



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

**ASIAN STUDIES PROGRAMME
ASIA 301 NATION AND NATIONALISM IN ASIA**

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

Withdrawal dates: Refer to 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.

Names and contact details

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Class times and locations

Lectures will be held on Tuesdays from 1.10pm - 3.00pm in vZ (von Zedlitz) 103.

Additional tutorial sessions for presentations and further discussion of course material, to be led by Stephen, will be arranged later in consultation with the class at times and locations to be determined. Stephen will host a few of them at his house, which is very close to campus. Details will be provided on Blackboard.

Communication of additional information

Students should consult Blackboard regularly both for power points tied to class sessions and for any information on course and programme changes. Quick links to internet reading material for the course will be provided for you in Blackboard. There is a Course Facebook page entitled ASIA301, 2014 (see Blackboard for the link to join), which will be useful place for additional discussion and the sharing of links related to the course theme.

We have also set up a YouTube channel for Asian Studies, with a playlist specifically devoted to ASIA301. This channel will also contain a great deal of interesting material and you should familiarise yourself with it. You may find the channel at: www.youtube.com/user/AsianStudiesVUW. Links to the

channel and the 301 playlist will also be placed on Blackboard, which you should consider bookmarking in your browser.

Prescription

What is a nation? What is nationalism? This course provides an interdisciplinary context within which students explore these important questions as they relate to Asian Studies.

Course content

What is a nation? What is the nation-state? What is nationalism? In this course we discuss these and other important questions that have been the subject of much scholarly debate within the context of Asian Studies. We look at different instances of the formation of nation-states in Asia, and consider a variety of important related topics, such as the relationship of nationalism and colonialism, nationalism and religion, nationalism and globalisation, nationalism and regional identity, nationalism and information and communication technologies, and the differing manifestations of nationalism in Asia and elsewhere in the world.

Course learning objectives (CLOs)

By the end of this course, students should be able to:

1. analyse critically the nature of the nation-state and nationalism in a variety of contexts;
2. show deepened understanding of how nationalism has functioned within Asia itself;
3. demonstrate greater awareness of the dramatic impacts the forces of nationalism have in the contemporary world, not only internationally, but within New Zealand itself; and
4. consider issues in Asian Studies from a variety of disciplinary perspectives (e.g. History, Politics, Religious Studies, Literature, Media Studies).

Teaching format

The course functions on a modified lecture/seminar format and students are expected to participate actively in class. In order to participate actively, you **MUST** do the assigned readings beforehand and give careful thought to discussion questions. We suggest that as you do the reading each week you prepare discussion points in bullet format to have ready to raise in class.

Mandatory course requirements

In addition to achieving an overall pass mark of 50%, students must hand in the essay by the deadline unless prior arrangement has been made with the course coordinator. **Because the course relies on your contributions, you must attend at least 8 of 12 regular class sessions AND 2 further tutorial sessions in order to pass.** If you must be absent for an unavoidable reason, you are requested to contact Stephen beforehand by phone or e-mail.

Workload

The University Assessment Handbook has laid down guidelines as to the number of hours per week which students are expected to devote to a course in order to maintain satisfactory progress. Students enrolling in a one trimester 20-point course should work on average 13 hours per week, to make up to a rough total of 200 hours including 24 hours of lecture and up to 6 hours of tutorial over the trimester. Reading and review (both general and specific to tests) should take approximately half of the remaining hours to equal roughly 85 hours over the trimester, with the remaining 85 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 students have understood the aims and objectives of the course, is summarized as follows:

Assessment items and workload per item		%	CLO(s)	Due date
1	Course Essay Prospectus (500 words)	10%	1,2,3,4	April 1
2	5-minute Group Tutorial Presentation	5%	1,2,3,4	Weeks 5-7
3	Mid-Trimester Test (50 minutes)	15%	1,2,3,4	May 6
4	10-minute Presentation on Course Essay	10%	1,2,3,4	Weeks 9-11
5	Final Test (10% in-class – 50 minutes); 10% take home essay)	20%	1,2,3,4	In-class: June 3 Take Home: distributed June 3, due June 5 (48 hrs)
6	Course Essay (3000 words)	40%	1,2,3,4	June 23

Please find below more detailed notes on each of the assessments. Specific marking criteria for each assignment will be placed on Blackboard.

