

**SCHOOL OF LANGUAGES AND CULTURES**

**ASIAN STUDIES**

**ASIA 201 CONTEMPORARY ASIAN SOCIETY**

**TRIMESTER 2 2011**

11 July to 12 November 2011

**Trimester dates**

Teaching dates: 11 July to 14 October 2011

Mid-trimester break: 22 August to 4 September 2011

Study week: 17–21 October 2011

Examination/Assessment period: 21 October to 12 November 2011

Please note students should be able to attend an examination at the University at any time during the formal examination period.

**Withdrawal dates**

Information on withdrawals and refunds may be found at

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

**Names and contact details**

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

**Tutor:** Dr Alistair Shaw  
Office: 22KP 105  
Phone: 463 6589  
Email: [alistair.shaw@vuw.ac.nz](mailto:alistair.shaw@vuw.ac.nz)

**Lecturers:**

Stephen Epstein; Hui Luo; Alistair Shaw; and Ben Thirkell-White, all of whom have e-mail addresses in the usual Victoria University format (i.e. [firstname.lastname@vuw.ac.nz](mailto:firstname.lastname@vuw.ac.nz)). Additional guest lecturers from outside VUW are: Jodi York <[jodi.york@stats.govt.nz](mailto:jodi.york@stats.govt.nz)> and Catherine Knight <[chknight@xtra.co.nz](mailto:chknight@xtra.co.nz)>.

**School Administrator:** Nina Cuccurullo      ph: 463 5293      [nina.cuccurullo@vuw.ac.nz](mailto:nina.cuccurullo@vuw.ac.nz)  
Office: vZ610      Hours: 9.00am - 4.00pm Monday to Friday

**Contact Person for Maori & Pacific Students & Students with Disabilities** Dr Ross Woods  
Office: vZ507  
Phone: 463 5098  
Email: [ross.woods@vuw.ac.nz](mailto:ross.woods@vuw.ac.nz)

## Class times and locations

**Lectures** will be held Tuesdays and Thursdays from 1:10-2.00 pm in KK 202.

**Tutorials** will meet on a weekly basis on Tuesday and Thursday, beginning in the second week of the trimester, and focus on discussion of assigned course material, along with some documentary screenings as well as other short film excerpts. Tutorial times will be Tuesday 2.10-3:00, 3:10-4.00pm and Thursday 12noon-12.50pm, all to be held in VZ108. Students must choose tutorial class groups by signing up using the S-cubed system at <https://signups.victoria.ac.nz>. You must remain in your allotted group for the whole course, unless a change is authorised by the Course Coordinator.

Additionally, **the class will make use of film to reinforce material covered**. Some of these films may be screened in the Language Learning Centre's World Cinema Showcase. Although you are not required to attend the screenings themselves (they are available either at the LLC or in the AV Suite in the library if you cannot make it), one assessment exercise will be related to analysing film and/or literature content in relation to the themes of the course. **Further information on screenings will be found on Blackboard.**

## Course delivery

The course will consist of two lectures and one tutorial hour per week. There is no tutorial in either the first or last teaching week of the trimester. For a fuller schedule, see below.

## Communication of additional information

Students should consult Blackboard regularly for information on course and programme changes and suggestions of additional readings. All course material is available on-line and, insofar as possible, quick links will be provided for you in Blackboard.

We have also set up a special YouTube channel for Asian Studies at VUW with an extensive playlist of material geared to ASIA201. Please see: <http://www.youtube.com/asianstudiesvuw>. We hope that you will make regular use of the material available. Some may be required to view, but we have added a lot of additional pieces that we think you will simply find enlightening or entertaining, ideally both. If you come across a piece that you think is worth adding, do feel free to send the link to the course coordinator.

## Course prescription

An in-depth look at contemporary Asian societies with particular attention to economic, political and social change within the region and how these changes have been manifested in cultural productions. 60% internal assessment, 40% examination.

