

Pacific Program 2026 Australia

INTA 3131 Pacific Security Issues

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

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

This course should direct students toward a broad Orienting Question:

- How do I understand human experiences and connections?

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

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

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

- Intercultural Competence
- Perspective-Taking
- Persuasion

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Course Description and Objectives

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

Learning Outcomes:

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

Course Requirements

20% of your grade will be based on active **participation** in seminar discussions. It is imperative that you attend ALL sessions well prepared (i.e., having not only read the material but thought about it), and willing to engage in a dialogue with your classmates. This is the responsibility of every program participant.

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

30% of your grade will be based on **3 prompts (10% each)**. During three separate entries of 350-500 words each you will be asked to reflect on the readings and demonstrate critical thinking. It is not enough to merely recount the readings, but rather, you are expected to present your own thoughts (analysis) of the material studied. You will be given **deadlines** for turning in each of these assignments.

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

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

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

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

20% of your grade will be based on an **oral exam** (conducted in small groups) during which you will be asked to answer short questions, make an argument regarding Asia-Pacific security-related matters and to lend support to your position by drawing on materials from your readings. You are allowed to bring 2 pages of handwritten notes, but you cannot read from them verbatim. That is, you can use notes to trigger your memory, but you cannot read an essay to me—you need to speak freely and address the actual topic that is posed to you. (I will explain the grading in class prior to the exam).

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

There will be NO extra credit assignments!

Grading Scale

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

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

Extensions, Late Assignments:

You can get one extension of 2 days on one of your prompts, if needed, without penalty. If any additional prompts are late, I will subtract $\frac{1}{2}$ a letter grade for each additional day, unless you can document a serious illness or family emergency, as determined by the Dean of Students.

Missed Class Policy

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

Use of Generative Artificial Intelligence (AI) Tools:

You may use generative AI programs, e.g. ChatGPT, to help generate ideas and brainstorm. You should be aware that the material generated by these programs may be inaccurate, incomplete, biased or otherwise problematic. Also, use of these tools may stifle your own independent thinking and creativity.

Generative AI derives its output from previously created texts from other sources that the

models were trained on yet doesn't cite sources. Per Ga Tech's Honor Code, you may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor). When/if you use AI platforms in your assignments, please write a note to clarify where in your process you used AI, include the prompt used to generate the material, and which platform(s) you used. See this article for how to cite AI properly: How to cite ChatGPT <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

Honor Code:

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

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

Students with Disabilities:

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

Course readings will be provided on Canvas

Course Outline and Readings

Brisbane (15:35-17:22) Class 1. Introduction (Feb. 16)

Discussion of syllabus. Please write a brief **autobiography** so I can learn a bit about you. This is a great opportunity to share anything you would like for me to know about you, including whether you require special accommodations.

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

Class 2. World War II in Asia Pacific and Security Developments During the Cold War (Feb. 17)

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

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

Class 3. Reconciliation (Feb. 18)

Seiichi Morimura, Reporting on Unit 731

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

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

-Yasukuni Shrine:

<https://www.youtube.com/watch?v=10VT1FSu5N4>

- “ComfortWomen”

<https://www.youtube.com/watch?v=te6TuJnjFAg>

-Distorted Textbooks:

<https://www.youtube.com/watch?v=Gc4nCfmHXmA>

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

Prompt 1: Aside from what was discussed in the readings and the documentaries, what else might be done to promote reconciliation in Asia-Pacific? To answer this question, it may be helpful to investigate what countries outside of Asia and Europe have done to deal with atrocities committed in their part of the world. (Due Feb. 23)

Class 4. Australia’s National Security Strategy (Feb. 19)

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

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

Andrew Douse, “Australia’s Defense Strategy”, *Journal of Indo-Pacific Affairs*, Sept.-Oct. 2024.

https://media.defense.gov/2024/Sep/10/2003540653/-1/-1/1/JIPA%20-%20SENIOR_LEADER_PERSPECTIVE_DOWSE.PDF

Natalie Caloca, “Australia’s Growing Defense and Security Role in the Indo-Pacific”, *Council on Foreign Relations*, August 1, 2024.

<https://www.cfr.org/in-brief/australias-growing-defense-and-security-role-indo-pacific>

Townsville (9:30-11:17) Class 5. ANZUS & AUKUS (Feb. 23)

ANZUS Treaty, National Museum Australia

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

Mark Beeson, “Goodbye to all that? Rethinking Australia’s alliance with Trump’s America”, *The Conversation*, June 11, 2025.

<https://theconversation.com/goodbye-to-all-that-rethinking-australias-alliance-with-trumps-america-258066>

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

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

James Curran, “AUKUS Anxiety: Unmet Expectations Could Fracture the US-Australian Alliance,” *Foreign Affairs*, Oct. 8, 2025. (Canvas)

Class 6. Regional Organizations: ASEAN and ARF (Feb. 24)

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

<https://asean.org/>

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

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

Joseph Black, “ASEAN is collapsing, and nobody wants to admit it”, *The Hill*, 07/18/25

<https://thehill.com/opinion/international/5407493-asean-crisis-us-china-rivalry/>

<https://asean.mission.gov.au/aesn/aseanregionalforum.html>

See above for a discussion of ARF’s history, rationale, etc. (be sure to click on the ARF Document links)

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

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

Prompt 2: Imagine I’m from Europe and know a lot about the European Union but have never heard of ASEAN. Your job is to introduce me to this unique international institution and evaluate its effectiveness. **(Due March 3)**

Class 7. The Quad (Feb. 25)

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

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

Bijon Sony Joseph, “Quad at a Crossroads: Can the Indo-Pacific Grouping Survive Trump 2.0?”, *The Diplomat*, Oct. 7, 2025.