A potential breakdown of time spent for each assignment might be as follows:

- 1) Essay Prospectus: 10-20 hours (determining topic, preliminary research, deciding upon initial sources; writing of prospectus)
- 2) 5-minute Group Tutorial Presentation: 10-20 hours (reading and preparation, organizing, discussion and consultation with your partner)
- 3) Mid-Trimester Test: 30-40 hours (first reading of course material and subsequent review)
- 4) Essay Presentation: 10-20 hours (continuation of research and writing; selection of material for presentation; rehearsing);
- 5) Final Test: 40-50 hours (additional reading of course material with further review, portion and writing up of take-home sections)
- 6) Course Essay: 50-70 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).

1. Course Essay Prospectus (10%) due in class Tuesday 1 April (500-600 words)

In order to help assist you in planning your essay, you are required to produce a prospectus of 500-600 words, which will allow us to help guide you in your work and to encourage you to get an early start. Although there is no fixed set template that you have to follow, what we are looking for is a brief indication of the issues you will write about, along with a tentative outline of arguments you may be making (or perhaps better put, hypotheses you will be testing, as your thoughts will 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 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 use parts of your prospectus in your final version of your essay, but part of your grade will be dependent on how well you incorporate any feedback you are given.

2. 5-minute Group Tutorial Presentation (5%)

Adequate advance preparation through reading, research, and informed participation in discussions is essential. All students are expected to complete the assigned reading before each class, and to give serious thought to the discussion questions for each session; one component of your assessment will be based on the extent and thoughtfulness of your contribution to class discussions. You will be asked to team up with a classmate to prepare a 5-minute introduction and then lead discussion on a set question or discuss a particular reading at one of the additional tutorial sessions during **Weeks 5 to 7**. You and your partner will receive both a joint mark and an individual mark that will be averaged. Additional meeting times and potential questions will be determined in the first few class sessions. Insofar as possible, Stephen will host these sessions at his home near campus. You will be required to attend at least one session, but are welcome to attend any.

3. Mid-Trimester Test (15%) Tuesday 6 May, 1:10-2:00

The mid-trimester test will consist of short answer questions and identifications from your readings and the classes in the weeks prior to the mid-trimester break and is designed to see that you have kept up with the course material and are assimilating key concepts.

4. 10-minute Presentation on Course Essay (10%)

In an additional tutorial session during Weeks 9 to 11, you will be asked to prepare a ten-minute polished presentation on your essay topic, explaining to your fellow students your argument in detail, and the evidence that you are using to support it. One of the objectives of this exercise is to give you practice in making a clear oral presentation; think of ways to engage the attention of your fellow students. What is particularly interesting about your topic? If you have encountered particularly thorny issues in working through your argument, don't hesitate to raise them. Another objective is to allow you an opportunity for further feedback from your peers and your lecturer before writing up the final version of your essay. Time yourself and rehearse! I will be strict in cutting you off after ten minutes. These additional tutorial session times will be determined in conjunction with the class in the first few weeks, and will likely be held in von Zedlitz 606 (to be confirmed). Again, you will be required to attend at least one additional session, but are welcome to attend any.

5. FINAL TEST (20%) - 2 HOURS

The final test will consist of three sections. The first section will be held in-class and is worth 20 marks. Here you will be asked to identify terms and/or answer short questions that have arisen in course lectures or in readings. The second and third sections (40 marks apiece) will involve a take-home essay component. The second question will ask you to focus in detail on a specific country, while the third section will involve a broader comparative component. These sections are designed to test how well you have assimilated the themes and issues covered in class sessions and in the reading and your ability to synthesize course material. Examples of past exams will be made available on Blackboard, but note that the format is different this year as the course has modified its assessment scheme slightly in response to student feedback.

