

# IAL 542: Intro to the Indo-Pacific: Redefining Asia

## Course Information

**Course Description:** This elective course within ASU's MA IAL program takes a fresh look at that region of the world we know as Asia. Asia is thought to have originally been named by the ancient Greeks to identify the lands to their east, or from an Assyrian word, asu, meaning 'east.' Contemporary definitions of Asia shift but usually refer to that part of the global land mass east of the Urals to the shores of the Pacific Ocean and from the Arctic Ocean south to the equator, except for a few Southeast Asian islands. In recent years, the term Asia-Pacific has been replaced by the term Indo-Pacific in recognition of the presence of a significant percentage of traditional 'Asia' in the Indian Ocean area (including India, which has overtaken China in population) and the long-standing relationships that exist between the large countries of the mainland, such as China, and the various island nations of the Pacific Ocean. This course is an introduction to the Indo-Pacific, which accounts for more than 1/3 of the Earth's land mass and which contains more diversity than any other region on the planet, giving the student a better appreciation for the reality of the region and its impact on the rest of the globe.

**Credits:** 3

**Prerequisites:** None

## Instructor Contact Information

**Instructor** Ambassador Charles Ray, he/him/his

**Preferred Name:** Ambassador Ray

**Virtual Office Hours:** Because this is an online course, office hours are by appointment only via Zoom. Days and times can be coordinated to accommodate both the instructor and the student.

**Link:** <https://asu.zoom.us/j/7498949831>

**Access Information:** No log-on or ID is required. The instructor will open the Zoom room five minutes before the agreed-upon meeting time, and the student can click on the Zoom link in the 'Join Us This Week on Zoom' section of any module.

**Request an appointment outside of office hours:** Because of the differing time zones of students and the instructor, regular office hours are not practical. Appointments can be arranged as outlined above.

**Email:** Email is the preferred communication in ASU Online courses. While students can use the email feature directly in the course to send digital correspondence, students

can also contact me directly at [Charles.Ray.1@asu.edu](mailto:Charles.Ray.1@asu.edu). Include IAL 542 in the subject line so that I am aware that it is for this course.

**Contact Number:** My phone number is 1-240-660-7794. If you call and I'm not able to answer, leave a voice mail and contact number, and I will get back to you as quickly as possible.

## Communicating With the Instructor

### Community Forum

This course uses a discussion called "Community Forum" for general questions and comments about the course. Prior to posting a question or comment, check the syllabus, announcements, and existing posts to ensure it is not redundant. You are encouraged to respond to the questions of your classmates.

Email questions of a personal or sensitive nature to your instructor. You can expect a response within 72 hours.

### Chat

The Chat tool in Canvas allows students and the course team members to interact in real time. Use Chat only for informal course-related conversations unless your instructor informs you otherwise. Chat is not ideal for questions about assignments; instructors are **not** required to monitor it and conversations may be buried or lost.

### Email

ASU email is an official means of communication among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly.

**All instructor correspondence will be sent to your ASU email account.**

## Course Objectives

Specific topics the instructor will cover include:

- Ancient Asia and its relations with the rest of the world
- A new definition of Asia for American policymakers
- The geography of the Indo-Pacific
- The politics and cultures of the Indo-Pacific
- Self-identification of the Indo-Pacific people
- Indo-Pacific Flashpoints
- S. relations with the Indo-Pacific

# Learning Outcomes

Upon completion of this course, you will be able to:

- Differentiate between the traditional Western definition of Asia and how it relates to the concept of an Indo-Pacific region.
- Explain the historical, political, economic, and cultural relationships among the various nations of the Indo-Pacific.
- Propose the main objectives of U.S. relations with the Indo-Pacific for the coming decade.

# Technology Requirements

This course is fully online and requires a computer with internet access. You must have full administrative rights to download and install necessary applications. A smartphone, iPad, Chromebook, etc. will **not** be sufficient for completing your work in ASU Online courses. While you will be able to access course content with mobile devices, you must use a computer for all assignments, quizzes and exams, and virtual labs.