## Course content

In this course we focus on the theme of change in contemporary Asia in a variety of contexts—political, economic, and social—and also examine how these changes are portrayed in cultural productions. In particular we will focus on the nations of what is generally regarded as East or Northeast Asia (the Chinese cultural sphere, Japan, and the Korean peninsula) with some consideration of their interaction with the nations of Southeast Asia as well, such as Indonesia and Thailand.

## Learning objectives

By the end of this course, students who pass should:

1. be able to analyse critically the nature of social, economic, political and cultural change in Asia a variety of contexts;

2. have a deepened understanding of how social issues are reflected in literary and artistic media, including film;
3. be further equipped to consider issues in Asian Studies from a variety of disciplinary perspectives in the humanities and social sciences (e.g. History, Politics, Economics, Film, Media Studies, Development Studies, Music).

### Expected workload

Including class contact time the university's average recommended workload for a 20-point course is 200 hours in total spread evenly over the trimester, break, study week and exam period. This averages to roughly 13 hours a week, and includes research for essays and background readings. **Please note that this is a rough guideline only.** Some students may find they need to do more, as will students aiming for high grades.

### Readings

**Essential texts:** Course readings will be available via electronic course reserve or otherwise available online.

### Assessment requirements

Adequate advance preparation through reading, research, informed participation and presentation in discussions is **essential**. It is expected that all students will complete the assigned reading **before** each lecture. As we will make use of clickers from time to time you will also find that advanced reading will allow you to give more informed responses to the questions we raise and discuss, although you will not be assessed.

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:

**Essay 1 : 20% (1500 words) due Monday, August 15**

**Essay 2 Prospectus: 10% (500 words) due in class, Tuesday, September 20**

**Essay 2 : 30% (2500 words) due Friday, October 7.**

**Final Exam (two hours): 40%**

**Examination/Assessment period: 21 October to 12 November 2011**

For essay topics, see below.

In writing your essay, develop an argument, and be sure to use carefully chosen examples to back up your points. 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. 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. Do not pad your bibliography; it should contain references only for those books you actually cite in your essay. You may use any standard referencing system as long as you are consistent in your format. For more information, see: <http://www.victoria.ac.nz/library/resources/guides/referencing.html> or <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.

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!** We strongly urge you 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.

**Assignments are to be handed in to Stephen Epstein, Alistair Shaw or the Asian Studies assignment box or to be sent to Stephen Epstein or Alistair Shaw as an e-mail attachment in MS Word .doc format. Be sure to include a word count.** I will update you later in the term about whether .docx will also be acceptable. We prefer assignments to be submitted electronically, but those that are not must include a cover sheet available from the Course Documents section of Blackboard or from the School of Language and Cultures (SLC) Reception area on the 6th floor of von Zedlitz. The assignment box is located to the left of the reception area. 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 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, 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.

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 primarily cite non-refereed Internet material 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 or your tutor.

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, <http://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](http://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 originally may have 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 Alistair or Stephen.

#### **ESSAY ONE: 20%, due MONDAY, August 15 (1500 words)**

*For the first essay, you are to answer ONE of the following. How are EITHER a) changing family structures; OR b) changing fertility rates; OR c) changing population patterns affecting society? Answer with specific reference to ONE Asian country. Do not feel that you need to be exhaustive: you should focus on the nature of changes in one particular area. The second tutorial will be designed to help you think about how to construct an essay for this assignment. You are welcome to modify these*

## **ESSAY TWO:**

### **PROSPECTUS 10% DUE IN CLASS, TUESDAY, SEPTEMBER 20 (500 WORDS)**

### **ESSAY: 30%, DUE FRIDAY, OCTOBER 7 (2500 WORDS)**

For the second essay, you are expected to come up with a topic of your own relevant to the themes of the course. Our goal is to allow you to work on what interests you most, as long as it treats contemporary Asian society. Areas that you might research include (but are certainly not limited to) economic development; political structure; gender roles; popular culture; or communication technologies in any single country within Asia. For the purposes of this essay, you may also broaden your consideration of countries to South and Southeast Asia, but you must consult with the course coordinator if you do. This essay is particularly designed to assess how well you have learned to analyse critically one aspect of social, economic, political or cultural change in Asia.