6. COURSE ESSAY (30%) due Monday 23 June, 4 p.m.

The essay length is **3000 words** (excluding bibliography and notes; please include a word count; essays that fall outside of a 10% limit on either side, 2700-3300 words, can expect to lose marks in proportion to the severity of the shortfall or excess). **Please include the word count** and be sure to type it **double-spaced** to allow room for comment. We encourage you above all to create your own essay topic relevant to the themes discussed in the course. The themes of nation and nationalism

have sufficient flexibility that you can readily tie your essay in with your other academic interests/majors (e.g. Art History, International Relations, Film, Tourism, Development Studies). The earlier you discuss your plans with a course lecturer, the better.

As stated, we vastly prefer that you come up with a topic that interests YOU, but if you are feeling stuck, here are sample issues that you might address:

--What relationships exist between gender and nationalism? Consider with reference to one Asian nation.

--Choose one Asian country and discuss the relationship between colonialism and the development of nationalism within it.

--How do discourses of the uniqueness of the Japanese contribute to the formation of Japanese nationalism?

--Write an essay on the intersection of globalisation and nationalism, choosing one Asian country as an example. For this you may wish to focus on a very specific case study (e.g. how are global music forms such as hip-hop or punk used to express national identities?) or to examine how a particular national identity has been affected by globalisation.

--Make a study of the development of Chinese nationalism from the 1890s to the 1920s, giving consideration to the differences between "moderate" and "radical" nationalists. Were both the moderates and radicals committed to *state*-strengthening as well as nation-building?

-- Japanese sense of nationhood and national identity changed fundamentally in the decade following World War II. Discuss.

--"In Korea, it may be said, everyone is ultimately a nationalist; the question is simply whose vision of the nation is to be privileged." Is this an accurate statement? Discuss.

--In what ways has nationalism played a role in the formation of Korean identity in the twentieth century and beyond? You may choose to analyse this question more generally or to focus on a particular case study.

--How successful, in your judgment, has the Chinese government been in disseminating its own brand of nationalism among China's 1.3 billion people during the 1990s and 2000s?

--"The Chinese government used the 2008 Beijing Olympics for purely nationalist purposes, with little interest in the 'Olympic spirit' of internationalism". Is this a fair statement?

--Discuss how developments in ICT (information and communication technologies) have affected nationalism in one Asian country.

In writing your essay, **develop an argument carefully**, and be sure to use carefully chosen examples to back up your points. You will need to refer to credible secondary sources, but do not rely upon them to make your argument for you. We are just as interested in how you assess the relevant evidence as how scholars do. When you refer to secondary sources in support of your argument, provide accurate quotations and references as well as a bibliography for the books cited. The bibliography does not count towards the word total, and should contain references only for those books you actually cite in your essay.

Essays are to be **carefully edited and proofread** before submission. Try to **get an early start and leave ample time for revisions**. **Be sure to use a spelling and grammar check!** We urge you to talk with the co-ordinator or one of the other lecturers about these essays at any stage of the writing process. If you have further questions, please see the co-ordinator.

A special note on use of the Internet in essays: although the Internet can be an excellent source of information, it is also problematic, in that you will come across much more untrustworthy material there than in traditional print media, where writing is more likely to go through a process of refereeing before publication. In particular, **DO NOT** cite Wikipedia and similar wiki-created sites as sources in your essays. While Wikipedia can be undeniably useful for general background as you research a topic, any information that you acquire there will need to be confirmed by another source. (There is room in ASIA301 for an essay that examines how nationalism is expressed specifically on the Internet in which you can analyse Wikipedia and so on as **primary** source material, but if so, you will need to discuss this topic carefully with the course coordinator).

