

# ASIA 301 - Selected Topics in the Study of Asia: Nation & Nationalism in Asia

## Trimester 1 (March 2-June 5) 2009

### LEARNING OBJECTIVES

What is a nation? What is the nation-state? What is nationalism? In this course we discuss, within the context of Asian Studies, these and other important questions that have been the subject of much scholarly debate. 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, and the differing manifestations of nationalism in Asia and elsewhere in the world.

By the end of this course, students should:

1. be able to analyse critically the nature of the nation-state and nationalism in a variety of contexts;
2. have a deepened understanding of how nationalism has functioned within Asia itself;
3. have a 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. be further equipped to consider issues in Asian Studies from a variety of disciplinary perspectives (e.g. History, Politics, Religious Studies, Literature, Media Studies).

### STAFF

#### Course Co-ordinator:

Stephen Epstein (Director, Asian Studies Programme); Office hours: I am regularly available throughout the week. Please feel free to stop by at any time, but you may wish to call or e-mail immediately ahead, just to be sure that I am not in a class, a meeting, a seminar, etc. VZ 717; Tel: 463 5703; Email: [stephen.epstein@vuw.ac.nz](mailto:stephen.epstein@vuw.ac.nz)

#### Additional lecturers:

Sekhar Bandyopadhyay (History)	Tel: 463-6772	Email: <a href="mailto:sekhar.bandyopadhyay@vuw.ac.nz">sekhar.bandyopadhyay@vuw.ac.nz</a>
Priya Chacko (Politics)	Tel: 463 5912	Email: <a href="mailto:priya.chacko@vuw.ac.nz">priya.chacko@vuw.ac.nz</a>
Anna Gade (Religious Studies)	Tel: 463 9739	Email: <a href="mailto:anna.gade@vuw.ac.nz">anna.gade@vuw.ac.nz</a>
Xiaoming Huang (Politics)	Tel: 463 5762	Email: <a href="mailto:xiaoming.huang@vuw.ac.nz">xiaoming.huang@vuw.ac.nz</a>
Pauline Keating (History)	Tel: 463 6760	Email: <a href="mailto:pauline.keating@vuw.ac.nz">pauline.keating@vuw.ac.nz</a>

#### Administrator:

Shirley Pack	VZ 6th floor	Tel. 463 5635	Email: <a href="mailto:Shirley.pack@vuw.ac.nz">Shirley.pack@vuw.ac.nz</a>
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### CLASS TIMES, ROOMS AND COURSE DELIVERY

Wednesday 9:00 – 10:50 pm HU LT 214

There are no tutorials. The course functions on a modified seminar format and students are expected to participate actively in class. In order to participate actively, you must do the assigned readings beforehand and think carefully about the discussion question. I suggest that you prepare discussion points in bullet point format to have ready to raise in class. Students are also encouraged to consult Blackboard very regularly for course information, additional suggested readings, and announcements of programme changes.

### IMPORTANT TRIMESTER DATES

2 March:	Trimester 1 begins
9 April:	ASIA301 Essay 1 due
10 April-24 April:	Mid-trimester break
22 May:	ASIA301 Essay 2 due
3 June:	ASIA301 Final Test
5 June:	Trimester 1 teaching ends
12 June-July 1:	Examination period

### SET TEXTS

There is no textbook, but readings for class meetings have been collected into a course reader available from Student Notes in the Student Union building; some additional material will be posted on Blackboard.

### ESTIMATED WORKLOAD

The average workload, including class time, is 18 hours a week. This includes research, essay writing and background reading as well as preparation for participation in discussions. Please note that this is a rough guideline only. Some students will find they need to do more than this, and students aiming for high grades will almost certainly need to do more. Students are also urged to spend time doing additional background reading early in the trimester when the workload is lighter.

### ASSESSMENT

This course will be entirely internally assessed. The breakdown of the assessment, which is designed to test how well students have understood the aims and objectives of the course, is as follows:

1. **Course Essays** – Essay One (30%) due Thursday, 9 April  
– Essay Two (30%) due Friday, 22 May
2. **Final Test** (40%), in class on Wednesday, 3 June;

Adequate advance preparation through reading, research, and informed participation in discussions is essential. All students are expected to have completed the assigned reading before each class, and have given serious thought to the discussion questions for each session.

### ESSAY ONE (30%) DUE: THURSDAY, 9 APRIL

The essay length is 2000-2500 words (excluding bibliography and notes; please include a word count).