In order to help assist you in planning your essay, **you are required to produce a prospectus of 500 words**, which will allow us to help guide you in your work and to encourage you to get an early start. You are welcome to use parts of your prospectus in your final copy, but part of your final grade will be dependent on how well you incorporate any feedback you are given.

### **3. FINAL EXAM (40%) - 2 HOURS**

The final exam will consist of four sections. In the first (10 marks) you will need to identify briefly ten terms that have occurred in course lectures or in readings. In the second (30 marks) you will be asked to write an essay that relates specifically to one of the countries studied in the course. In the third (30 marks) you will need to write on a more general theme of importance to contemporary Asian society (e.g. popular culture, information technology, migration, international marriage). These sections are designed to test how well you have assimilated the themes and issues covered in lectures and the reading and your ability to synthesize material. The final question (30 marks), which assesses your understanding of how social issues are reflected in literary and artistic media, will ask you to analyse one of the films or pieces of literature that have been assigned for the course. Examples of past exams and the sorts of questions you are likely to be asked will be made available on Blackboard in the latter stages of the course.

## **TUTORIALS**

Tutorials will meet once a week, beginning the second week of the semester. Tutorial times will be Tuesday 2.10-4.00 (vZ108) and Thursday 12:10-1:00 (vZ108). Alistair Shaw (AS) and Stephen Epstein (SE) will split the tutorials according to the schedule below. Some of the tutorials have additional readings assigned for them, as indicated below. Specific questions to consider for tutorial will be placed on Blackboard ahead of time.

### **TUTORIAL 1** July 19/21

Intro to Course; Changing Demographics, Family Structures and Population Patterns (AS)

#### **Additional reading for tutorial:**

Eberstadt, N. (2004). "Power and Population in Asia." <http://www.japanfocus.org/215.html>

Suggested:

Hisane M. (2006). "Japan Stares into a Demographic Abyss." <http://www.japanfocus.org/600.html>

### **TUTORIAL 2** July 26/28

Discussion of Readings; Essay Writing (AS)

### **TUTORIAL 3** Aug. 2/4

Discussion of readings; excerpts from North Korean films (SE)

**TUTORIAL 4** Aug. 9/11

Analysing Literature I (SE)

**Additional reading for tutorial:**

Im Ch'oru (1993). "A Shared Journey". In *Land of Exile: Contemporary Korean Fiction*. Marshall R. Pihl and Bruce & Ju-Chan Fulton (trans. and eds.). New York: M.E. Sharpe, pp. 264-284.

Yang Gwi-ja (2003). "The Won-mi Dong Poet" In *A Distant and Beautiful Place*. Kim So-young and Julie Pickering (trans). Hawai'i: University of Hawai'i Press, pp. 69-85.

Suggested: Yang Gwi-Ja (2003). *A Distant and Beautiful Place*.

<http://www.uhpress.hawaii.edu/books/yang.pdf>

**TUTORIAL 5** Aug. 16/18

Documentary screening: *Made in China* (AS)

**TUTORIAL 6** Sept. 6/8

Discussion of readings (AS)

**TUTORIAL 7** Sept. 13/15

Documentary screening: *Japan, Inc.* (AS)

**TUTORIAL 8** Sept. 20/22

Analysing Literature II (SE):

**Additional reading for tutorial:**

Hoerip, S. (1997). The Last Train but One. In *Black Clouds over the Isle of Gods, and Other Modern Indonesian Short Stories*. D. M. E. Roskies (trans. and ed.). London: M.E. Sharpe, pp. 55-61.

Rahardi, F. (1999). *Wild Bull Fight* (S. J. Epstein, trans.). Wellington: Asian Studies Institute.

Sumarno, M. (1999). Becaak! (S. J. Epstein, trans.). In *Indonesia* 68. pp. 172-177.

**TUTORIAL 9** Sept 27/29

Discussion of Readings (AS)

**TUTORIAL 10** Oct. 4/6

Review (AS)

**Penalties**

Essays 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. Please keep to the word counts; essays that fall below or go over the limit by more than 10% can expect to lose marks in proportion to the severity of the shortfall or excess.