Although it is crucial to learn how to critically evaluate material from the internet as it comes to occupy a central position in our lives, it is perhaps even more essential to continue to use more traditional media (i.e., books and journals), as the internet fosters a temptation to laziness. You may use the internet, **but your papers must cite an appropriate balance of sources from books and journals**. Refereed journals and electronic books to which you have access via the University Library do count as traditional sources, as these are works in a print medium that have been made available online. Students whose essays cite non-refereed internet material extensively as secondary sources can expect to be marked down. If you are uncertain what is a refereed source and what is not, please see the course coordinator.

A good source of reliable scholarly material on-line is Google Scholar, a resource you should use instead of the main Google main page for web-based research, scholar.google.co.nz/. When you do cite an internet source it is not enough to cite only the URL address as in: www.asia.com. You should also include the author and title of the piece, the chapter or page number of the section to which you are referring (where relevant) and the date on which the site was accessed.

Finally, one very, very important WARNING: the internet has made **plagiarism** easier than ever before, and the temptation to cut and paste material without proper citation or download papers from special sites has become an increasingly serious problem. Be aware too that **the internet and Turnitin have also made catching plagiarism much, much easier than ever before, even with articles that may have originally appeared in a foreign language**. Students who take material from the internet without proper citation can expect to fail their essay. Depending on the severity of the case, they may be given a mark as low as 0%, and be subject to disciplinary action. It should also be noted that assignments that consist mainly of direct quotations are not acceptable, even if sources are acknowledged. If you have any questions whether what you are doing is acceptable, check with the Course Coordinator or a lecturer.

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, vZ610, and handed directly to the course coordinator or placed in the Asian Studies assignment slot, which is located to the left of the SLC Office, opposite the lifts. 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 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 note that for your course essay, you must submit both:

- a) **an electronic copy to Turnitin**, a plagiarism detection tool, via Blackboard (for more information see: www.cad.vuw.ac.nz/wiki/index.php/Turnitin); and
- b) **a hard copy with signed coversheet** to the Asian Studies assignment slot on the 6th floor of von Zedlitz.

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. Although I am generally lenient in allowing extensions, please be aware that if you require one, you can expect the amount of essay feedback that we are able to provide to decrease. 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

There is no textbook per se; readings for class meetings will be made available electronically via Blackboard. It will be very useful to have the readings handy for class discussions either via a laptop or tablet or by printing them out. Quick links to any Internet material will also be provided on Blackboard, and additional suggestions for readings will be made available there as well.

Bibliography

An extensive bibliography of older relevant sources for the course is to be found in the course materials section of Blackboard, as well as in the Nationalism.org website. Google Scholar searches (with well-chosen keywords) now make it possible to uncover a great deal of relevant material quickly. Be sure to look for additional background reading and to get started with your essays early.

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

Student feedback

Response to feedback for this course will be discussed in class or delivered via Blackboard. The addition of tutorial sessions this year is a response to previous year's feedback. Because of the course's small size and the need to accommodate everyone, it was also requested that they be flexible in timing, smaller in size and with an emphasis on tailoring to individual student needs and interests.

Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php

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/students/study/exams/integrity-plagiarism
- Aegrotats: www.victoria.ac.nz/students/study/exams/aegrotats
- Academic Progress: www.victoria.ac.nz/students/study/progress/academic-progress (including restrictions and non-engagement)
- Dates and deadlines: www.victoria.ac.nz/students/study/dates
- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/students/study/progress/grades
- Resolving academic issues: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Special passes: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Statutes and policies including the Student Conduct Statute: www.victoria.ac.nz/about/governance/strategy
- Student support: www.victoria.ac.nz/students/support
- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter
- Student Contract: www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract
- Subject Librarians: library.victoria.ac.nz/library/resources/subjectcontacts.html
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/about/governance/structure
- VUWSA: www.vuwsa.org.nz

Course programme

WEEK 1 March 4, Introduction/Theoretical Approaches to Nationalism (Stephen Epstein, Asian Studies)

Reading:

Smith, Anthony D. (2000). "Theories of Nationalism: alternative models of nation formation," in *Asian nationalism*. Michael Leifer (ed). Routledge, pp. 1-20.

