

Peace, Conflict, and Justice in the Indo-Pacific

MUN110H1

Fall 2024, Monday 3:00pm – 5:00pm, Eastern Time Zone (GMT-4)

Instructor: Professor Phillip Y. Lipsky, 1 Devonshire Place, Munk 262S (South House)
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Website: www.lipsky.org
Office Hours: Wednesday 1-2:30pm (Sign up via Quercus); Email me for alternative times.
Location: B019, 315 Bloor St. West
Prerequisite: None

Course Description

In recent years, countries including Canada, India, Japan, and the United States have devised Indo-Pacific strategies in recognition of the rising importance of the region. The region now accounts for half of the world's people, 60 percent of world's GDP, and two-thirds of global economic growth. Devising effective solutions for the policy challenges related to the Indo-Pacific will be crucial to prevent catastrophic conflict and promote sustainable prosperity in the 21st century. In this class, students will examine the nature of policy problems with a global scope - in areas such as the management of geopolitical conflict, economic security, and human rights and transnational justice - and devise solutions tailored to emerging challenges in the Indo-Pacific. Restricted to first-year students admitted to Munk One. Not eligible for CR/NCR option.

Course Format

1. Class readings will be made available for completion on Perusall, an online annotation tool. This tool allows for interaction, communication, and discussion outside of the standard class time. Students should complete the readings prior to class and post their annotations as indicated below in the Evaluation and Course Grade section. This component will start during Week 2.
2. We will meet during our standard class time for discussion of the week's topic. The class will predominantly take the form of a discussion seminar, although the instructor will occasionally provide a brief introductory lecture or invite the participation of a guest speaker.
3. Students will complete a group project on the Indo-Pacific Strategy of a specific country, to be assigned later in the course. This component will complement the more thematic readings of the class by providing an opportunity to research in depth and present about the policies and priorities of a specific country. The project will involve three components: an initial proposal, presentation to the class, and written policy paper.
4. During the final two sessions of the class, we will engage in a policy simulation orchestrated by Deanna Horton, Distinguished Senior Fellow of the Munk School.

Perusall

To set up Perusall, create an account at <https://perusall.com/> and use access code LIPSCY-XNDRF. Alternatively, use this link: <https://app.perusall.com/join/lipsky-xndrf>.

General Instructions about using Perusall: <https://support.perusall.com/hc/en-us/articles/360033995074-Getting-started>

Evaluations and Course Grade

EVALUATIONS	WEIGHT	DEADLINE	SUBMISSION VIA
In Class Participation	25%	Students are expected to participate actively in class discussion. This includes required participation in a policy simulation during the final two sessions of the class.	In Class
Online Participation	25%	Students are required to use the online annotation tool Perusall. Perusall allows students to interact and learn from each other as they complete the assigned readings. Students should aim to complete a minimum of 3 high-quality annotations per reading to receive full credit for this component (more is encouraged).	Online, Perusall
Policy Project: Proposal (3 Pages) Due: 10/21	10%	Students will complete a group project related to the Indo-Pacific strategy of a specific country. A 3-page proposal worth 10% of the mark will be submitted for initial feedback. Students will provide a presentation to the class and submit a policy paper (~15 pages).	Quercus
Policy Project: Presentations: 11/18 or 11/25	10%		In Class
Policy Project: Policy Paper (15 pages): 12/2	30%		Quercus

Group Work, Absences, Late Assignments

To ensure equitable contributions to the group policy project, I will ask you to provide peer evaluations at the end of the semester to ensure transparency about each student's individual contribution. In cases where there is a clear difference in relative contributions, separate grades may be assigned, including no credit if appropriate.

Students are expected to participate in every session and submit assignments on time. You should clear any absences or late assignments with me beforehand. In cases where there is no prior consultation and approval, I may impose the standard penalty of zero credit for absences and a reduction of 10% for each day an assignment is late.

Required Books

All readings and materials will be available online. No purchases are necessary.

Class Schedule

SESSION	THEME
Class 1 (09/09)	Introduction
Class 2 (09/16)	International Order
Class 3 (09/23)	Geopolitical Tensions
Class 4 (09/30)	Growth or Stagnation?
Class 5 (10/07)	Weaponized Interdependence
No Class (10/14)	Thanksgiving Holiday
Class 6 (10/21)	Global Public Goods
No Class (10/28)	Reading Week
Class 7 (11/04)	Democracy & Human Rights
Class 8 (11/11)	Societal Change
Class 9 (11/18)	Group Presentations
Class 10 (11/25)	Group Presentations
Class 11 (12/02)	Policy Simulation I
Class 12 (12/03)	Policy Simulation II

Assigned Readings and Materials

Class 1: Introduction

Government of Canada. Canada's Indo-Pacific Strategy. <https://www.international.gc.ca/transparency-transparence/indo-pacific-indo-pacifique/index.aspx?lang=eng>

Speech by the Hon. Mélanie Joly, Canada's Minister of Foreign Affairs at the Munk School of Global Affairs & Public Policy, November 9, 2022, <https://www.youtube.com/embed/OCG-BIU5vp0>

Canada's Indo-Pacific Strategy: What Does It Mean? Centre for the Study of Global Japan, Munk School of Global Affairs & Public Policy, March 27, 2023, <https://www.youtube.com/watch?v=4XdI38EOAP0>

Class 2: International Order

G. John Ikenberry. 2018. "The Future of Liberal Order in East Asia." In: Hayes P., Moon CI. eds. *The Future of East Asia*. New York: Palgrave Macmillan.