## Course Access

Your ASU courses can be accessed by both [canvas.asu.edu](https://canvas.asu.edu) and [asu.instructure.com](https://asu.instructure.com); Bookmark both in the event that one site is down.

## Proctoring

It is your responsibility to verify that your technology meets proctoring requirements. There are no proctoring exams in this course unless otherwise specified.

- [LockDown: Browser Computer Requirements for Installation](#) (for graded quizzes)

## Hardware

- Standard personal computer with major operating system (OS)
- Reliable, strong Internet connection: broadband internet connection (DSL or cable) to stream videos
- Webcam
- Microphone, headset/earbuds, and speaker

## Software/Other

- Web browser: [Chrome](#), [Mozilla Firefox](#), or [Safari](#).
- PDF Viewer: [Adobe Acrobat Reader](#). is free for all currently-enrolled ASU students
- Microsoft Office: [Microsoft 365](#) is free for all currently enrolled ASU students

## Textbook and Required Readings

### Required

**BOOK Asia: A Concise History** Cotterell, Arthur, Chichester, Wiley, 2011

<https://www.amazon.com/Asia-Concise-History-Arthur-Cotterell/dp/0470825049>

### Recommended

'How to Write a 1,500 Word Strategy Paper,' by Consultant's Mind. <https://www.consultantsmind.com/2022/04/30/strategy-paper/>

### Coursework

## Submitting Coursework

All coursework, unless otherwise announced, **must** be submitted to the designated area of Canvas. Do **not** submit an assignment via email.

Coursework due dates follow Arizona Standard time. Use a [Time Converter](#) to ensure you account for the difference in Time Zones. Note: Arizona does **not** observe daylight savings time.

## Late or Missed Coursework

When possible, notify the instructor before coursework is due. If an urgent situation or emergency arises and you are unable to submit coursework on time, please communicate with your advisor, success coach, and instructor as soon as possible.

Follow the appropriate University policies to request an [accommodation for religious practices](#) or to accommodate a missed assignment [due to University-sanctioned activities](#).

## Course Assignments, Quizzes, and Discussions

Assignments for this course are weighted by group as follows

Group	Weight
Quizzes	30%
YellowDig Discussions	30%
Writing Assignments	40%

**Quizzes.** There are review quizzes in Modules 1 through 6, each of which is worth 5 points. Students will have 30 minutes and two chances to complete the quiz for the grade.

**YellowDig Discussions.** Each week, a discussion topic will be assigned, and students can earn a total of 100 points per week for a total of 700 for the entire course, which will not be fully calculated until the end of the course. You earn points each week in the following ways. Creating a new post in response to a discussion prompt, of at least 75 words to earn 25 points. Comment to reply to another student's post, with at least 25 words to earn 25 points. Extra points can be earned by receiving accolades (3+), comments (2,) and reactions (2) from the instructor. Keep in mind, though, that just doing the required minimum will give only an average grade. Higher grades (A and A+) require going beyond the minimum requirements.

**Writing Assignments:** There are three writing assignments. In Module 3, you are asked to write an essay of 200 – 250 words on how geography impacts international relations in the Indo-Pacific, based on research in Modules 1 – 3. At the end of the essay, provide 1 to 3 macro-level strategy suggestions to mitigate geographic limitations. A score of 100 points is possible for this assignment. In Module 6, you're required to write a 200 – 250-word essay for 100 points on the impact of climate change on economic and political development in the Indo-Pacific, following the same guidelines as for the Module 3 assignment. The final assignment for 100 points, in Module 7 is an essay of 750 – 1,000 words on U.S. engagement with the Indo-Pacific over the coming decade, using the essays for Modules 6 and 7 as a starting point. An excellent guide to writing strategy papers can be found at [How To Write A 1,500 Word Strategy Paper | Consultant's MindLinks](#).

