



**FACULTY OF HUMANITIES AND SOCIAL SCIENCES  
SCHOOL OF LANGUAGES AND CULTURES**

**ASIAN STUDIES PROGRAMME  
ASIA 101 INTRODUCTION TO ASIAN STUDIES**

**20 POINTS**

**TRIMESTER 1 2014**

Please read through this material very carefully in the first week of the course, and refer to it regularly.

**Trimester dates**

**Trimester dates:** 3 March to 2 July 2014

**Teaching dates:** 3 March to 6 June 2014

**Easter/Mid-trimester break:** 18 April to 4 May 2014

**Study week:** 9 – 13 June 2014

**Examination/Assessment Period:** 13 June to 2 July 2014

Note: students who enrol in courses with examinations must be able to attend an examination at the University at any time during the scheduled examination period.

**Withdrawal dates:** Refer to [www.victoria.ac.nz/students/study/withdrawals-refunds](http://www.victoria.ac.nz/students/study/withdrawals-refunds). If you cannot complete an assignment or sit a test or examination, refer to [www.victoria.ac.nz/students/study/exams/aegrotats](http://www.victoria.ac.nz/students/study/exams/aegrotats).

**Names and contact details**

**Course Coordinator:** AP Stephen Epstein  
Office: vZ717  
Phone: 463 5703  
Email: [stephen.epstein@vuw.ac.nz](mailto:stephen.epstein@vuw.ac.nz)

**Tutors:** Shun Cheung  
Email: [shun.cheung@vuw.ac.nz](mailto:shun.cheung@vuw.ac.nz)

Kasia Ginders  
Email: [kasia.ginders@vuw.ac.nz](mailto:kasia.ginders@vuw.ac.nz)

Mary Jones  
Email: [mary.jones@vuw.ac.nz](mailto:mary.jones@vuw.ac.nz)

The tutors' office is vZ709 and their phone number is 463 5233 ext.4846.

**School Administrators:** Nina Cuccurullo  
Office: vZ610

Phone: 463 5293  
Email: [nina.cuccurullo@vuw.ac.nz](mailto:nina.cuccurullo@vuw.ac.nz)

Sarah Walton  
Office: vZ610  
Phone: 463 5318  
Email: [sarah.walton@vuw.ac.nz](mailto:sarah.walton@vuw.ac.nz)

School Office hours: 9.00am to 4.30pm, Monday to Friday.

**Contact Person for Māori  
and Pasifika Students**

Dr Vanessa Frangville  
Office: vZ703  
Phone: 463 6463  
Email: [vanessa.frangville@vuw.ac.nz](mailto:vanessa.frangville@vuw.ac.nz)

**Contact Person for  
Students with Disabilities:**

Dr Margaret Sutherland  
Office: vZ615  
Phone: 463 5975  
Email: [margaret.sutherland@vuw.ac.nz](mailto:margaret.sutherland@vuw.ac.nz)

**School Website:** [www.victoria.ac.nz/slc](http://www.victoria.ac.nz/slc)

### Class times and locations

**Lectures** Monday and Wednesday 2.10-3.00pm HM (Hugh McKenzie) LT 104

**Tutorials** – choose **ONE** from either:

Monday	3.10-4.00pm	vZ (von Zedlitz) 710
Monday	3.10-4.00pm	vZ (von Zedlitz) 510
Monday	4.10-5.00pm	vZ (von Zedlitz) 710
Tuesday	12.00-12.50pm	vZ (von Zedlitz) 710
Tuesday	1.10-2.00pm	vZ (von Zedlitz) 710
Tuesday	3.10-4.00pm	vZ (von Zedlitz) 515
Wednesday	12.00-12.50pm	vZ (von Zedlitz) 710

Please note that tutorials start in the **second** week of the trimester.

Students are to choose a tutorial class group by signing up using the S-cubed system. <https://signups.victoria.ac.nz>. You must remain in your allotted tutorial for the whole course, unless a change is authorised by the Course Coordinator.

### Communication of additional information

Students are encouraged to consult Blackboard regularly for information on course changes and other announcements. Almost all of the course material for ASIA101 is available on-line via Blackboard or on the Internet. Quick links to the latter will be provided for you on Blackboard. We have also set up a special YouTube channel for Asian Studies at VUW with a playlist of material geared specifically to ASIA 101. Please see: [www.youtube.com/asianstudiesvuw](http://www.youtube.com/asianstudiesvuw).

You might also be interested in exploring [www.youtube.com/user/asiadownunder](http://www.youtube.com/user/asiadownunder) at some point for an additional archive of relevant material on YouTube from Asia Down Under, a long-running NZ

show “about Asia and Asians in New Zealand, addressing topical and even controversial stories affecting Asian Kiwis.”

### **Prescription**

An interdisciplinary introduction to the study of aspects of Asia. This course is thematic in structure and focuses on contacts and cultural interchange between Asia and the West.