**Mandatory course requirements**

In order to pass this course each student must:

- a) Submit the written work specified for this course, on or by the specified dates (subject to provisions stated for late submission of work)
- b) Attend at least 7 of 10 tutorials.

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.

## Course Programme

### WEEK 1

**12 July, Introduction: Tradition, Modernity, and Contemporary Asian Society** (Stephen Epstein, Asian Studies)

**Reading:** Knight, Nick. (2004). *Understanding Australia's Neighbours: An Introduction to East and Southeast Asia*, Chapter 2. Cambridge: Cambridge University Press. pp. 22-40.

Bezlova, Antoaneta (2007). Shanghaied into Modernity.

<http://www.atimes.com/atimes/China/IG03Ad01.html>

**14 July, East Asian Development** (Ben Thirkell-White, Political Science and International Relations)

**Reading:** So, A. Y., & Chiu, S. W. K. (1998). Geopolitics, Global Production, and the Three Paths of Development in East Asia. *Journal of Developing Societies* 14, pp. 126-143.

### WEEK 2

**19 July, Changing Demographics in Asia** (Stephen Epstein, Asian Studies)

**Reading:** Kumagai, F. (1996). Changes in the Japanese Family System. In *Unmasking Japan Today: The Impact of Traditional Values on Modern Japanese Society*. Westport: Praeger, pp. 15-30.

**21 July, South Korea Overview** (Stephen Epstein, Asian Studies)

**Reading:** Cumings, Bruce (1997). *Korea's Place in the Sun*. New York: W.W. Norton & Company. pp. 337-339; 347-393

### WEEK 3

**26 July, North Korea Overview** (Stephen Epstein, Asian Studies)

**Reading:** Han Ung-bin (2002). Second Encounter (S.J. Epstein, trans.), *Acta Koreana* 5.2 (2002), pp. 81-97; also reprinted on *Words Without Borders*,

<http://www.wordswithoutborders.org/article.php?lab=Encounter>

<http://wordswithoutborders.org/graphic-lit/blizzard-in-the-jungle-part-three/>

Lankov, Andrei (2007). *North of the DMZ: Essays on Daily Life in North Korea*, pp. 309-326.

**28 July, Literature and South Korean Society** (Stephen Epstein, Asian Studies)

**Reading:** Pak Wan-sô (1993). "Thus Ended My Days of Watching Over the House" (S.J. Epstein, trans.). In *My Very Last Possession*. Chun Kyung-Ja (ed.). New York: M.E. Sharpe, pp. 97-110.

Park Wan Suh [Pak Wan-sô] (1980). "The Crying of an Earthworm" (K. H. Ja, trans.). In *Modern Korean Short Stories*. Chung Chong-wha (ed.). Hong Kong: Heinemann Educational Books (Asia), pp. 156-175.

Pak Wan-sô (1997). "Identical Apartments." In *Wayfarer: New Fiction by Korean Women*. Bruce and Ju-Chan Fulton (trans. and eds.). Seattle: Women in Translation, pp. 139-160.

### WEEK 4

**2 August, Literature, Film and South Korean Society** (Stephen Epstein, Asian Studies)

**Reading/Viewing:** Shin, Chi-Yun. (2005). "Two of a Kind: Gender and Friendship in *Friend and Take Care of My Cat*," In *New Korean Cinema* ed. by Shin Chi-Yun and Julian Stringer. Edinburgh: Edinburgh University Press, Ch. 8. pp. 117-119, 124-131

See: <http://www.youtube.com/watch?v=eCGE96l-Li4> (Take Care of My Cat 1/18; click links to view the rest as well)

Kim Youngha, "Whatever Happened to the Guy Stuck in the Elevator?"