## Course Schedule

Module 1 Ancient Asia and its relations with the rest of the world

Class Meeting (via Zoom). Topics:

1. How has our concept of what Asia is been shaped by the ancient Europeans rather than the reality as seen by the inhabitants of the region?
2. When we look at the Pacific island nations and Australasia (Australia, New Zealand, and Papua New Guinea), does the origins of their first human inhabitants make them part of the Asia region or not?
3. Describe the relationships between and among the various kingdoms and societies of the region.

Quiz. A graded quiz designed to test knowledge of the main points of the readings. You have 30 minutes and two chances to complete the quiz.

Yellowdig Discussion Prompt. 'Explore and compare the relations among the various cultures of the Asia region prior to the arrival of Europeans, including the origins of the first human settlers. Due date Jan. 29, 12:59 am AZ time.

Module 2 A new definition of Asia for American policymakers

Class Meeting (via Zoom). Topics:

1. Discuss why, in geopolitical terms, Indo-Pacific is a better term to describe the region than Asia or even Asia-Pacific.
2. What arguments are there against the use of the term Indo-Pacific?
3. The term Indo-Pacific came into popular use during the Trump Administration but was continued in the Biden Administration. What is the significance of this?

Quiz. A graded quiz designed to test knowledge of the main points of the readings. You have 30 minutes and two chances to complete the quiz.

Yellowdig Discussion Prompt: 'Explain the strategic importance of including India and other Indian Ocean nations, Australasia, and the Pacific Island nations in determining economic, political, and security strategy rather than dealing with them separately.'

Module 3 The geography of the Indo-Pacific

Class Meeting (via Zoom). Topics:

1. There's an old saying, 'never conduct a land war in Asia.' How does the geography of mainland Asia and the vast expanse of ocean in the Indo-Pacific region impact military operations?
2. What role does geography play in the economic relations and economic and social development of Indo-Pacific nations?

Quiz. A graded quiz designed to test knowledge of the main points of the readings. You have 30 minutes and two chances to complete the quiz.

Yellowdig Discussion Prompt: 'Discuss the impact of geography on economic, security, cultural, and political relations of the Indo-Pacific nations with each other and with nations outside the region.'

Writing Assignment. After reviewing the reading and research for Modules 1 – 3, write an essay of 200 – 250 words on how geography impacts relations. following should be included in your essay:

1. Identify the specific limitations that geography places on developing policy strategy on the Indo-Pacific region.
2. Explain how geography has shaped U.S. relations with the Indo-Pacific region.
3. Finally, provide 1 to 3 **macro-level** strategy suggestions on how to mitigate these limitations. Macro-level strategies are overarching procedures or processes that apply generally, as opposed to specific strategies or tactics. For example, when addressing the geographic limitation of the vast ocean distances, the macro-level strategy of needing open sea lanes and right of passage rather than discussion of specific ports or countries that the U.S. would need access to, or the importance of having landing and basing rights for deployment of ground forces in general rather than the specific countries that the U.S. would need access to.

## Module 4 The politics and cultures of the Indo-Pacific

### Class Meeting (via Zoom) Topics:

1. What is the state of democratization in the Indo-Pacific region?
2. In addition to the resurgence of Chinese influence in the region, there are a number of unresolved historical rivalries and border disputes. How do these affect security in the region?
3. Does the US-China global competition disadvantage smaller countries in the region or does it provide opportunities?

Quiz. A graded quiz designed to test knowledge of the main points of the readings. You have 30 minutes and two chances to complete the quiz.

Yellowdig Discussion Prompts: 1. Discuss how historical rivalries impact security and cooperation among nations in the region, and 2. Discuss the impact of the US-China rivalry or the involvement of former colonial powers on development in the region.

## Module 5 Self-identification of the Indo-Pacific people

### Class Meeting (via Zoom) Topics:

1. Taking Southeast Asia and the Pacific island nations as examples, how do they see themselves vis-à-vis the rest of the world?
2. How does the US-China competition for influence impact the self-image of Indo-Pacific nations?