### **Course content**

This is an introductory course examining Asia from a New Zealand perspective. We give particular attention to the theme of intercultural contact and how ‘Asia’ has been variously constructed within the context of a ‘Western’ society like New Zealand. We are also interested in how these constructions shape New Zealand’s engagement with Asia and the place of Asia and Asian peoples within New Zealand.

As an introductory course, ASIA 101 is necessarily broad; it samples a range of historical, cultural, political, religious, and artistic issues rather than exhaustively analysing them. The course takes “Asia” to be not so much a region, distinct from other regions, but as a culturally constructed site within and against which people(s) of diverse background came into contact with one another in a variety of ways, and for various purposes over many, many years.

One objective of this course, therefore, is to help you understand these numerous processes of contact and the ways in which “Asia” has been constructed and is continually undergoing reconstruction as contexts change. We begin with a broad introduction to the themes that we will be returning to frequently throughout the course. We then proceed to explore some of the constructions of Asia in the Western imagination, with a specific focus on New Zealand, and the historical background to New Zealand’s encounters with Asia. Many of the ideas generated in the early periods of contact continue to shape the interactions that occur today. We then move to look at aspects of New Zealand’s vastly expanded engagement with Asia as a result of globalisation in a variety of contexts, from cultural flows to the establishment of immigrant communities from Asia and relations at the national level.

### **Course learning objectives (CLOs)**

Students who pass this course should be able to:

1. analyse critically different representations of Asia;
2. discuss with knowledge a variety of topics related to Asia and its place in New Zealand;
3. extend their study of Asia in upper-level university courses;
4. approach life as more informed citizens of the greater Asia-Pacific region.

### **Teaching format**

The course will consist of lectures and tutorials, supplemented by reading materials and self-directed study. Students are expected to take an active part in tutorials (see below for descriptions of each week’s session) and to contribute their own thoughts to the topic under discussion.

### **Mandatory course requirements**

In addition to achieving an overall pass mark of 50%, students must:

- a) Submit the course essay by the specified date (subject to provisions stated for late submission of work).
- b) Attend at least 7 of 10 tutorials.
- c) Attend the final examination at the appointed time.

Although roll call is not taken in lecture, attendance is expected, and your success and enjoyment of the course will be directly proportional to your participation.

## Workload

The University Assessment Handbook has laid down guidelines concerning the number of hours per week that students are expected to devote to a course in order to maintain satisfactory progress. Students enrolling in a one trimester 20-point course should expect to work on average 13 hours per week, to make up to a rough total of 200 hours including 20+ hours of lecture and 10 hours of tutorial over the trimester. Reading and review of course material (both general and exam-specific) should take approximately half of the remaining hours to equal roughly 80-85 hours over the semester; the remaining 80-85 will be devoted to individual assignments (see below). **Please note that these figures are only a very rough guideline.** Some students will find they need to do more, and students aiming for high grades will almost certainly need to do more.

Adequate advance preparation through reading, research, informed participation and presentation in tutorials is very important. In order to get the most out of the course, you should complete the assigned reading **before** each lecture.

## Assessment

The breakdown of the assessment, which is designed to test how well you have understood the aims and objectives of the course, is as follows:

Assessment items and workload per item	%	CLO(s)	Due date
1 Restaurant Group Exercise (800-1000 words)	10%	1,2,3,4	May 5
2 4 Tutorial-Related Assignments (x 5%)	20%	1,2,3,4	See below
3 Course Essay (2000 words)	30%	1,2,3,4	May 23
4 Final Exam (2 hours)	40%	1,2,3,4	TBA

Please note the examination period is from 13 June to 2 July 2014.

Specific marking criteria for individual assessments will be provided on Blackboard. A potential breakdown of time spent for each assignment might be as follows:

1) Restaurant Group Exercise: 10-20 hours (organising and going to the restaurant; discussion and consultation over tutorial presentation; writing your section of the group report; feedback and further group consultation)

2) Tutorial assignments:

Map and General Skills Quiz: 5-10 Hours (learning countries and capitals; reading material on library use, plagiarism and grammar; your level of prior knowledge here will play a role);

Media Analysis: 5-10 hours (selection of appropriate piece for analysis; consideration of tutorial feedback; writing up and revision of analysis)

Essay Prospectus: 10-15 hours (determining topic, preliminary research, deciding upon initial sources; writing of prospectus);

Essay Presentation: 10-15 hours (continuation of research and writing; selection of material for presentation; rehearsing);

3) Course Essay: 40-50 hours (research, writing and revising; note that the more effort and care you put into your prospectus and presentation the less additional time you will need here).

## Assessment breakdown

### 1. Restaurant Group Exercise (10%) (800-1000 words)

**Due 4 p.m., Monday 5 May**

At some point early in the trimester, collect yourself into a group of from three to five people from your tutorial group and visit a local restaurant that specialises in some form of “Asian” cuisine. Collectively write a report that discusses your restaurant experience in terms of the restaurant’s “Asian-ness”. You may determine for yourselves how to distribute the work involved in writing the piece; note, however, that only one report is to be handed in for the whole group and each member will receive the same grade. We therefore strongly recommend that you circulate the report amongst yourselves and comment on each other’s contributions. Note also that a short presentation (non-assessed) on your group’s experience will be expected in the **Week 7** tutorial – feedback associated with this presentation is to be incorporated into your submitted report.