[http://www.authortrek.com/kim\\_young-ha\\_page.html#shortstories](http://www.authortrek.com/kim_young-ha_page.html#shortstories)

**4 August, Pop Music, Gender and South Korean Society** (Stephen Epstein, Asian Studies)

**Reading:** Epstein, Stephen and James Turnbull. (forthcoming in *The Korean Popular Culture Reader*, Duke University Press). Girls' Generation? Gender, (Dis)Empowerment and K-Pop  
See also <http://thegrandnarrative.com> and the course YouTube playlist for lots of additional reading and viewing.

## WEEK 5

**9 August, China Overview** (Alistair Shaw, Asian Studies)

**Reading:** Summers, Tim. (2009). "Briefing Paper: The PRC at 60 – A New Chapter for China?" Foreign Policy Centre. <http://fpc.org.uk/fsblob/1118.pdf>

**11 August, China's Social Problems** (Alistair Shaw, Asian Studies)

**Reading:** Perry, Elizabeth and Mark Selden. (2003). "Introduction", from *Chinese Society: Change, Conflict and Resistance*, London: RoutledgeCurzon, (2nd edition), pp. 1-22.

## WEEK 6

**15 August, FIRST ESSAY DUE, 5 PM**

**16 August, Chinese "Chick Lit"** (LUO Hui, Chinese)

**Reading:** Wei Hui. (2001). *Shanghai Baby* (Shanghai Baobei), trans. Bruce Humes, Washington Square Press, pp. 8-31.

Knight, Deirdre S. (2003). "Shanghai Cosmopolitan: Class, Gender and Cultural Citizenship in Weihui's *Shanghai Babe*." *Journal of Contemporary China*, 12 (37), pp. 639-653.

**18 August, Changing Propaganda in China** (Alistair Shaw, Asian Studies)

**Reading:** Landsberger, Stefan R. (2001). "Learning By What Example?" *Critical Asian Studies* 33:4, pp. 541-571.

**Mid-Trimester Break** 22 August to 4 September

## WEEK 7

**6 September, Economics, Politics and Society in Post-1990s Japan** (Catherine Knight, Asian Studies)

**Reading:** Kingston, Jeff. (2011). "The Lost Decade" (Chapter 2), in *Contemporary Japan - History, Politics, and Social Change since the 1980s*, p.23-38

**8 September, Environmental Issues in Japan** (Catherine Knight, Asian Studies)

**Reading:** Knight, Catherine. (2011). "Environmental Issues" (Chapter 8), in *Contemporary Japan – History, Politics, and Social Change since the 1980s*, p.145-65.

## WEEK 8

**13 September, Nature Conservation in Japan** (Catherine Knight, Asian Studies)

**Reading:** Knight, Catherine. (2010). "Natural Environments, Wildlife and Conservation Movement in Japan" <http://www.japanfocus.org/-Catherine-Knight/3292>

**15 September, Multicultural Japan: Ainu and Okinawan Identities** (Catherine Knight, Asian Studies)

**Reading:** Denoon et al (eds). (2001). "Ainu Moshir and Yaponesia: Ainu and Okinawan Identities in Contemporary Japan (Chapter 7), in *Multicultural Japan – Palaeolithic to Postmodern.*, pp. 117-131.



## WEEK 9

**20 September, Indonesia Overview** (Stephen Epstein, Asian Studies)

**Reading:** Chalmers, I. (2006). *Indonesia: An Introduction to Contemporary Traditions*. Sydney: Oxford University Press, pp. 1, 14-34.

**PROSPECTUS FOR SECOND ESSAY DUE IN CLASS**

**22 September, Literature and Indonesian Society** (Stephen Epstein, Asian Studies)

**Reading:** Marpaung, R. E. (2004). I Want to Live (S. J. Epstein, trans.). In *Menagerie* Vol. 6. Jakarta: Lontar Foundation. pp. 61-65.

Baraas, F. (1998). Elopement. (S. J. Epstein, Trans.). In *Menagerie* Vol. 4. Jakarta: Lontar Foundation, pp. 33-40.

Ajidarma, S. G. (1999). Clara (M. H. Bodden, trans.). In *Indonesia* 68, pp. 157-163.