Tonneson, Stein and Hans Antlov. (2000) "Asia in theories of nationalism and national identity," in *Nationalism: Critical Concepts in Political Science*, John Hutchinson and Anthony D. Smith (ed.). Routledge, pp. 844-878.

Discussion Questions:

- 1) What is nationalism?
- 2) How is nationalism interpreted in different ways?
- 3) Why is it important to study nationalism in Asia?
- 4) What does nationalism mean here in New Zealand? How does nationalism manifest itself in New Zealand? Are all New Zealanders Kiwis?

WEEK 2 March 11, Nationalism and Colonialism (Stephen Epstein, Asian Studies)

Reading:

Knight, Nick. (2004). "Nationalism and Revolution in East and Southeast Asia," in *Understanding Australia's Neighbours*. Cambridge University Press, pp. 76-95.

Video screening: *From the Barrel of a Gun* (available for viewing again from the Glass Room in the Library).

Discussion Questions:

- 1) Can we think of a universal definition of nationalism? Can we think of nationalism without the nation-state?

- 2) To what extent did the Asian empirical situations fit into the European model of nationhood?
- 3) Was Asian nationalism the result of Western ideological influences?
- 4) To what extent should Asian nationalism be seen as purely a response to Western colonial rule?
- 5) What were the challenges of nation-building for the Asian leaders?

WEEK 3 March 18, Japan I (Stephen Epstein, Asian Studies)

Reading:

Wilson, Sandra. (2002). "Rethinking nation and nationalism in Japan," in *Nation and Nationalism in Japan*, Sandra Wilson (ed.) Routledge, pp. 1-20, 163-166.

Lie, John. (2001). "Genealogies of Japanese Identity and Monoethnic Ideology" (Chapter 5, from subheading "National Integration and National Identity" up to and including subheading "New Nationalism and Monoethnic Ideology"), in *Multi-ethnic Japan*. Harvard University Press, pp. 113-136.

Yoshino, Kosaku. (1992). "The *nihonjinron*: thinking elites' ideas of Japanese uniqueness," in *Cultural Nationalism in Contemporary Japan*. Routledge, pp. 9-38.

Discussion Questions:

- 1) When would you date the beginning of nationalism in Japan? How did the Meiji state promote a sense of national identity and how has Japanese nationalism developed since the mid-19th century?
- 2) How different is Japan from other Asian countries in its modern nation-state building?
- 3) Certain nations have had a major impact on Japanese culture/society and while simultaneously becoming the subject of animosity by Japanese nationalists. What nations fit within this category and what is the rationale behind this nationalist animosity? Conversely, why do you think the admiration and emulation of American culture became so prevalent in the post-war years?
- 4) What are the characteristics of *nihonjinron* and how is it related to changes in post-war society in Japan?
- 5) According to Lie, when did a true sense of national identity develop in Japan and what factors prevented it from developing until that time?

WEEK 4 March 25, Korea I (Stephen Epstein, Asian Studies)

Reading:

Kim, Richard E. (1988). "Lost Names," in *Lost Names: Scenes from a Korean Boyhood*. University of California Press, pp. 87-115.

Schmid, Andre. (2002). "Introduction: A Monumental Story," in *Korea Between Empires, 1895-1919*. Columbia University Press, pp. 1-22, 279-281.

Shin, Gi-Wook. (1998). 'Nation, history, and politics' in *Nationalism and the Construction of Korean Identity*, Hyung Il Pai and Timothy R. Tangherlini (eds.). Institute of East Asian Studies, University of California, pp. 148-165

Discussion Questions:

- 1) To what extent do the origins of Korean nationalism lie in Korea's reaction to the 'Other' (China, Japan, the West)?
- 2) What is the relationship between ethnic identity and nationalism in Korea? Is it different from other nations you are familiar with?
- 3) What is the significance of the loss of one's name in the excerpts from Richard Kim's novel?
- 4) How have both authoritarian governments and dissidents been able to use discourse of the nation to support their causes in South Korea?