You should consider a variety of aspects of the restaurant and show how they reflect forces of globalisation in New Zealand’s relationship with Asia. Possible features you might focus on include decor, menu items, seating arrangements, music, restaurant name, ‘authenticity’, clientele, and so on. Think about the issues that came up in the lectures and readings on the globalisation of food.

### 2. 4 x 5% Tutorial-Related Assessments (20%)

**Week 2 and 3**

**Map Quiz/General Skills Quiz**

**Week 4**

**Media Analysis Assignment (analysis due Friday, March 28, 4 pm)**

**Week 6**

**Course Essay Prospectus (prospectus due Wednesday, April 16, 4 pm)**

**Week 9**

**Three-minute Oral Presentation on Course Essay**

For more information on the tutorial assessments, consult the course schedule for the week in which the assessment appears.

### 3. Course Essay (30%) (2000 words)

**Due 4pm Friday 23 May**

Write an essay that responds to one of the questions listed below. The essay should not vary more than 10% from 2000 words (i.e. no less than 1,800 words and no more than 2,200 words); please **include the word count** and be sure to type it **double-spaced**. As you will see in the schedule there will also be a tutorial for you to discuss essay writing with your tutor.

In writing your essay, develop an argument, and be sure to use carefully chosen examples to back up your points and main thesis. You will need to refer to secondary sources, but do not rely upon them to make your argument for you. We are interested in how you have worked through a particular research question and what you have concluded on the basis of the research you have done. Some articles to spark ideas for you will be made available in Blackboard.

When you do refer to secondary sources in support of your argument, provide accurate quotations as well as a bibliography for the books cited; the bibliography does not count towards the word total. You may use any standard referencing system as long as you are consistent in your format. For more information, see: [www.victoria.ac.nz/library/resources/guides/referencing.html](http://www.victoria.ac.nz/library/resources/guides/referencing.html) or [www.cite.auckland.ac.nz/](http://www.cite.auckland.ac.nz/). Whatever system you use, however, be sure to include the page numbers of material you are citing, unless the specific reference refers to an entire work as a whole.

Insofar as possible, we encourage students to take the initiative of creating a topic that they find particularly interesting: what aspects of New Zealand's historical or contemporary engagement with Asia do you find compelling? You might choose, for example, to analyze an organisation that somehow builds a bridge between New Zealand and Asia; to look at a particular book, poem or film made by a New Zealand writer or filmmaker that treats New Zealand's relationship with Asia or the experience of peoples of Asian descent in New Zealand; to examine in detail a set of New Zealand media texts that represent Asia to the wider public; or to look closely at Asian culture influence in a particular area of New Zealand (religion, music, popular culture, food). Possibilities here are multiple, but before you begin **we strongly urge you to chat with your tutor or the Course Coordinator** to be sure that your choice is suitable.

Topic 1. Create a topic of your own related to the themes of the course that you find particularly interesting. (For more see the above paragraph).

Topic 2. Consider the Chinese, Indian and Korean immigrant experience in New Zealand. Choose **TWO** of the three and discuss how these experiences have differed and what crucial factors have been involved.

Topic 3. Analyse how the transformation in the Asian population of New Zealand since 1987 has influenced the construction of New Zealand's 'national' identity.

Topic 4. Write an essay assessing the significance of any one individual's contribution towards developing an understanding of Asia in New Zealand.

Topic 5. Assess the main factors that contributed to the transformation of New Zealand's relationship with Asia during the twentieth century.

Your essays are to be polished jobs. Try to get an early start and leave ample time for revisions. **PROOFREAD CAREFULLY AND USE A SPELLING AND GRAMMAR CHECK!** Feel free to talk with your lecturers or your tutor about these essays at any stage of the writing process. If you have further questions, please see one of us.

#### **4. Final Exam (40%)**

The final exam is of 2 hours duration. It will consist of two parts. The first will be a series of short questions and identifications based on the lectures delivered in the course, the assigned readings and the tutorial discussions. This part is worth 20% of the exam mark. The second part of the exam will require answering two essay questions (you will have a number of options to choose from). These essay questions are designed to examine themes raised throughout the course. This part is worth 80% of the exam mark. The final exam will be held during the examination period (13 June to 2 July 2014).