Quiz. A graded quiz designed to test knowledge of the main points of the readings. have 30 minutes and two chances to complete the quiz.

Yellowdig Discussion Prompts: 1. Analyze the main issues of concern to Indo-Pacific nations, and 2. Discuss the economic and security impacts of US-China competition from the viewpoints of other Indo-Pacific nations.

## Module 6 Indo-Pacific Flashpoints

### Class Meeting (via Zoom) Topics:

1. What effect will the US-China global competition have on Indo-Pacific flashpoints?
2. Which is most worrisome in the Indo-Pacific, the danger of armed conflict or climate change?
3. What can countries like the US do to mitigate the effects of climate change and other crises in the Indo-Pacific region?

Quiz. A graded quiz designed to test knowledge of the main points of the readings. You have 30 minutes and two chances to complete the quiz.

Yellowdig Discussion Prompt: 'Discuss the main Indo-Pacific flashpoints and rank them according to probability and potential danger.'

Writing Assignment: After reviewing the readings, videos, and research from Modules 1 – 6, write a 200 to 250-word essay on how climate change has impacted or might impact US relationships in the Indo-Pacific region, and how climate change has a significant impact on national security and economic prosperity. The following should be included in your essay:

1. **Describe** the impact climate change has on **economic and political development** in general in the Indo-Pacific region.
2. **Explain** how climate change **impacts the key issues in the US relationship with nations of the Indo-Pacific.**
3. **Outline** the top **three actions** the U.S. can take to help mitigate the negative impact of climate change in the Indo-Pacific. These should be actions that are practical and attainable within a 3-5-year period, which is the usual planning horizon for strategic plans. Macro-level strategies are overarching procedures or processes that apply generally, as opposed to specific strategies or tactics. The actions should apply to the Indo-Pacific region as a whole and not to a specific country. They are meant to guide specific country planning.

## Module 7 U.S. relations with the Indo-Pacific

Class Meeting (via Zoom). Topics:

1. Is the current U, S. strategy towards the Indo-Pacific practical and workable?
2. Should more or less emphasis be placed on competition with China in developing a long-term Indo-Pacific strategy?

Yellowdig Discussion Prompt: Assess the current US strategy towards the Indo-Pacific.

Writing Assignment. Use the research, readings, and videos from all modules, and previous writing assignments to write a 750 to 1,000-word essay on 'U.S. Engagement with the Indo-Pacific region over the next Decade.' Use the following guidelines in preparation of the essay:

1. Identify 1 – 3 issues that you feel are the most important.
2. Develop 2 – 3 high-level recommendations for each issue

# Grading

Grades reflect your performance on coursework and when required, adherence to due dates. Grades will typically be available within 72 hours of the due date in the Canvas Gradebook.

## Due Dates and Late Penalties

Unless otherwise noted, all coursework is due on **Sundays at 11:59 PM Arizona (AZ) time**. Due dates in your course are set up in Arizona Standard time. Use a [Time Converter](#) to ensure you account for the difference in time zones and remember to update your course settings to reflect your time zone (see your onboarding course for directions). Arizona does **not** observe daylight saving time.

### Quizzes

No late penalty is applied after the due date and time, but in order to complete all coursework by the final submission date, it is highly recommended to follow the due date. Any quiz not completed by 11:59 PM AZ time the week of module 7 will be given a zero (0) grade.

### YellowDig Discussions

No late penalty is applied after the due date and time, but the opportunity to receive points each week expires at the end of the week.

### Writing Assignments

A deduction of 1 point per day is applied after the scheduled due date and time.

## Overall Course Grade Breakdown

This section lists how your final grade in the course will be calculated. Understanding the grade breakdown helps you plan your time, prioritize your efforts, and stay on track throughout the semester.

Coursework	Quantity	Points
Graded Quizzes (5 points each)	6	30
YellowDig Discussions (100 points each)	7	700
Writing Assignments (100 points each)	3	300

#	#
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#	#
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#	#
#	#

**Total Course Points**

1,030

## Grade Scale

The instructor reserves the right to adjust individual grades based on, but **not** limited to: violations of academic integrity.