WEEK 5 April 1, China I (Vanessa Frangville, Chinese)

Reading:

Harrison, Henrietta. (2001). *China: Inventing the Nation*. Chapter 4. Arnold, pp. 88-131

Discussion Questions:

- 1) Nationalism and Education: What is the relationship between nationalism and patriotism? How did patriotism led to the fall of the Qing dynasty?
- 2) Nationalism and Race: Is it fair to say that racism was the strongest feature of the Chinese nationalism that flourished during the late-Qing period (1890s-1911)?
- 3) Nationalism beyond the State: How did the definition of China by modernists in the early 20th century encompass overseas Chinese?
- 4) Nationalism and Gender: How was the notion of gender connected to new Chinese conceptions of citizenship in the 1900s? Are women citizens or mothers of citizens, or both?
- 5) Nationalism and the Body: How did sport contribute to build up the strength of anti-Manchu revolutionary forces in the early 20th century? How has sport continued to contribute to the creation of Chinese national identity?

ESSAY PROSPECTUS DUE, 4 p.m.

WEEK 6 April 8, China II: Nationalism, Looking Out and Looking In (Marc Lanteigne, Political Science and International Relations, 1:10-2; Yiyang Wang, Chinese, 2:10-3)

Reading:

Johnston, Alastair Iain. (2013). 'How New and Assertive Is China's New Assertiveness?' *International Security*, 37.4: 7–48.

Wang, Yiyang. (2006). *Narrating China: The Fictional World of Jia Pingwa*. London: Routledge, pp. 1-25.

Suggested: Lu Xun (2009). "My Old Home" in Lu Xun, *The Real Story of Ah-Q and Other Tales of China: The Complete Fiction of Lu Xun*, ed. and trans. by Julia Lovell. Penguin: London and New York, pp. 70-78.

Tutorial Session Reading: Waldron, Arthur (1993). "Representing China: The Great Wall and Cultural Nationalism in the Twentieth Century," in *Cultural Nationalism in East Asia: Representation and Identity*, Harumi Befu (ed.). University of California Press, pp. 36-61.

Discussion Questions:

- 1) To what extent is there a relationship between a nation's diplomatic assertiveness and nationalism itself?
- 2) What the relationship between regional perspectives of China and China's national identity? Where is the centre of Chinese cultural identity in your opinion and why?

Discussion Questions for additional tutorial session:

- 1) What are the most important points that Waldron makes about Chinese nationalism in this chapter? What different meanings have been given to the symbol of the great wall throughout its history? Which meanings are used by Chinese nationalists?

WEEK 7 April 15, India I (Manjeet Pardesi, Political Science and International Relations)

Reading:

- Guha, Ramachandrea. (2007). "Prologue: Unnatural Nation," and "Epilogue: Why India Survives," in *India After Gandhi: The History of the World's Largest Democracy* (New York: Ecco).
- Subrahmanyam, Sanjay (2001). "Golden Age Hallucinations," *Outlook*, 20 August. Available online at <http://www.outlookindia.com/article.aspx?212957>

Suggested:

- Embree, Ainslee T. (1985). "Indian Civilization and Regional Cultures: The Two Realities," and Lloyd I. Rudolph and Susanne Hoeber Rudolph, "The Subcontinental Empire and the Regional Kingdom in Indian State Formation," in Paul Wallace, ed., *Region and Nation in India* (New Delhi: American Institute of Indian Studies), 19-39 and 40-59.
- Stepan, Alfred, Juan J. Linz, and Yogendra Yadav (2011). "India as a State-Nation: Shared Political Community amidst Deep Cultural Diversity," in *Crafting State-Nations: India and Other Multinational Democracies* (Baltimore: The Johns Hopkins University Press), 39-88.
- Sarkar, Sumit (2012). "Nationalisms in India," in Douglas M. Peers and Nandini Gooptu, eds., *India and the British Empire* (Oxford: Oxford University Press), 135-167.
- Dasgupta, Jyotirindra. (2001). "India's Federal Design and Multicultural National Construction," in Atul Kohli, ed., *The Success of India's Democracy* (Cambridge: Cambridge University Press), 49-77.