#### **Submission and return of work**

All assignments must include a cover sheet available from the Course Documents section of Blackboard or from the School of Languages and Cultures (SLC) Office. Any assignments due in tutorial may be handed in during your tutorial; all other assignments are to be placed in the Asian Studies assignment slot. This is located to the left of the SLC Office, vZ610, opposite the lifts on the 6th floor of von Zedlitz. You must keep a copy of your assignment. No responsibility will be taken for essays placed in staff mailboxes, pushed under doors, etc. You should never destroy notes or delete your draft until your marked assignment is returned to you. Marked work will either be returned in class or be made available for collection from the SLC office. Please bring your student ID card with

you when you come to collect your work. Work can be collected between 10am-2pm each day. We aim to get work back to you within two weeks of submission; occasionally this may take longer.

**Please also note that for your course essay, you must submit both:**

- a) **an electronic copy to Turnitin** via Blackboard; and
- b) **a hard copy with signed coversheet** to the Asian Studies assignment slot on the 6th floor of von Zedlitz.

For more on the use of Turnitin at VUW, please see [www.cad.vuw.ac.nz/wiki/index.php/Turnitin](http://www.cad.vuw.ac.nz/wiki/index.php/Turnitin).

### **Extensions and penalties**

Assignments must be handed in at the deadlines specified to avoid penalties. 5% per day (counting an individual piece of work as 100%) will be deducted from work submitted after the assigned date without prior permission or without a necessary and demonstrable reason such as illness. While extensions will usually be granted on request, work that comes in after the original deadline will as a rule receive less feedback. Please keep to the word counts; assignments that fall below or go over the given limits by more than 10% can expect to lose marks in proportion to the severity of the excess or shortfall.

### **Set texts**

*Asia in the Making of New Zealand*, Henry Johnson and Brian Moloughney eds. (Auckland: Auckland University Press, 2006).

ASIA 101 Student Notes.

You are required to purchase both the textbook and the Student Notes. Additional reading will be provided via Blackboard, and almost all the material from your Student Notes will also be available via Blackboard, so that you may also access it readily when you don't have the Student Notes available. For copyright reasons, we are unable to print out some material available on the Internet in Student Notes. Please print it out for yourself if you require a hard copy.

Set texts can be purchased from Vic Books, Ground Floor Easterfield Building, Kelburn Parade. They can also be ordered online at [www.vicbooks.co.nz](http://www.vicbooks.co.nz). Orders and enquiries can be emailed to [enquiries@vicbooks.co.nz](mailto:enquiries@vicbooks.co.nz).

### **Class representative**

A class representative will be elected in the first week, and that person's name and contact details will be available to VUWSA, the Course Coordinator and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students. Class reps will attend a meeting with the Head of School to discuss how the course is going and to raise any concerns or suggestions that they may have. You can find out more information on Class Representatives on the VUWSA website: [www.vuwsa.org.nz](http://www.vuwsa.org.nz)

### **Student feedback**

Enhancements made to this course, based on the feedback of previous students, will be covered during the course.

Student feedback on University courses may be found at [www.cad.vuw.ac.nz/feedback/feedback\\_display.php](http://www.cad.vuw.ac.nz/feedback/feedback_display.php)

## Use of Turnitin

Student work provided for assessment in this course may be checked by the electronic search engine [www.turnitin.com](http://www.turnitin.com) to ensure that it meets expectations for academic integrity. The course essay is to be uploaded via Blackboard to allow the Turnitin check to occur automatically. Turnitin will retain a copy of submitted material on behalf of the University for detection of future plagiarism, but access to the full text of submissions is not made available to any other party.

## Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: [www.victoria.ac.nz/home/study/plagiarism](http://www.victoria.ac.nz/home/study/plagiarism)
- Aegrotats: [www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat](http://www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat)
- Academic Progress: [www.victoria.ac.nz/home/study/academic-progress](http://www.victoria.ac.nz/home/study/academic-progress) (including restrictions and non-engagement)
- Dates and deadlines: [www.victoria.ac.nz/home/study/dates](http://www.victoria.ac.nz/home/study/dates)
- FHSS Student and Academic Services Office: [www.victoria.ac.nz/fhss/student-admin](http://www.victoria.ac.nz/fhss/student-admin)
- Grades: [www.victoria.ac.nz/home/study/exams-and-assessments/grades](http://www.victoria.ac.nz/home/study/exams-and-assessments/grades)
- Resolving academic issues: [www.victoria.ac.nz/home/about/avcacademic/publications2#grievances](http://www.victoria.ac.nz/home/about/avcacademic/publications2#grievances)
- Special passes: [www.victoria.ac.nz/home/about/avcacademic/publications2#specialpass](http://www.victoria.ac.nz/home/about/avcacademic/publications2#specialpass)
- Statutes and policies including the Student Conduct Statute: [www.victoria.ac.nz/home/about/policy](http://www.victoria.ac.nz/home/about/policy)
- Student support: [www.victoria.ac.nz/home/viclife/student-service](http://www.victoria.ac.nz/home/viclife/student-service)
- Students with disabilities: [www.victoria.ac.nz/st\\_services/disability](http://www.victoria.ac.nz/st_services/disability)
- Student Charter: [www.victoria.ac.nz/home/viclife/student-charter](http://www.victoria.ac.nz/home/viclife/student-charter)
- Student Contract: [www.victoria.ac.nz/home/admisenrol/enrol/studentcontract](http://www.victoria.ac.nz/home/admisenrol/enrol/studentcontract)
- Turnitin: [www.cad.vuw.ac.nz/wiki/index.php/Turnitin](http://www.cad.vuw.ac.nz/wiki/index.php/Turnitin)
- University structure: [www.victoria.ac.nz/home/about](http://www.victoria.ac.nz/home/about)
- VUWSA: [www.vuwsa.org.nz](http://www.vuwsa.org.nz)