1. Write an essay on the role of nationalism in the formation of the modern state in Asia, using one South or Southeast Asian country as an example. There is an extensive bibliography on countries of Southeast Asia available on Blackboard. Note that Chapter 6 of Nick Knight's *Understanding Australia's Neighbours* may also be helpful.

2. Nationalism is a disintegrative as well as an integrative force.' (Tarling) Examine the validity of this statement by using empirical evidence on any particular Asian nationalist movement.
3. What is the Hindu nationalist view of Indian history? What characteristics do Hindu nationalists ascribe to India?
4. What relationships exist between gender and nationalism? Consider with reference to one Asian nation.
5. What is the Islamic nationalist view of Indonesia? What characteristics of Islamic nationalists ascribe to Indonesia?
6. **Create your own question relevant to the themes discussed in the first half of the course. If you choose this option you MUST discuss your topic with Stephen beforehand.**

**ESSAY TWO (30%) DUE: FRIDAY, 22 MAY**

The essay length is 2000-2500 words (excluding bibliography and notes; please include a word count).

1. After World War II, the Japanese sense of nationhood and national identity changed fundamentally. Discuss.
2. How do discourses of the uniqueness of the Japanese contribute to the formation of Japanese nationalism?
3. 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
4. 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?
5. How successful, in your judgment, has the Chinese government been in disseminating its own brand of nationalism among China's 1.3 billion people? (Restrict your focus to the 1990s and 2000s.)
6. "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?
7. 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.
8. "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.
9. Discuss how developments in ICT (information and communication technologies) have affected nationalism in one Asian country.

10. Create your own question relevant to the themes of the course, but if you choose this option you **MUST discuss your topic with Stephen beforehand.**

### NOTES ON ESSAY WRITING

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 interested in what you think just as much as what learned colleagues think. 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**. We urge you to talk with your lecturers about these essays at any stage of the writing process. If you have further questions, please see one of us.

Essays must be handed in at the deadlines specified to avoid penalties. **A penalty of 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 an illness, confirmed by a doctor's certificate. Please keep to the word count limits; essays that fall below or go substantially over the limit can expect to lose marks in proportion to the severity of the shortfall or excess.

**Essays must include a cover sheet** available from the Course Documents section of Blackboard or from the School of Language and Cultures (SLC) Reception area. Essays are to be handed in to Stephen or the Asian Studies assignment box located to the left of the SLC Reception area opposite the lifts on the 6th floor of von Zedlitz. No responsibility will be taken for essays placed in open staff mailboxes, pushed under doors, etc. You should never destroy notes or rough drafts until your marked essay is returned to you.

#### *A Special Note on Use of the Internet in Essays*

Although the internet can be an excellent source of information, you will come across much less trustworthy material than in more traditional forms of print media (e.g., books and journals), where writing is more likely to go through a process of peer-review and refereeing before publication. Although it is crucial to learn how to critically evaluate material from the internet, it is also essential to continue to use more traditional media, as the internet fosters a strong temptation to laziness. You may cite the internet in your essays, but you should be sure to cite at least as many sources from books and journals, except where the nature of your topic is such that it relies particularly on internet sources. Refereed journals that you have access to via the University Library do count as traditional sources, as these are works in a print medium that are now available on-line. You should get in the habit of using journals as much as possible, and they are to be cited as print articles. When you do cite an internet source, you must cite the URL address (e.g. [www.asia.com](http://www.asia.com)), the author of the text, the title of the piece, the chapter or page number of the section to which you are referring and the date on which you accessed the site.

The internet has made plagiarism easier than ever before, and the temptation to cut and paste material without citation or download papers from special sites has become an increasingly serious problem. **The internet, however, has also made catching plagiarism much easier than ever before.** Students who take material from the internet without providing proper acknowledgement can expect to fail their essay; depending on the severity of the case, be given a mark as low as 0%, which will make passing the course very difficult. (This warning also applies to plagiarism from more traditional material.) It should also be noted that assignments that consist mainly of direct quotations are not acceptable, even if sources are acknowledged. For more on

academic integrity and plagiarism, see p. 12 below. If you have questions about whether what you are doing is acceptable, be sure to check with Stephen or another lecture.

### **FINAL TEST (40%) 3 JUNE**

The test will consist of three questions. The first two questions will likely focus on individual topics from the course in depth, while the third will require you to consider issues in a comparative perspective. Further details will be given later in the course.