Discussion Questions:

- 1) Is Indian nationalism merely a response to British colonialism? Does India's pre-colonial history matter?
- 2) What is the relationship between nationalism and ethnicity in India?
- 3) Why does democracy survive in India? How is it linked to Indian nationalism?
- 4) How does the international system (including India's regional neighbourhood) affect nationalism?

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

WEEK 8 May 6, Mid-trimester Test (1:10-2); India II: Nationalism and Religion (Rick Weiss, Religious Studies, 2:10-3) and

Reading:

- Nussbaum, Martha C. (2007). "The Rise of the Hindu Right," in *The Clash Within: Democracy, Religious Violence, and India's Future*. Harvard University Press, pp. 152-185.

Discussion Questions:

- 1) What is the relationship between nationalism and religion in India?
- 2) What characteristics does the Hindu right stress as important for the Indian nation? Why did they oppose Gandhi?
- 3) How are religious concepts, symbols, and narratives invoked for the cause of Hindu nationalism?

WEEK 9 May 13, Japan II (Stephen Epstein, Asian Studies, 1:10-2; Alexander Bukh, Political Science and International Relations, 2:10-3)

- Reading:** Kingston, Jeff. (2011). "Immigration," in *Contemporary Japan – History, Politics, and Social Change since the 1980s*. Chapter 9). Wiley-Blackwell, pp. 166–184.

Allen, Matthew and Rumi Sakamoto. (2007). " 'Hating "The Korean Wave" ' Comic Books: A Sign of New Nationalism in Japan?" www.japanfocus.org/-Mathew-Allen/2535

Otmazgin, Nissim. (2012). "Geopolitics and Soft Power: Japan's Cultural Policy and Cultural Diplomacy in Asia." *Asia-Pacific Review* 19(1): 37-61.

Suggested:

Sakamoto, Rumi. (2008). " 'Will you go to war? Or will you stop being Japanese?' " Nationalism and History in Kobayashi Yoshinori's *Sensoron*." www.japanfocus.org/-Rumi-SAKAMOTO/2632

Lam, Peng Er. (2007). "Japan's Quest For 'Soft Power': Attraction and Limitation." *East Asia* 24, 349-63.

Park, Sang Mi. (2009). "Wartime Japan's Cultural Diplomacy and the Establishment of Culture Bureaus". *WIAS Discussion Paper 2008-09*. Tokyo: Waseda University. <http://www.waseda.jp/wias/achievement/dp/data/dp2008009.pdf>

Discussion Questions:

- 1) What has driven the rapid increase in immigrants in the Heisei era and in what ways has this rapid increase challenged prevailing beliefs in Japan?
- 2) What has the prevailing strategy for dealing with immigration been? How does the dominant pattern of employment for ethnic minorities and immigrants in Japan bolster the rationale for discrimination?
- 3) Are comic books such as "Hating the Korean Wave" evidence of the rise of new nationalist sentiment among Japanese youth? How can we determine if this is so?
- 4) How has Japan's cultural diplomacy been linked to changing Japanese conceptions of the nation and national identity?
- 5) What are the most important characteristics of contemporary Japanese nationalism? Is there a distinction to be drawn in Japan between patriotism and nationalism?