## Course programme

**Lectures: Monday and Wednesday 2.10pm – 3.00pm, HM (Hugh McKenzie) LT105**

### WEEK ONE

**Lecture** Monday 3 March: *Introduction to the Course* (Stephen Epstein, Asian Studies)

**Reading:** None

**Lecture** Wednesday 5 March: *The Idea of Asia, the Idea of NZ* (Stephen Epstein, Asian Studies)

**Reading:** Johnson & Moloughney, 'Introduction: Asia and the Making of Multicultural New Zealand', in *Asia in the Making of New Zealand*, pp. 1-10 [hereafter *AMNZ*].

### **NO TUTORIALS THIS WEEK**

### WEEK TWO

**Lecture** Monday 10 March: *Western Representations of Asia* (Stephen Epstein, Asian Studies)

**Reading:** Birch, Schirato and Shivastava, 'The Idea of Asia,' in *Asia: Cultural Politics in a Global Age*, pp.1-24, in Student Notes [hereafter *SN*], p. 1.



**WEEK TWO TUTORIAL      Introductions, (De)Constructing Asia, and Map Quiz**

Try to think about what 'Asia' means to different people. How is NZ's 'Asia' different from Australia's? Why? Bring to the tutorial a list of 10 words that you think are descriptive of 'Asia'. Be prepared to explain why you have chosen them.

**There will also be a quiz**, in which you will be given a blank map of Asia, akin to that found on [www.worldatlas.com/webimage/countrys/asia/asoutl.htm](http://www.worldatlas.com/webimage/countrys/asia/asoutl.htm), and asked to identify selected **countries and capitals**. What counts as Asia? This is a difficult question, which we will discuss in class, but we also want to start off the course by equipping you with some important basic geographical knowledge. Here is a site where you can practice a bit: [www.lizardpoint.com/fun/geoquiz/asiaquiz.html](http://www.lizardpoint.com/fun/geoquiz/asiaquiz.html).

As further preparation for the tutorial and quiz, do a Google search for 'map of Asia' and see what you discover. We will provide a list of the countries and capitals you may be expected to identify on Blackboard.

**Lecture      Wednesday 12 March: *New Zealand Representations of Japan* (Dougal McNeill, English)**

**Reading:** Dougal McNeill, "Japan in the Supermarket of the Kiwi Psyche", *Journal of New Zealand Literature*, 27: 2009, pp. 131-154, in *SN*, p. 25.

WEEK THREE

**Lecture      Monday 17 March: *Early Encounters* (Stephen Epstein, Asian Studies)**

**Reading:** Tony Ballantyne, 'Teaching Māori About Asia,' in *AMNZ*, pp.13-35; Moloughney, Ballantyne & Hood, 'After Gold,' in *AMNZ*, pp. 58-75.

**WEEK THREE TUTORIAL      *Illustrious Energy* and General Skills Quiz**

In this tutorial we will watch an excerpt from the film *Illustrious Energy*, and then discuss some of the issues that this raises. For this tutorial it will be useful to review (or preview) the material from the "Early Encounters" and "Wellington Chinese Community" lectures. A copy of the film is held in the main library, and your local video store may also have it, if you wish to see the whole film; it is very well made and highly recommended: for a fuller description see [www.filmarchive.org.nz/feature-project/pages/Illustrious-Energy.php](http://www.filmarchive.org.nz/feature-project/pages/Illustrious-Energy.php).

When watching the film, think about the following:

1. What image of New Zealand does the film create and how?
2. How does the film challenge or reinforce dominant images of Chinese?

We will also discuss some very important basic skills for your university degree including issues pertaining to library use, referencing, plagiarism and important grammar points. There will also be an online quiz made available via Blackboard that will test your mastery of these skills. You will be able to take this quiz up to three times between Wednesday, March 19 and Friday, March 21. **For your first 5% of marks in ASIA101, you will receive the better of your score on the map quiz or the online general skills quiz.**

**Lecture      Wednesday 19 March: *The Wellington Chinese Community: Representing Haining Street* (Lynette Shum, Alexander Turnbull Library)**

**Reading:** Lynette Shum 'Remembering Chinatown,' in *Unfolding History, Evolving Identity*, ed. by Manying Ip, pp. 73-93, in *SN*, p. 49.