### **MANDATORY COURSE REQUIREMENTS**

In order to pass this course, you must obtain an overall mark of at least 50% from the combination of assessed work. The course relies upon in-class discussion, so you are expected to be present at each session. Although attendance is not part of the assessment, your performance in and enjoyment of the course, will be proportional to your participation. If you must be absent for an unavoidable reason, you are requested to contact Stephen beforehand by phone or e-mail.

### **LECTURE PROGRAMME**

**Wednesdays, 9:00 – 10:50 pm HU LT214**

#### **LECTURE SCHEDULE**

#### **WEEK 1 March 4**

##### **Introduction/Theoretical Approaches to Nationalism (Stephen Epstein, Asian Studies; Xiaoming Huang, Political Science & International Relations)**

##### **Readings:**

Smith, Anthony D. (2000). Theories of Nationalism: alternative models of nation formation. In *Asian nationalism*. Michael Leifer (ed). Routledge.

##### **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 (Sekhar Bandyopadhyay, History)**

##### **Readings:**

Knight, Nick. (2004). Nationalism and Revolution in East and Southeast Asia. In *Understanding Australia's Neighbours*. Cambridge University Press.

Bandyopadhyay, Sekhar (2008) In Search of a Nation. in *Nationalist Movement in India: A Reader* Oxford University Press.

**Discussion Questions:**

- 1) Can we think of a universal definition of nationalism?
- 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) What were the challenges of nation-building for the Asian leaders?
- 5) Can we think of nationalism without the nation-state?

**\*\*March 12, 5-6 p.m. Special Video Screening, *From the Barrel of a Gun* in Language Learning Centre, Von Zedlitz Level 0.** After the film, I'd like to invite you all to the Staff Club for a chance to socialize and get to know each other. Please note that if you cannot attend the screening, you will still be expected to view the film at some point on your own in the A-V suite in the library.

**WEEK 3      March 18**

**India**

**(Sekhar Bandyopadhyay, History)**

**Readings:**

Bayly, C.A. (1998). Patriotism and Nationalism. in *Origins of Nationality in South Asia*. Oxford University Press.

**Discussion Questions:**

- 1) Was Indian nationalism a product of colonial modernity?
- 2) What was the relationship between old patriotism and new nationalism?
- 3) What was the relationship between religion and nationalism in the subcontinent? (We will consider this topic in greater detail in Week 4).
- 4) What is 'peasant nationalism'? Can we think of a 'homogenized peasant resister'?

**WEEK 4      March 25**

**Religious Nationalism in Asia I: India**

**(Priya Chacko, Political Science & International Relations)**

**Readings:**

Jaffrelot, C. (1996), 'Three Hindu Nationalist Strategies/1. Stigmatising and Emulating 'Threatened Others' – The Formation of Hindu Nationalism' in *The Hindu Nationalist Movement in India*. Oxford University Press.

Ramaswamy, S. (2003). 'The Goddess and the Nation: Subterfuges of Antiquity, the Cunning of Modernity' in Flood, G. (Ed.), *The Blackwell Companion to Hinduism*. Blackwell Publishing.

**Discussion Questions:**

- 1) What are the characteristics of Hindutva? Is it a religious or a political conception?
- 2) How does caste intersect with Hindu nationalism in India? In other words, how do Hindu nationalists propose to deal with caste – do they want to dispose of it, reform it, or reinforce it?
- 3) What is the 'myth' of origins of the Hindu people that Hindu nationalists tell? How might this myth provide an agenda for the future?
- 4) Why might the nation be imagined as a goddess? What qualities does a nation share with a deity?

**WEEK 5      April 1**

**Religious Nationalism in Asia II: Indonesia  
(Anna Gade, Religious Studies)**

**Readings:**

Anderson, Benedict. (1991). Chapter 2, "Cultural roots." in *Imagined Communities*. Verso. (2006).

G. Fealy and V. Hooker (Ed.) (2006). Extracts from "Voices of Islam" in *Southeast Asia: A Contemporary Sourcebook* in Institute of Southeast Asian Studies.

Recommended: Laffan, Michael. (2003). *Islamic Nationhood and Colonial Indonesia: The Umma Below the Winds*. RoutledgeCurzon.

