP is undeniable, the Policy Papers of the main global players clearly indicate the centrality of the region for the present and the future of the political, commercial, and economic

balances of the world. Since the concept of Indo-Pacific region is still a misconceived notion, it does suffer from several setbacks and still need a conclusive definition. It could overlap as geographic area, or it could be described as concept raised to a global attention only in more recent times. IPS represent an ideal framework to approach a study of the region detaching from the linguistic approach that has influenced many of the curricula in the past decades. An influence still visible in the examined curricula, especially in Europe, strongly based on the study of the language as a key to accessing Asia Pacific.

In the concept of Indo Pacific there is a lack of a clear definition of the geographical border; anyway, is a vast region with a great cultural, linguistic, and social difference between the various countries that are part of it. Thinking about a comprehensive IP history program seems like an unattainable goal. An IPS-based curriculum can guarantee a representativeness of the fluidity of economic, cultural, and commercial exchanges in the region and above all it can represent the intense interconnections with Europe, Africa, Oceania, and the American continent. The lack of well-defined morphological boundaries and the presence of the two oceans to delimit, but also to expand, the space of the IP also guarantee an unprecedented perspective. Many of the curricula examined focus on a state actor and the perception of the didactic approach appears to be linked to a series of hierarchical connections with the regional hegemon, rather than to an approach capable of reproducing the syncretic spirit of the region.

COURSE UNIT OUTLINE

INTRODUCTION TO INDO-PACIFIC STUDIES

Authors: Karina Jędrzejowska, Anna Wróbel

Course unit overview:

- The presented module is one of the outcomes of the work within the Curriculum Design Team of the EISIPS project. The presented course unit outline (syllabus) can be regarded as a proposal for further modifications by higher education institutions willing to provide their students with a module on Indo-Pacific Studies. Hence, the module is structured in a way that allows adjustments to meet requirements of individual institutions. The module's design is best suited for students of broadly defined social sciences, in particular international relations, political science, development studies, and area studies. Yet the contents of the unit may be of use to all under- and postgraduate students wishing to deepen their understanding of the Indo-Pacific region and dynamics within it.
- In accordance with the objectives of the EISIPS project, the course unit outline is meant to improve the quality of Indo-Pacific studies in Europe, by enabling broadening the knowledge and insights into the region of Indo-Pacific, which has been identified as a

multidisciplinary research area focusing on the political, social, economic and security developments.

- Further guidance regarding the teaching methods for Indo-Pacific studies is provided in the EISIPS Didactic Companion to the Handbook of Indo-Pacific Studies.

Language of education:

- English. English is a suggested language of tuition as the Handbook of Indo-Pacific is an English language publication. Yet depending on the availability of teaching materials and students' needs, the module can be also taught in national languages.

Goals of education:

- As the broad region of Indo-Pacific is getting more and more attention from policy makers and scholars alike, there is a growing demand for better understanding of the region. This module created within the EISIPS projects is meant to fill in this gap.
- The course aims to provide a thorough review and critical assessment of the concept of Indo-Pacific, together with understanding of contemporary issues within the Indo-Pacific region. In particular, the module focuses on the question of conceptualization of Indo-Pacific, socio-economic developments within the region, political and security issues in the Indo-Pacific, as well as individual countries' case studies.

Course structure:

- This course is divided into four parts divided in further teaching and learning blocs corresponding with the structure of the Handbook.
- In the first, theoretical, part, the concept of Indo-Pacific is being introduced. Second part of the module analyses selected socio-economic developments in Indo-Pacific. The third part of the module looks at political and security challenges in the region. In

the fourth part Indo-Pacific strategies of individual subjects of international relations are being reviewed.

Course objectives:

- In this course great importance is attached to the close connection between theory and practice. The workshop form of part of the classes aims at maximizing students' involvement, while self-study assignments are meant to encourage deepened research into the Indo-Pacific region.

Learning outcomes:

- In conformity with the learning outcomes set out by the EISIPS Handbook of Indo-Pacific Studies, students should achieve the following learning outcomes by the end of this module:

1. KNOWLEDGE:

- Students should have a thorough knowledge of the history and evolution of the concept of Indo-Pacific;
- Students should have a good understanding of the theory and practice of conflicting visions regarding the Indo-Pacific's regional integration and security;
- Students should have empirical knowledge of a variety of Indo-Pacific socio-economic issues and challenges;
- Students should acquire an understanding of contemporary research and policy concerns relating political and security dynamics in the Indo-Pacific region;
- Students should be familiar with strategies of selected countries and regional groupings towards the Indo-Pacific.

2. SKILLS:

- Students should be able to use selected World Bank and United Nations (UN) resources for bibliographical searches, data acquisition and analysis;
- Students should be able to formulate and solve research problems in Indo-Pacific actors' policies using statistical data and analysis tools provided by the World Bank, Eurostat and UNDP;
- Students should be able to explain the interactive dynamic between the regional political and security actors;
- Students should be able to apply theoretical and factual knowledge to an in-depth analysis of the origins, course and consequences of Indo-Pacific evolution and its dynamic.