## WEEK FOUR

**Lecture**      **Monday 24 March: *Biculturalism, Multiculturalism* (James Liu, Psychology)**

**Reading:**      Ward, C., & Liu, J.H. (2012). Balancing indigenous rights and multicultural responsibilities: Ethnic relations in Aotearoa/New Zealand. In D. Landis (Ed.) *Handbook of Ethnopolitical Conflict*, pp. 45-69. New York: Springer, in *SN*, p. 70. (NB: the online version cannot be uploaded to Blackboard for copyright reasons but is available from: [victoria.lconz.ac.nz/vwebv/holdingsInfo?bibId=1526967](http://victoria.lconz.ac.nz/vwebv/holdingsInfo?bibId=1526967))

### **WEEK FOUR TUTORIAL      Media Analysis Discussion**

Come to class with an article or photograph either from the Dominion Post or a major online news outlet (print out the piece if so and be sure to include the URL; you may only choose items that carry a dateline) and a 300-400 word analysis of how the author or photographer attends to, or represents “Asia” in the articles, photographs, etc. you have chosen. Be prepared to discuss how you have analysed the piece you have chosen. Do NOT merely summarise the article; the deeper your analysis, the better your grade will be. Comments should be clear, relevant, cogent and comprehensible. Part of your mark will be dependent on your preparation to discuss your analysis in tutorial, but you will be allowed to incorporate any feedback you receive when you hand in your analysis (**due Friday, March 28 at 4 p.m.**).

Issues you should think about include:

1. How is Asia represented in the article? Are there any underlying metaphors or thought patterns present?
2. How does it reinforce or challenge dominant representations of Asia?
3. Who wrote it, for whom, and how is this significant?

**Lecture**      **Wednesday 26 March: *Lonely Planet Asia* (Stephen Epstein, Asian Studies)**

**Reading:**      Pico Iyer, ‘Love Match’, in *Video Night in Kathmandu*, pp.3-28, in *SN*, p. 93.

## WEEK FIVE

**Lecture**      **Monday 31 March: *The Burqa Case* (Paul Morris, Religious Studies)**

**Reading:**      Erich Kolig, ‘Muslim Traditions and Islamic Law in NZ,’ *AMNZ*, pp. 204-224.

### **WEEK FIVE TUTORIAL      The Burqa Case**

Prior to the tutorial be sure to have read Erich Kolig’s chapter (in *AMNZ*) on the Burqa case. Think about the arguments Kolig is summarising in this chapter, and your own response to these arguments. Do you find them convincing? If so, why? If not, why not?

Most of you will remember the controversy that surrounded Any Chua’s best-selling book *Battle Hymn of the Tiger Mother*. (For a very exaggerated and problematic “What Would You Do?” treatment of these issues, see [www.youtube.com/watch?v=5Yul9P3m0go](http://www.youtube.com/watch?v=5Yul9P3m0go) on the course playlist.) Is this issue a valid example of a cross-cultural conflict? Can you think of other examples of conflicts that have arisen in New Zealand because of cultural clashes with recent immigrants from Asia? How should societies manage differences that arise in a multicultural situation?

**Lecture**      **Wednesday 2 April: *Asia, the West & Globalisation* (Stephen Epstein, Asian Studies)**

**Reading:**      Nick Knight, *Understanding Australia's Neighbours: An Introduction to East and Southeast Asia*, pp.179–198, in *SN*, p. 119.

#### WEEK SIX

**Lecture**      **Monday 7 April: *Asia, the West & Food I* (Stephen Epstein, Asian Studies)**

**Reading:**      Lizzie Collingham, 'Curry Travels the World', in *Curry: A Tale of Cooks and Conquerors*, pp.245-257, in *SN*, p. 141.

#### **WEEK SIX TUTORIAL      Essay Writing and the Prospectus (300-400 words)**

This tutorial is designed to help you think about the construction and development of an essay, and how to write a prospectus demonstrating your plans. You will have the opportunity to discuss what is required for the course essay, as well as how you should go about developing researching and writing it. Over the course of the break, think about the topic you would like to undertake for your course essay and do some preliminary reading. We urge you to come up with a topic of your own that is related to the course themes, but we also have provided set topics that you may handle as well. See the description on pp. 5-6 of this course outline.

A 300-400 word prospectus on your essay will be due on Wednesday, April 16 at 4 p.m. The prospectus will allow us to help guide you in your work and to encourage you to get an early start. Although there is no set template that you have to follow, we are looking for the following to be included: 1) a concise indication of what issues you will write about, along with 2) a tentative outline of arguments you may be making (or perhaps better put, hypotheses you will be testing, as your thoughts will almost certainly grow and change as your research deepens). Be sure to give an indication of how you will go about confirming whether your arguments are correct or not. We also want to see: 3) a thoughtful preliminary reference list, so we can make sure you've gotten started and are on the right track. A strong proposal will have references in the appropriate form; show that you've searched for recent journal articles; and have an appropriate balance of library and Internet sources. You are welcome to incorporate sections from your prospectus in your final essay version, but part of that grade will depend on how well you incorporate any feedback you are given on your prospectus.