**Discussion Questions:**

- 1) In what terms is the nation imagined in contemporary Indonesia?
- 2) Could the Indonesian nation-state have become (or become in the future) an "Islamic state?"
- 3) Through what modes do Muslims view the relationship of religion and politics in modern Indonesia?
- 4) To what extent can we speak of a specifically Indonesian Muslim nationalism? What about Indonesian nationalism more generally?

**WEEK 6      April 8**

**Japan (Stephen Epstein, Asian Studies)**

**Readings:**

Nish, Ian. (2000). 'Nationalism in Japan' in Leifer, Michael (Ed.), *Asian Nationalism*. Routledge.

Wilson, Sandra. (2002). 'Rethinking nation and nationalism in Japan' in Sandra Wilson (Ed.) *Nation and Nationalism in Japan*. Routledge.

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

**Discussion Questions:**

- 1) How has Japanese nationalism developed since the mid-19th century? To when would you date the beginning of nationalism in Japan?
- 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?
- 4) What are the characteristics of *nihonjinron*?

**EASTER VACATION**

**WEEK 7      April 29**

**China I  
(Pauline Keating, History)**

**Reading:**

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

**Discussion Questions:**

- 1) Harrison makes the point that in Japan, the nationalism promoted by the Meiji reformers focussed on the Emperor, whereas the nationalism promoted in the new Chinese textbooks of the 1900s focussed on “China” (“historical China embodied ... in its mountains and streams and its 400 million people” (p. 93). What do you think are the reasons for this?
- 2) 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) Why did early Chinese nationalists not favour the adoption of Chinese martial arts over Western-style physical exercises in their promotion of physically strong and active citizens?
- 4) Did the nationalists’ drive to mobilise women as citizens entail the promotion of human, as well as civic, rights for women?
- 5) Harrison: “Ideas of military citizenship changed social attitudes towards the relation between the individual and the state”, and this change was “one of the immediate causes of the 1911 revolution” (p. 128). Explain.

Here are some additional questions to think about to help guide you in your reading of Harrison. These are not discussion questions as such, but they are points that may come up in class and that are important to consider:

- a) Harrison argues that the New Policy reforms of the 1901 – 1909 period “were the means by which modern Chinese nationalism was tied into the structures of the state” (p. 89). What does she mean?
- b) Was the nationalism of the reformers (constitutionalists) different from the nationalism of the republicans (republicans) in the 1900 – 1911 period?
- c) What role was assigned to “the people” by the following categories of nationalists?:  
Qing government reformers;  
Intellectual reformers outside government;  
Liang Qichao (he belongs to ii. above, but deserves special attention);  
Revolutionary nationalists.
- d) In what ways was the nationalism fostered in the new schools “at odds” with state-led nationalism?
- e) Harrison says that “a subtle shift” had been taking place since the 18th century “in Chinese ideas of identity” (p. 103). Explain.
- f) Given that less than 10 per cent of the Chinese population could read much more than their own names in the 1900s, it is reasonable to assign to newspapers a central role in the nurturing and spread of modern Chinese nationalism?
- g) Harrison suggests that military reforms and the creation of the New Army after 1895 are integral to the history of modern Chinese nationalism. Other historians find the seeds of “warlordism” (the antithesis of nationalism) in the late-Qing military reforms. Can you reconcile these two viewpoints?

**WEEK 8      May 6**

**China II  
(Pauline Keating, History)**

**Reading:**

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



Callahan, William A. 2004. *National Insecurities: Humiliation, Salvation, and Chinese Nationalism*, Centre for Contemporary Chinese Studies/University of Durham.

**Discussion Questions:**

- 1) What do you think are the most important points that Waldron makes about Chinese nationalism in this chapter?
- 2) What different meanings have been given to the symbol of the great wall throughout its history? Which meanings are used by Chinese nationalists?
- 3) Explain what Callaghan means when he says that “national humiliation has been an integral part of the construction of Chinese nationalism” (p. 200) and in a way that “involves complex self/other relations” (p. 207)
- 4) Waldron, writing in 1993, differentiates between state-sanctioned nationalism and popular nationalism. Callaghan, writing in 2005, does not make that distinction and suggests, instead, that China’s political leaders have successfully mobilised the Chinese population with a nationalist discourse that both celebrates the glories of China’s civilization and commemorates China’s weakness.
- 5) Can the difference between the Waldron and Callaghan interpretations of Chinese nationalism be explained by the fact that their analyses are 12 years apart and that, by 2005, the country’s leaders had healed the divisions exposed by the 1989 democracy movement and its suppression? Or is one interpretation right and the other wrong? Which argument do you find the more convincing?