<https://thediplomat.com/2025/10/quad-at-a-crossroads-can-the-indo-pacific-grouping-survive-trump-2-0/>

“Joint Statement from the Quad Foreign Ministers’ Meeting in Washington”, *U.S. Department of State*, July 1, 2025.

<https://www.state.gov/releases/office-of-the-spokesperson/2025/07/joint-statement-from-the-quad-foreign-ministers-meeting-in-washington#:~:text=We%20plan%20to%20host%20the,End%20text.>

Class 8. China’s National Security Strategy (Feb. 26)

“Abstract of white paper on China's national security in new era”, *Xinhua*, May 12, 2025.

https://english.www.gov.cn/news/202505/12/content_WS6821a354c6d0868f4e8f279a.html

Sanoop Sajan Koshy, “China’s 2025 National Security White Paper: ‘Holistic Security’ Amid Rising Global Tensions”, *The Diplomat*, May 16, 2025.

<https://thediplomat.com/2025/05/chinas-2025-national-security-white-paper-holistic-security-amid-rising-global-tensions/>

Katsuya Yamamoto, “Deciphering China’s New National Security White Paper: The Positioning of Japan in the Security Strategy of China”, *Sasakawa Peace Foundation*, July 22, 2025.

https://www.spf.org/iina/en/articles/yamamoto_07.html

Magnetic Island (12:00-13:47) Class 9. Japan’s National Security Strategy (March 2)

Adam Broinowski, “Japan’s new security strategy: intentions and implications”, *Parliament of Australia*, May 15, 2025.

https://www.aph.gov.au/About_Parliament/Parliamentary_departments/Parliamentary_Library/Research/Research_Papers/2024-25/Japans_new_security_strategy

Robert Ward, “Introduction: Evaluating Japan’s New Grand Strategy”, *IISS Adelphi Series*, May 30, 2025.

<https://www.iiss.org/online-analysis/online-analysis/2025/05/introduction-evaluating-japans-new-grand-strategy/>

Class 10. Security Concerns on the Korean Peninsula (March 3)

William Favre, “Navigating Tensions and Cooperation: A Strategic Analysis of the Korean Political Instability Including China’s Role,” *Defense Research and Studies*, Nov. 22, 2025.

<https://dras.in/navigating-tensions-and-cooperation-a-strategic-analysis-of-the-korean-political-instability-including-chinas-role/>

Class 11. China/Japan & Southeast Asian Relations (March 4)

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

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

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

Port Douglas (9:30-11:17) Class 12. The US and Southeast Asian Relations (March 9)

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

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

Gregory Poling, “Southeast Asia Navigates Trump’s Return: Quick Deals, Lasting Dread”, *CSIS*, Oct. 6, 2025.

<https://www.csis.org/analysis/southeast-asia-navigates-trumps-return-quick-deals-lasting-dread>

(Determine groups for oral exam and post study questions)

Class 13. Small State Security: The Case of Nepal (March 11)

Katja Weber and Kangkyu Lee, “A Small State in a Rapidly Changing International and Domestic Environment: The Case of Nepal,” (2025). (Canvas)

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

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

Prompt 3: This week we have examined China, Japan, and the US’s relationships with Southeast Asia. How should Australia interact with the ASEAN countries (or a subset thereof) moving forward? (Due March 23)

Sydney Class (15:40-17:27) 14. Non-Traditional Security Challenges (Human Trafficking) (March 16)

“East Asia and the Pacific” (Human Trafficking)

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

<https://www.youtube.com/watch?v=2UaqgkHw8Ys>

<https://www.youtube.com/watch?v=ZLC-qs5dUIE>

Class 15. Non-Traditional Security Challenges: Piracy (March 17)

Sam Bateman and Jane Chan, “Good Order at Sea in Southeast Asia,” in *Maritime Security and Piracy: Common Challenges and Responses from Europe and Asia*. Edited by Wilhelm Hofmeister and Patrick Rueppel. Singapore: Konrad-Adenauer Stiftung; East Asian Institute, National University of Singapore; European Union Centre in Singapore; Brussels, Belgium: European Policy Centre, 2014. (Begins at p. 69-)

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

Crossley, D. (2023). “Malacca and Singapore Straits—Increase of Piracy Incidents,”

<https://www.westpandi.com/news-and-resources/news/march-2023/malacca-and-singapore-straits-increase-of-piracy-i/>

Class 16. Oral Exam (March 18)

(in small groups; groups will be determined the end of class 12, and you will receive some study questions)

Class 17. Non-Traditional Security Challenges: Poverty and Food Security (March 19)

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

<http://pooreconomics.com>

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

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

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

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

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

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

Class 18. Orientation Session for Simulation on International Security (March 23)

(Hand out Scenario and Tasker; Group Assignments)

Class 19. Team Meetings for Simulation (March 24)

(In-class discussions and development of a 2-3 pages position paper)

Class 20. Inter-Team Meetings for Simulation (March 25)

(Bring copies of your position papers for each team; in-class negotiations with members from other delegations)

Class 21. Final Simulation (March 26)

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