Amitav Acharya. 2022. "Race and Racism in the Founding of the Modern World Order." *International Affairs* 98 (1): 23-43.

Yuichi Hosoya. 2019. "FOIP 2.0: The Evolution of Japan's Free and Open Indo-Pacific Strategy." *Asia-Pacific Review* 26 (1): 18-28.

Elizabeth Economy. 2024. "China's Alternative Order: And What America Should Learn From It." *Foreign Affairs* 103 (3).

"UN Security Council Reform: What the World Thinks." Carnegie Endowment for International Peace.

Class 3: Geopolitical Tensions

Robert Jervis. 2017. "Our New and Better World." In Sergio Fabbrini and Raffaele Marchetti eds., *Still a Western World?: Continuity and Change in Global Order*. Routledge.

Tanisha M. Fazal and Paul Poast. 2019. "War Is Not Over: What the Optimists Get Wrong About Conflict." *Foreign Affairs* November/December.

Manjari Chatterjee Miller. 2024. "The Most Dangerous Game: Do Power Transitions Always Lead to War?" *Foreign Affairs* (July/August)

Bonnie S. Glaser, Jessica Chen Weiss, and Thomas J. Christensen. 2024. "Taiwan and the True Sources of Deterrence: Why America Must Reassure, Not Just Threaten, China." *Foreign Affairs* (January/February).

Fiona Hill et al. 2020. "Balancing act: Major powers and the global response to US-China great power competition." Brookings Institution.

Class 4: Growth or Stagnation?

Alice Amsden. 2003. *The Rise of the Rest: Challenges to the West from Late-Industrializing Economies*. Oxford University Press, Chapter 1.

Réka Juhász, Nathan Lane, and Dani Rodrik. 2024. “The New Economics of Industrial Policy.” *Annual Review of Economics* 16: 213-242.

Lant Pritchett and Lawrence H. Summers. 2013. “Asiaphoria Meets Regression to the Mean.” *Proceedings, Federal Reserve Bank of San Francisco* November: 1-35.

Michael Auslin. 2019. *The End of the Asian Century: War, Stagnation, and the Risks to the World's Most Dynamic Region*. Yale University Press, Chapter 1, 4.

National Intelligence Council (USA). *Global Trends 2040*. Washington, D.C. (selected sections).

Class 5: Weaponized Interdependence

Christina L. Davis, Andreas Fuchs, and Kristina Johnson. 2019. “State Control and the Effects of Foreign Relations on Bilateral Trade.” *Journal of Conflict Resolution* 63(2): 405-438.

Kristin Vekasi. 2019. “Politics, Markets, and Rare Commodities: Responses to Chinese Rare Earth Policy.” *Japanese Journal of Political Science* 20(1): 2-20.

Henry Farrell and Abraham L. Newman. 2019. “Weaponized Interdependence: How Global Economic Networks Shape State Coercion.” *International Security* 44 (1): 42–79.

Kishore Mahbubani. “Asia's Third Way: How ASEAN Survives--and Thrives--Amid Great-Power Competition.” *Foreign Affairs* 102 (2).

Hsu et al. 2024. “American Economic Statecraft in the Asian Century.” Brookings Institution. February 22.

Class 6: Global Public Goods

John Kirton and Marina Larionova. 2022. “Contagious convergent cumulative cooperation: the dynamic development of the G20, BRICS and SCO.” *International Politics*

Tanisha Fazal. 2020. “Health Diplomacy in Pandemical Times.” *International Organization* 74 (S1):E78-E97.

Saori Katada and Jessica Liao. 2020. “China and Japan in pursuit of infrastructure investment leadership in Asia: Competition or convergence?” *Global Governance* 26 (3): 449–472.

Sarang Shidore and Joshua Busby. 2019. "One more try: The International Solar Alliance and India's search for geopolitical influence." *Energy Strategy Reviews* 26: 100385.

Asian Development Bank. 2023. *Asia in the Global Transition to Net Zero*. Manila: Asian Development Bank.

Class 7: Democracy & Human Rights

Fareed Zakaria. 1994. "Culture is Destiny: A Conversation with Lee Kuan Yew," *Foreign Affairs* 73(2); Kim Dae Jung. 1994. "Is Culture Desitny? The Myth of Asia's Anti-Democratic Values," *Foreign Affairs* 73(6)

Dan Slater and Joseph Wong. 2013. "The Strength to Concede: Ruling Parties and Democratization in Developmental Asia." *Perspectives on Politics* 11 (3): 717–33.

Maiko Ichihara. 2019. "The Role of Democracy Promotion in Japanese Foreign Policy." Nicholas Szechenyi ed. *Asianism and Universalism: The Evolution of Norms and Power in Modern Asia*. Center for Strategic and International Studies (CSIS): 7–14.