Here are some additional questions to think about to help guide you in your readings this week. Again, these are not discussion questions as such, but are points that may come up in class and that are important to consider:

In your reading of Waldron, be sure to consider the following:

- a) “The departure of the Qing [in 1911] and its legitimating values created a vacuum at the heart of Chinese civilization that to this day has not been filled” (p. 40) Is this too strong?
- b) What does Waldron mean when he says that the authors of *Heshang* (River Elegy, 1988) and their generation are the products of a period of “deculturation” in China (p. 50)?
- c) Some Western observers at first likened the Red Guard movement of 1966–68 to the May Fourth Movement of 1919. Waldron insists that the two movements were radically different (p. 50). In what ways?
- d) Explain what Waldron means by the “double bind” in which the ex-Red Guard generation is trapped (p. 52).
- e) Waldron, following Thoravel, says that “China today is plagued by two losses: of the reality of the past and of the ideology of the present” (p. 53). What does he mean?
- f) What major point (or points) is Waldron making in the final paragraph of his article?
- g) Do you find evidence to support Callaghan’s broad argument in the way in which China celebrated the Olympic games last year?
- h) Callaghan implies that the nationalization of shame in China” has got in the way of democratization and human rights (p. 200). Do you agree with him?
- i) At the end of his article, Callaghan points to evidence of an emerging resistance to the “humiliating history” on which the state-sponsored nationalism has been based. What is this evidence? Might the 2008 olympic games be added to the list?

**WEEK 9      May 13**

**Korea I  
(Stephen Epstein, Asian Studies)**

**Readings:**

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

Schmid, Andre. (2002). 'Introduction: A Monumental Story' in *Korea Between Empires, 1895-1919*. Columbia University Press.

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

**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 10      May 20**

**Korea II  
(Stephen Epstein, Asian Studies)**

**Readings:**

Cho, Hae-Joang. (1998). 'Constructing and Deconstructing 'Koreanness'' in *Making Majorities*. Stanford University Press.

Shin, Gi-Wook. (2005). 'The Paradox of Korean Globalization', Asia/Pacific Research Center, <http://iis-db.stanford.edu/pubs/20125/Shin.pdf> (the statistical data may be skimmed briefly)

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

**Discussion Questions:**

- 1) What meaning does the revival of Confucianism and popular folk culture hold in contemporary Korea?
- 2) 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?
- 3) In light of Shin's and Cho's articles, how would you say globalization is affecting Korea's sense of national identity. Do you see a similar process occurring in New Zealand or other countries you are familiar with?
- 4) How is history being mobilized to wage nationalist wars between Korea and China?

**WEEK 11      May 27**

**Nationalism, cosmopolitanism and globalisation; Summing up & Review  
(Stephen Epstein, Asian Studies;; Xiaoming Huang, PSIR).**

**Readings:**

Wang, Gungwu. (1976). 'Nationalism in Asia' in Eugene Kamenka (Ed.) *Nationalism: the Nature and Evolution of An Idea*. Arnold.

Das, Arvind N. (2002). 'The End of Geography: Nationalism in the Era of Globalization' in Roy Starrs. (Ed.). *Nations Under Siege: Globalization and Nationalism in Asia*. Palgrave.

**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?
- 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?
- 3) Spend some time before class reviewing your notes and the course readings, and eliciting recurring themes. What do you regard as the four or most five significant recurrent themes among the case studies we've considered throughout the semester? What are the most striking points of difference in individual case studies?
- 4) How different is nationalism in Asia and nationalism elsewhere?

**WEEK 12      June 3**

**FINAL TEST**

**BIBLIOGRAPHY**

A very extensive bibliography of relevant sources for the course, and for essay topics is to be found in the course materials section of Blackboard. Be sure to have a look early for additional background reading and to get started with your essays

**ACADEMIC INTEGRITY AND PLAGIARISM**

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website:  
<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

## **GENERAL UNIVERSITY STATUTES AND POLICIES**

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the *Victoria University Calendar* or go to the Academic Policy and Student Policy sections on:

<http://www.victoria.ac.nz/home/about/policy>

This website also provides information for students in a number of areas including Academic Grievances, Student and Staff conduct, Meeting the needs of students with impairments, and student support/VUWSA student advocates.