**Lecture**      **Wednesday 9 April: *Asia, the West & Food II* (Stephen Epstein, Asian Studies)**

**Reading:**      Matthew Allen and Rumi Sakamoto, R. (2011) "White People Can't Sell Sushi: Unpacking Korean Influence over Sushi Production in NZ", *New Zealand Journal of Asian Studies*, Vol. 13, No. 2: 18-35, in *SN*, p. 155.

#### WEEK SEVEN

**Lecture**      **Monday 14 April: *Asia, the West & Popular Culture I* (Stephen Epstein, Asian Studies)**

**Reading:**      Douglas McGray, 'Japan's Gross National Cool', *Foreign Policy* 130 (September/June 2002), pp.44-54, in *SN*, pp. 173.

Available on-line from: [www.chass.utoronto.ca/~ikalmar/illustex/japfpmcgray.htm](http://www.chass.utoronto.ca/~ikalmar/illustex/japfpmcgray.htm)

#### **WEEK SEVEN TUTORIAL      Constructing and Deconstructing Asian Restaurants**

Prior to this tutorial, collect yourself into a group of from three to five and visit a local restaurant that specialises in some form of “Asian” cuisine. Be prepared to give a short presentation (non-assessed) on your group’s experience. Feedback you receive on your presentation should be incorporated into your submitted report that will be due on the first day back after the mid-trimester break.

In preparing your presentation, focus on a number of aspects of this restaurant and consider how they reflect forces of globalisation, with specific reference to New Zealand’s relationship with Asia. Possible features you might touch upon include decor, menu items, seating arrangements, music, restaurant name, clientele, and so on. In what ways does the restaurant attempt (or refuse) to perform “authenticity”? Think about the issues that came up in last week’s lectures and the readings on the globalisation of food as well general issues of representation of Asia within New Zealand. Be sure to do the Allen and Sakamoto reading for last Wednesday’s lecture before you come to tutorial as well. Insofar as possible be analytical and not just descriptive. Do your best to apply the concepts from lectures and readings.

**Lecture**            **Wednesday 16 April: *Asia, the West & Popular Culture II* (Stephen Epstein, Asian Studies)**

**Excerpts from documentary – *Us and Them: Korean Indie Rock in a K-pop World***

**Reading:**        Stephen Epstein, " 'We are the Punx in Korea!' " in *Korean Pop Music: Riding the Wave*, ed. by Keith Howard, Global Oriental Press: Kent 2006, pp. 190-207, in *SN*, p. 185.

**Easter/Mid-trimester break:** 18 April to 4 May 2014

#### WEEK EIGHT

**Lecture**            **Monday 5 May: *Asia, the West & Popular Culture III: Cosplay* (Emerald King, Japanese)**

**Reading:**        Craig Norris and Jason Bainbridge, “Selling Otaku? The Relationship between Industry and Fandom in the Australian Cosplay Scene,” *Intersections* 20 (2009): [intersections.anu.edu.au/issue20/norris\\_bainbridge.htm](http://intersections.anu.edu.au/issue20/norris_bainbridge.htm)

For a brief introduction to cosplay by Emerald King, see:

<https://theconversation.com/explainer-what-is-cosplay-20759>

#### **WEEK EIGHT TUTORIAL        New Zealand Cultural Products and Asia**

In this week’s tutorial we move from a general consideration of NZ media representations of Asia to look more closely at how texts from popular culture specifically treat such representations. We will watch an excerpt from the film *Banana in a Nutshell*, and then discuss some of the issues that are raised and how they are turned into documentary-style entertainment. There is a clip of the film on the course playlist and a copy of the film is held in the main library.

We will also discuss how contemporary Asian pop culture has crossed boundaries and moved into the West. What forms of Asian popular culture are present in New Zealand? Why do you think New Zealand and global audiences have responded with increasing enthusiasm to Asian pop culture? Do you have any specific forms of which you are a particular fan? If so, how would you explain their attraction? What impressions and stereotypes of Asia do pop culture products convey? How does a nation achieve “soft power” if its products are popular elsewhere? Be sure to

have read the Douglas McGray article as preparation for tutorial and to look at some of the associated YouTube clips from the course playlist.

**Lecture**      **Wednesday 7 May: *Art, Globalisation and Identity in the Chinese Diaspora* (Yiyan Wang, Chinese)**

**Reading:**      Yiyan Wang. "Tyranny of Taste: Chinese Aesthetics in Australia and on the World Stage", Louie, Kam et al. editors. *Diasporic Chineseness after the Rise of China: Community, Culture, and Communication*. Vancouver: British Columbia University Press, 2013, in *SN*, p. 203.