<b>Range of Points</b>	<b>Percentage</b>	<b>Letter Grade</b>
970 - 1030	97 - 100	<b>A+</b>
930 - 969.99	93 - 96.99	<b>A</b>
900 - 929.99	90 - 92.99	<b>A-</b>
870 - 899.99	87 - 89.99	<b>B+</b>
830 - 869.99	83 - 86.99	<b>B</b>
800 - 829.99	80 - 82.99	<b>B-</b>
770 - 799.99	77 - 79.99	<b>C+</b>

700 - 769.99	70 - 76.99	<b>C</b>
600 - 699.99	60 - 69.99	<b>D</b>
0 - 599.99	0 - 59.99	<b>E</b>

## ASU Course Policies

Read the ASU Course Policies, which can be found within the navigation menu for more detailed information, in addition to the policies listed in this syllabus.

### Code of Conduct

The aim of education is the intellectual, personal, social, and ethical development of the individual. The educational process is ideally conducted in an environment that encourages reasoned discourse, intellectual honesty, openness to constructive change, and respect for the rights of all individuals. Self-discipline and a respect for the rights of others in the university community are necessary for the fulfillment of such goals.

The [Student Code of Conduct](#) is designed to promote this environment at Arizona State University. It sets forth the standards of conduct expected of students who choose to join the university community. Students who violate these standards will be subject to disciplinary sanctions in order to promote their own personal development, to protect the university community, and to maintain order and stability on campus.

Students are expected to follow the [ABOR Student Code of Conduct](#) and the ASU [Student Code of Conduct](#) at all times.

### Expected Behavior

An instructor may withdraw a student from a course with a mark of “W” or “E” or employ other interventions when the student’s behavior disrupts the educational process. For more information, review [SSM 201–10](#).

If you identify something as unacceptable classroom behavior (e.g., in Canvas, Ed Discussion, Zoom, etc.), please notify your instructor immediately or as soon as possible.

Our classroom community rules are to:

- Be professional
- Be positive
- Be polite
- Be proactive

# Academic Integrity

Academic honesty is expected of all students in any materials intended to be used for an academic evaluation, including, but not limited to: all examinations, papers, presentations, laboratory work, academic transactions, and records. The possible sanctions for academic integrity violations include but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification, and dismissal.

All students are expected to adhere to the [ASU Student Honor Code](#) and the [ASU academic integrity policy](#). Students are responsible for reviewing this policy and understanding each of the areas in which academic dishonesty can occur. If you have taken this course before, you may not reuse or submit any part of your previous assignments without the express written permission from the instructor.

All student academic integrity violations are reported. Withdrawing from this course will not absolve you of responsibility for an academic integrity violation and any sanctions that are applied. The AIO maintains a record of all violations and has access to academic integrity violations committed in all other ASU colleges/schools.

Plagiarism of any kind will not be tolerated. Students must take the exams independently, without assistance from other students. Students may not submit papers written by persons other than themselves.

## Use of Generative AI

*Students may not submit any written work created in whole or in part by any generative AI (artificial intelligence) application or tool. Likewise, students may not submit any oral work (including presentations and videos) that is based on scripts or notes generated by artificial intelligence. Rewording or rephrasing content generated by artificial intelligence is also prohibited.*

*The use by a student of generative AI or other prohibited tools could result in a violation of ASU's Academic Integrity policy. Instructors, teaching assistants, and other IAL staff will monitor submitted work using a variety of AI detection tools. The suspected use of prohibited tools, including generative AI, may lead to an investigation and sanctions against the student.*

**(More information and resources regarding the use of AI at ASU is at: [Generative AI | Office of the University Provost | ASU](#))**

## Copyright

### General

You must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's/learner's

original work, unless the student/learner first complies with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement. For more information, see the [Computer, Internet, & Electronic Communications Policy](#).