## WEEK 10

**27 September, Hong Kong in Transition: Britain, China and Asian Society** (Alistair Shaw, Asian Studies)

**Reading:** TBC

**29 September, Regional Community, Soft Power and Japanese Popular Culture** (Stephen Epstein, Asian Studies)

**Reading:** Otmazgin, Nissim Kadosh. (2008). "Contesting Soft Power: Japanese Popular Culture in East and Southeast Asia," *International Relations of the Asia Pacific* 8.1, pp. 73-101.

Suggested: Yano, Christine (2009) "Wink on Pink: Interpreting Japanese Cute as it Grabs International Headlines." *Journal of Asian Studies* 68.3, pp. 681-688.

## WEEK 11

**4 October Asia's New Multiculturalism** (Stephen Epstein, Asian Studies)

**Reading/Viewing:** Lim, Timothy. (2009) "Who is Korean? Migration, Immigration, and the Challenge of Multiculturalism in Homogeneous Societies" *The Asia-Pacific Journal, Vol. 30-1-09, July 27, 2009*. <http://www.japanfocus.org/-Timothy-Lim/3192>

See: <http://www.youtube.com/watch?v=T4u3QcLksE4> (Bandhobi Part 1; click links to view the rest)

**6 October, Asia on Tour** (Stephen Epstein, Asian Studies)

**Reading:** Nyiri, Pal (2009) "Between Encouragement and Control: Tourism, Modernity and Discipline in China," in *Asia on Tour: Exploring the Rise of Asian Tourism*, ed. by Tim Winter, Peggy Teo and T.C. Chang. 2009. London and New York: Routledge, pp. 153-169.

Shepherd, Robert (2009). "Cultural Preservation, Tourism and 'Donkey Travel' on China's Frontier" in *Asia on Tour: Exploring the Rise of Asian Tourism*, ed. by Tim Winter, Peggy Teo and T.C. Chang. London and New York: Routledge, pp. 253-263.

**7 October, SECOND ESSAY DUE, 5 PM**

## WEEK 12

**11 October, The Internet, Mobile Phones and Asia** (Stephen Epstein, Asian Studies)

**Reading:** Herz, J.C. (2002). "The Bandwidth Capital of the World," *Wired* 10.8: <http://www.wired.com/wired/archive/10.08/korea.html>

**Suggested:** Yoon, Kyoungwon (2003). Retraditionalizing the Mobile: Young People's Sociality and Mobile Phone Use in Seoul, South Korea. *European Journal of Cultural Studies* 6: 327-343.

**13 October, The Past (Course Review) and The Future: Whither Asia?** (Stephen Epstein, Asian Studies)

**No Reading**

### **Bibliography**

Additional bibliography to supplement lectures and as suggestions for course essays will become available via Blackboard as the course progresses.

### **Class representative**

A class representative will be elected in the first class, 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 representatives will attend a meeting with the Head of School to discuss how your courses are going and to raise any concerns or suggestions that they may have.

### **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>

### **Use of Turnitin**

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an online plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. 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.

### **Where to find more detailed information**

Find key dates, explanations of grades and other useful information at [www.victoria.ac.nz/home/study](http://www.victoria.ac.nz/home/study).

Find out how academic progress is monitored and how enrolment can be restricted at [www.victoria.ac.nz/home/study/academic-progress](http://www.victoria.ac.nz/home/study/academic-progress).

Most statutes and policies are available at [www.victoria.ac.nz/home/about/policy](http://www.victoria.ac.nz/home/about/policy), except qualification statutes, which are available via the *Calendar* webpage at [www.victoria.ac.nz/home/study/calendar.aspx](http://www.victoria.ac.nz/home/study/calendar.aspx) ( See Section C).

Other useful information for students may be found at the website of the Assistant Vice -Chancellor(Academic) at [www.victoria.ac.nz/home/about\\_victoria/avcacademic](http://www.victoria.ac.nz/home/about_victoria/avcacademic).

**Finally: remember that this course is your course as well. We welcome suggestions, criticisms, etc. from you about the running of ASIA201 at any time.**