#### WEEK NINE

**Lecture**      **Monday 12 May: *Korean-NZ Identity* (Stephen Epstein, Asian Studies)**

**Reading:**      Stephen Epstein, 'Imagining the Community' in *AMNZ*, pp. 147-162.

#### **WEEK NINE TUTORIAL      Tutorial Presentations**

Prepare a three-minute presentation on your essay topic, explaining to your fellow students your argument, and the evidence that you are using to support it. If you have encountered particularly thorny issues in working out your argument, don't hesitate to raise them. One of the objectives of this assessment is to give you practice in making a clear and concise oral presentation. Time yourself and rehearse! Your tutor is under strict instructions to cut you off after three minutes. Because of our tight time limit, there will not be room for power point presentations or other visual aids other than perhaps holding up pictures of any particular relevant images that are central to your main argument.

In order to encourage you to put some effort into your tutorial presentations, we hereby announce small prizes to be given to the top three presentations in each tute as voted by your peers. These will be decided and awarded next week, as, given numbers, we are almost certainly going to have to leak over into the following tutorial in order to get everyone.

**Please note that only students who attend the Week Nine Tutorial, or who have a doctor's certificate or other documentation, will be allowed to present in Week Ten if there is not enough time for all presentations. Other students will receive a 0% for this assessment.**

**Lecture**      **Wednesday 14 May: *Reinventing Indian Identity* (Sekhar Bandyopadhyay, History)**

**Reading:**      Sekhar Bandyopadhyay 'Reinventing Indian Identity,' in *AMNZ*, pp. 125-146.

#### WEEK TEN

**Lecture**      **Monday 19 May: *Asians in New Zealand* (Andrew Butcher, Asia: NZ Foundation)**

**Reading:**      Paul Spoonley and Andrew Butcher, 'Reporting Superdiversity. The Mass Media and Immigration in New Zealand', *Journal of Intercultural Studies*, 30: 4, pp. 355-372, in *SN*, p. 215.

#### **WEEK TEN TUTORIAL      "Asian Angst"**

In this tutorial we will cover any remaining presentations that we didn't cover the previous week and begin preparing for the examination. We will focus in particular on issues raised by the Asian Angst article. You can access the article and related material at the following site:

[www.tzemingmok.com/asian\\_angst/asianangst\\_archives.html](http://www.tzemingmok.com/asian_angst/asianangst_archives.html). As preparation for the tutorial you

should read the article and think about the issues it raises and consider them in relation to the documentary we watch this week and the ASIA:NZ perceptions of Asia paper. If you have time, look at some of the other related material archived at this site. In the tutorial we will also help you think about how you might use this material in developing an essay in the examination.

**Lecture**      **Wednesday 21 May: *Documentary - New Faces, Old Fears* (Stephen Epstein, Asian Studies)**

**Reading:**

[www.asianz.org.nz/sites/asianz.org.nz/files/Asia\\_NZ\\_perceptions\\_of\\_asia\\_report\\_2011\\_final.pdf](http://www.asianz.org.nz/sites/asianz.org.nz/files/Asia_NZ_perceptions_of_asia_report_2011_final.pdf)  
(There are many charts and tables, so it will read quickly; feel free to skim as appropriate)

Recommended listening to accompany the reading: [www.asianz.org.nz/our-work/knowledge-and-research/research-reports/social-research/perceptions-study/panel-2012](http://www.asianz.org.nz/our-work/knowledge-and-research/research-reports/social-research/perceptions-study/panel-2012)

As always, quick links to these on-line readings will be provided on Blackboard.

#### WEEK ELEVEN

**Lecture**      **Monday 26 May: *The New Zealand-China Relationship* (Jason Young, Political Science & International Relations)**

**Reading:**      Anne-Marie Brady, 'New Zealand-China Relations: Common Points and Differences', *New Zealand Journal of Asian Studies*, 10, 2 (2008): 1-20, in *SN*, p. 233.

#### **WEEK ELEVEN TUTORIAL      New Zealand Engagement with Asia**

In this tutorial we will focus on the changing way that the New Zealand state has interacted with nations in Asia and how this relates to the material that we have looked at throughout the course. Be sure to read the Anne-Marie Brady article before arriving at tutorial. What do you see as the main driver in New Zealand's relationship with China? Do you see this as different from, say, the main aspect of our relationship with other Asian nations that you may be familiar with? Many International Relations theorists argue that states have interests aside from political considerations and that these interests determine a state's interactions with other countries. Given what you have learned does this approach make sense? What role does public opinion play in determining relations between states? We will also continue to prepare for the examination and help you to think about how you might use the material covered in developing an exam essay.

**Lecture**      **Wednesday 28 May: *Engaging Asia Amidst Regional Transformation* (David Capie, Political Science & International Relations)**

**Reading:**      Tim Beal, 'Coming to Terms with Trade,' *AMNZ*, pp. 94-121.

#### WEEK TWELVE

**Lecture**      **Monday 2 June: Queen's Birthday - No Lecture**

**Lecture**      **Wednesday 4 June: *Course Evaluations, Review & Exam Prep* (Stephen Epstein, Asian Studies)**

**Reading:**      None