The contents of this course, including lectures (Zoom recorded lectures included) and other instructional materials, are copyrighted materials. Students may not share outside the class, including uploading, selling or distributing course content or notes taken during the conduct of the course. Any recording of class sessions is authorized only for the use of students enrolled in this course during their enrollment in this course.

Recordings and excerpts of recordings may not be distributed to others. See [ACD 304-06](#) "Commercial Note Taking Services" and [ABOR Policy 5-308 F.14](#) for more information.

## Absence Policies

There are no required or mandatory attendance events in this online course.

Excused absences do not relieve students of responsibility for any part of the coursework required during the period of absence. If exceptions for graded coursework deadlines need to be made for known excused absences, please reach out to your instructor as soon as possible. Review availability windows and due dates for coursework and schedule accordingly.

Review the resources for what qualifies as an excused absence and review the late penalties in the Assignment Deadlines and Late Penalties section of the syllabus and the course.

- Excused absences related to religious observances/practices that are in accord with [ACD 304-04](#), "Accommodation for Religious Practices" (please see [Religious Holidays and Observances](#)).
- Excused absences related to university sanctioned events/activities that are in accord with [ACD 304-02](#), "Missed Classes Due to University-Sanctioned Activities".
- Excused absences related to missed class due to military line-of-duty activities that are in accord with [ACD 304-11](#), "Missed Class Due to Military Line-of-Duty Activities," and [SSM 201-18](#), "Accommodating Active Duty Military".

## Appointments with the Instructor

### Expectations

The environment should remain professional at all times. Inappropriate content/visuals, language, tone, feedback, etc. will not be tolerated, reported and subject to disciplinary action. Review the policy regarding Expected Behavior section of the syllabus, [ABOR Student Code of Conduct](#) and the ASU [Student Code of Conduct](#) at all times.

## Disruptive, Threatening or Violent Behavior

In the classroom and out (i.e., online and in virtual office hours), students are required to conduct themselves in a manner that promotes an environment that is safe and conducive to learning and conducting other university-related business. Students, faculty, staff, and other individuals do not have an unqualified right of access to university grounds, property, or services. Interfering with the peaceful conduct of university-related business or activities or remaining on campus grounds after a request to leave may be considered a crime. All incidents and allegations of violent or threatening conduct by an ASU student will be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. Such incidents will be dealt with in accordance with the policies and procedures described in [Section 104-02 of the Student Services Manual](#).

## **Accommodations for Students with Disabilities**

Suitable accommodations are made for students with disabilities. Students needing accommodations must register with [ASU Student Accessibility and Inclusive Learning Services](#) (SAILS) office. Students should communicate the need for an accommodation at the beginning of each course so there is sufficient time for it to be appropriately arranged. These requests should be submitted through the [online portal](#). See [ACD 304-08](#) Classroom and Testing Accommodations for Students with Disabilities. SAILS will send the instructor a notification of accommodations. It is recommended that students communicate with instructors regarding documented accommodations.

## **Prohibition Against Discrimination, Harassment, and Retaliation**

Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits discrimination, harassment, and retaliation by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information.

Title IX is a federal law that provides that no person be excluded based on sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed based on sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed based on sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating

violence. ASU Counseling Services, <https://eoss.asu.edu/counseling> is available if you wish to discuss any concerns confidentially and privately.

ASU online students may access 360 Life Services, <https://goto.asuonline.asu.edu/success/online-resources.html>.

## Photo Requirement

Arizona State University requires each enrolled student and university employee to have on file with ASU a current photo that meets ASU's requirements (your "Photo"). ASU uses your Photo to identify you, as necessary, to provide you with educational and related services as an enrolled student at ASU. If you do not have an acceptable Photo on file with ASU, or if you do not consent to the use of your photo, access to ASU resources, including access to course material or grades (online or in person) may be negatively affected, withheld or denied.

## Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Remember to check your ASU email and the course site often.