V-Dem Institute. 2024. "Democracy Report 2024: Democracy Winning and Losing at the Ballot Box." Gothenburg: V-Dem Institute.

Amnesty International. 2024. "The State of the World's Human Rights." London: Amnesty International Ltd. (selected sections).

Class 8: Societal Change

Andrew Mason, Ronald Lee, and Sang-Hyop Lee. 2010. "The Demographic Transition and Economic Growth in the Pacific Rim," in Takatoshi Ito and Andrew Rose eds., *The Economic Consequences of Demographic Change in East Asia* (Chicago: University of Chicago Press).

Ito Peng and Yi-Chun Chien. 2018. "Not all in the same family: diverging approaches to family policy in East Asia." In Guðný B. Eydal and Tine Rostgaard eds. *Handbook of Family Policy*. Edward Elgar Publishing, pg. 236–248.

Erin Aeran Chung, Darcie Draudt, and Yunchen Tian. 2024. "The Developmental Migration State." *Journal of Ethnic and Migration Studies* 50 (3): 637–56.

Emma Kenny. 2023. "Explainer: Advances in LGBTQIA+ rights across Asia and the Pacific." International IDEA.

United Nations Entity for Gender Equality and the Empowerment of Women (UN Women). 2022. *Annual Report for Asia and the Pacific 2020-2021*. Bangkok, Thailand.

Additional Information:

Plagiarism Detection Tool

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

Religious Accommodations

As a student at the University of Toronto, you are part of a diverse community that welcomes and includes students and faculty from a wide range of cultural and religious traditions. For my part, I will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities on religious holy days not captured by statutory holidays. Further to University Policy, if you anticipate being absent from class or missing a major course activity (such as a test or in-class assignment) due to a religious observance, please let me know as early in the course as possible, and with sufficient notice (at least two to three weeks), so that we can work together to make alternate arrangements.

Students with Disabilities or Accommodation Requirements

Students with diverse learning styles and needs are welcome in this course. If you have an acute or ongoing disability issue or accommodation need, you should register with Accessibility Services (AS) at the beginning of the academic year by visiting <https://studentlife.utoronto.ca/departments/accessibility-services/>. Without registration, you will not be able to verify your situation with your instructors, and instructors will not be advised about your accommodation needs. AS will assess your situation, develop an accommodation plan with you, and support you in requesting accommodation for your course work. Remember that the process of accommodation is private: AS will not share details of your needs or condition with any instructor, and your instructors will not reveal that you are registered with AS.

Academic Integrity

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters (<https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>). If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, please reach out to me. Note that you are expected to seek out additional information on academic integrity from me or from other institutional resources. For example, to learn more about how to cite and use source material appropriately and for other writing support, see the U of T writing support website at <http://www.writing.utoronto.ca>. Consult the Code of Behaviour on Academic Matters for a complete outline of the University's policy and expectations. For more information, please see A&S Student

[Academic Integrity \(https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity\)](https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity) and the [University of Toronto Website on Academic Integrity \(https://www.academicintegrity.utoronto.ca\)](https://www.academicintegrity.utoronto.ca).

Specific Medical Circumstances

If you become ill and it affects your ability to do your academic work, consult me right away. Normally, I will ask you for documentation in support of your specific medical circumstances. This documentation can be an Absence Declaration (via ACORN) or the University's Verification of Student Illness or Injury (VOI) form. The VOI indicates the impact and severity of the illness, while protecting your privacy about the details of the nature of the illness. If you cannot submit a VOI due to limits on terms of use, you can submit a different form (like a letter from a doctor), as long as it is an original document, and it contains the same information as the VOI (including dates, academic impact, practitioner's signature, phone and registration number). For more information on the VOI, please see <http://www.illnessverification.utoronto.ca>. For information on Absence Declaration Tool for A&S students, please see <https://www.artsci.utoronto.ca/absence>. If you get a concussion, break your hand, or suffer some other acute injury, you should register with Accessibility Services as soon as possible.

Accommodation for Personal Reasons

There may be times when you are unable to complete course work on time due to non-medical reasons. If you have concerns, speak to me or to an advisor in your College Registrar's office; they can help you to decide if you want to request an extension or other forms of academic consideration. They may be able to email your instructors directly to provide a College Registrar's letter of support and connect you with other helpful resources on campus.

Equity, Diversity and Inclusion

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

Quercus Info

This Course uses the University's learning management system, Quercus, to post information about the course. This includes posting readings and other materials required to complete class activities and course assignments, as well as sharing important announcements and updates. New information and resources will be posted regularly as we move through the term. To access the course website, go to the U of T Quercus log-in page at <https://q.utoronto.ca>. SPECIAL NOTE ABOUT GRADES POSTED ONLINE: Please also note that any grades posted are for your information only, so you can view and track your progress through the course. No grades are considered official, including any posted in Quercus at any point in the term, until they have been formally approved and posted on ACORN at the end of the course. Please contact me as soon as possible if you think there is an error in any grade posted on Quercus.