3. ATTITUDES:

- Students should be able to provide a critical assessment of the concept of Indo-Pacific and justify their opinion;
- Students should be capable of identifying and analyzing political, economic, and security threats and challenges in the region.

Mode of study:

- 2 teaching hours per week in-class module (with use of multimedia materials).
Optional online class if needed.

Manner of completion:

- Graded exam or graded pass depending on the program

Preliminary and additional requirements:

- No formal prerequisites;
- Additional prerequisites: Basic knowledge of international law, international organizations, global problems, economics and development economics (problems of growth and development) will be useful in understanding the issues conveyed in the course.

No. of teaching hours:

- The course is planned for 30 teaching hours with an option of extending or cutting down the number of teaching hours.
- 15 meetings (2 teaching hours each). First class provides an introduction to the module, the penultimate one constitutes an Oxford-style debate, while the final serves the purpose of a written exam.

Unit type:

- Seminar

Applied teaching methods:

- Short introductory lectures;
- Discussion with students;
- Group work in class;
- Analysis of statistical data;
- Students' self-study (essay writing & exam preparation).

Number of ECTS credit:

- 4 ECTS

Balance of ECTS credits:

- Attendance: 30 h
- Presentation and Essay preparation: 25 h
- Reading and study in order to prepare for lectures and for the exam: 45h
- Total: 100 h = 4 ECTS

Assessment criteria:

- Essay: 3500 words essay – 45 % of total mark, topics to be chosen by students and accepted by the lecturer, Harvard style of referencing;
- Exam: 45-minute written exam – 45 % of total mark, multiple choice + discussion questions;
- Coursework: attendance & active participation in lectures / seminars – 10% of total mark, 2 absences per semester allowed;

- Maximally 100 points to be obtained during semester. 60 points needed to pass, on condition of positive grades (>50%) from all of the components (essay, exam, coursework).

Assessment criteria:

- Essay Assessment (45 points)
 - Research and use of evidence – 10 points
 - Analysis and argument – 10 points
 - Linking theory and practice – 5 points
 - Structure, Style and Presentation – 5 points
- Written Exam (45 points)
 - Multiple choice & open questions
- Coursework (10 points)
 - Attendance and in-class activity

Literature:

- Core Readings:
 - Handbook of Indo-Pacific Studies (2023). Eds: Barbara Kratiuk, Jeroen Van den Bosch, Aleksandra Jaskólska, Yoichiro Sato. Routledge.
- Suggested Readings:
 - Michael P. Todaro, Stephen C. Smith (2021). Economic Development, 12th Edition. Pearson.
 - Japan and its Partners in the Indo-Pacific: Engagements and Alignment (2023). Ed: Srabani Roy Choudhury. Routledge.
 - Conflict and Cooperation in the Indo-Pacific. New Geopolitical Realities (2020). Eds: Ash Rossiter, Brendon J. Cannon. Routledge.
 - New Great Game in the Indo-Pacific. Rediscovering India's Pragmatism and Paradoxes (2023). Eds: Bawa Singh, Aslam Khan, Parvaiz Ahmad Thoker, Mansoor Ahmad Lone. Routledge.

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- Taylor, Brendan, “Is Australia’s Indo-Pacific Strategy an Illusion?” *International Affairs*, 96, no. 1 (January 2020): 95–109. <https://doi.org/10.1093/ia/iiz228>.

Course Unit Outline (subject to changes):

Class 1. Introduction

- General remarks and introduction to the course content
- Literature overview
- Information about assessment criteria

Classes 2-4. Indo-Pacific – A Primer

- Conceptualization of Indo-Pacific
- History and evolution of Indo-Pacific
- Geopolitics of Indo-Pacific
- Indo-Pacific or Asia-Pacific: Discussion with students

Classes 5-7. Socio-Economic Issues in the Indo-Pacific

- Economic conceptualization of Indo-Pacific and regional socio-economic development
- Trade regionalism in Indo-Pacific
- Religious factors in Indo-Pacific policy-making
- Between authoritarianism and democracy: political regimes in Indo-Pacific

Classes 8-10. Politics and Security in Indo-Pacific

- Military relations in Indo-Pacific
- Energy security and environmental protection in Indo-Pacific
- Alliances and rivalries in the Indo-Pacific region

- Maritime governance in the Indo-Pacific

Classes 11-13. Indo-Pacific Strategies – Case Studies

- The United States of America
- China
- India
- Japan
- European Union

Class 14. Oxford-Style Debate

- Topic of the debate to be decided by the tutor (eg. The Concept of Indo-Pacific is the most useful tool to discuss the dynamics of international relations in between the Pacific and Indian Oceans). Oxford-style debate with two teams of students presenting opposing ideas. Remaining students act as an audience and judges, while the tutor(s) takes up the role of an expert.

Class 15. Final Exam