WEEK 10 May 20, Korea II (Stephen Epstein, Asian Studies)

Reading:

Cho, Hae-Joang. (1998). "Constructing and Deconstructing 'Koreanness' ," in *Making Majorities: Making Majorities: Constituting the Nation in Japan, Korea, China, Malaysia, Fiji, Turkey, and the United States (Contemporary Issues in Asia and Pacific)*, Dru Gladney (ed.). Stanford University Press, pp. 73-91.

Ahn, Yonson (2006). 'The Korea-China Textbook War--What's It All About?' History News Network. hnn.us/articles/21617.html

Discussion Questions:

- 1) The sense of national identity in Korea (both North and South) arguably remains stronger than anywhere else in the world. Would you agree? Why? In addition to the articles we have read, what empirical evidence for or against this proposition would you suggest?
- 2) What meaning does the revival of Confucianism and popular folk culture hold in contemporary Korea?
- 3) How is history being mobilised to wage nationalist wars between Korea and China?

WEEK 11 May 27, Nationalism, Globalisation and the Internet (Stephen Epstein, Asian Studies)

Reading:

- Shin, Gi-Wook. (2005). "The Paradox of Korean Globalization," Asia/Pacific Research Center, iisdb.stanford.edu/pubs/20125/Shin.pdf (the statistical data may be skimmed briefly)
- Sakamoto, R. (2011). "Koreans, Go Home! Internet Nationalism in Contemporary Japan as a Digitally Mediated Subculture", *The Asia-Pacific Journal* Vol 9, Issue 10 No 2, July 7, 2011, www.japanfocus.org/-Rumi-SAKAMOTO/3497.
- Stephen Epstein and Rumi Sakamoto, "The True Origins of Pizza: Irony, the Internet and East Asian Nationalisms," *The Asia-Pacific Journal* Vol 9, Issue 44 No 5, October 31, 2011, www.japanfocus.org/-Rumi-SAKAMOTO/3629.

Discussion Questions:

- 1) In light of Shin's and Cho's article (review from week 7), how would you say globalization is affecting Korea's sense of national identity?
- 2) Do you see a similar process occurring in New Zealand or other countries you are familiar with?
- 3) How is the internet allowing new expressions of nationalism within Asia? Do these differ from country to country? Can you think of any ways in which digital mediation is enabling (or not) new senses of national identity in New Zealand?
- 4) In what ways does the Mr. Pizza ad on "The True Origins of Pizza" play upon significant nationalist tropes in East Asia?
- 5) How did the reception of the ad campaign vary among different audiences?

WEEK 12 3 June, Summing Up, Review and In-class Portion of Final Test (Stephen Epstein, Asian Studies)

Reading:

Wang, Gungwu. (1976). 'Nationalism in Asia' in *Nationalism: the Nature and Evolution of An Idea*, Eugene Kamenka (ed.). Arnold. Pp. 83-98.

Discussion Questions:

- 1) How valid is a nation-based approach to thinking about Asia in an era in which the influence of nation-states appears to be on the wane? Or is it in fact erroneous to suggest that the influence of nation-states is on the wane?
- 2) James Palais asks a pertinent question in the title to his epilogue to the volume *Nationalism and the Construction of Korean Identity*, 'Nationalism: good or bad?' Based on your reading and discussions in the course thus far, how would you answer this question? Is nationalism a good thing today? In what sense? Does your answer depend on the country? As we approach the end of the course, we should perhaps ask a fundamental, evaluative question: Is nationalism itself good or bad? What reasons might you give for either side? Does your answer depend on the country? Try to come up with very specific examples on the basis of empirical evidence from the course.
- 3) Spend some time before class reviewing your notes and the course readings, and eliciting recurring themes in preparation for the take-home portion of the final test. What do you regard as the four or most five significant recurrent themes among the case studies we've considered throughout the trimester? What are the most striking points of difference in individual case studies?
- 4) How different is nationalism in Asia and nationalism elsewhere?

MONDAY 23 JUNE, 4 P.M. COURSE ESSAY DUE

