

SCHOOL OF LANGUAGES AND CULTURES

ASIAN STUDIES
ASIA 301 SELECTED TOPICS IN THE STUDY OF ASIA
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 and Lecturer:	Dr Stephen Epstein Office: vZ 717 Phone: 463 5703 Email: stephen.epstein@vuw.ac.nz
Additional Lecturers:	Rick Weiss (Religious Studies) Phone: 463 9739 Email: rick.weiss@vuw.ac.nz Pauline Keating (History) Phone: 463 6760 Email: pauline.keating@vuw.ac.nz Catherine Knight (Asian Studies) Email: chknight@xtra.co.nz
School Administrator:	Nina Cuccurullo Office: vZ 610 Phone: 463 5293 Email: nina.cuccurullo@vuw.ac.nz Reception Hours: 9.00am - 4.00pm Monday to Friday
Contact Person for Maori & Pacific Island Students & Students with Disabilities	Dr Ross Woods Office: vZ 507 Phone: 463 5098 Email: ross.woods@vuw.ac.nz

Class times and locations

Lectures will be held on Mondays from 10:00am-11.50am in KP22 104.

Course prescription

The course provides an interdisciplinary context within which students explore issues in Asian Studies. The particular theme of the course may vary from year to year.

Course delivery

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 think carefully about any discussion questions. I suggest that as you do the reading each week you prepare discussion points in bullet format to have ready to raise in class.

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 reading material for the course will also be provided for you in Blackboard.

Course content

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.

Learning objectives

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).

Expected workload

The average workload, including class time, is 13 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. Please note that assigned readings are lighter early on in the course to allow you to do background reading; **you are urged to spend time doing additional reading at this point when the workload is lighter**. Suggested readings will be made available on Blackboard.

One very good place to start is the website www.nationalismproject.org, which has a wealth of resources you should familiarise yourself with.

Readings

There is no textbook; readings for class meetings are to be accessed via the library's electronic course reserve. Some additional material will be posted on Blackboard.

I 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 familiarize yourself with it. You may find the channel at: <http://www.youtube.com/user/AsianStudiesVUW>. Quick links to the channel and the 301 playlist will be placed on Blackboard, which you should bookmark in your browser.

Assessment requirements

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 (20%) due **Wednesday, 17 August** 1500 words
Essay Two Prospectus (10%) due in class **Monday, 19 September** 500 words
Essay Three (30%) due **Tuesday, 4 October** 3000 words
2. **Regular Class Participation and Short Presentation (Week 10, September 26)** (10%)
3. **Final Test** (30%) in class on **Monday, 10 October**

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 to have given serious thought to the discussion questions for each session.

There are no tutorials for the course because of its seminar-like format, but I will be happy to arrange a few more informal group study sessions, which will also allow us to be a bit more social, at a few points during the trimester.

ESSAY ONE (20%) DUE: WEDNESDAY 17 AUGUST

Choose ONE of the following two options:

- A. Nationalism is a disintegrative as well as an integrative force.' (Tarling) Examine the validity of this statement by using empirical evidence from one South or Southeast Asian country, Korea or China.
- B. Choose a theory of nationalism (e.g. perennialism, modernism, ethno-symbolism). Do you find it persuasive? Answer with regard to one South or Southeast Asian country, Korea or China.

The essay length is 1500 words (excluding bibliography and notes; please include a word count). There is an extensive bibliography on the countries of South and Southeast Asia available on Blackboard. Note that Chapter 6 of Nick Knight's *Understanding Australia's Neighbours* may also be helpful.

ESSAY TWO (30%) DUE: TUESDAY 4 OCTOBER

The essay length is 3000 words (excluding bibliography and notes; please include a word count). 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,

and in order to help assist you in planning your essay, **you are required to produce a prospectus of 500 words, due in class on Monday, 19 September**, 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 depend on how well you incorporate feedback you are given on your prospectus and from **your short in-class presentation about your topic on Monday, September 26 (more details on the presentation will be given during the course)**. NB: you may not write about the same country you have chosen in your first essay.

If you are feeling stuck, here are sample topics from previous years that you might address:

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

--After World War II, the Japanese sense of nationhood and national identity changed fundamentally. Discuss.

--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?

--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?

--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.

--"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.

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

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**. **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.

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 should be sent directly to the course co-ordinator as e-mail attachments (stephen.epstein@vuw.ac.nz); I will be overseas on the due date of the first essay, but expect to be checking my e-mail with regularity, so if you have not received confirmation within 24 hours, please check again. Alternatively, you may hand in a paper copy to the Asian Studies assignment box located to the left of the SLC Reception area opposite the lifts on the 6th floor of von Zedlitz, but return will be delayed. If handed in as hard copies, **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. 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, 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 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. 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 the Course Coordinator or a lecturer.

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 the course, you must hand in both essays by the final day of classes. The course relies upon in-class discussion, so you are expected to be present at each session. Although attendance per se is not part of the assessment, you will be marked on your contribution to discussion (see above). If you must be absent for an unavoidable reason, you are requested to contact Stephen beforehand by phone or e-mail.

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.

Course Programme

Monday, 10:00am – 11.50am KP22 104

LECTURE SCHEDULE

WEEK 1 July 11 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.

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 July 18 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 in library AV suite).

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?

WEEK 3 July 25 India and Religious Nationalism (Rick Weiss, Religious Studies)

Readings:

Stein, Burton. 1998. *A History of India*. Blackwell. Chapter 7. (The entire chapter is recommended, but concentrate on the following required portions: pp. 284-287; 298-311).

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) Was Indian nationalism a product of colonial modernity?
- 2) What was the relationship between old patriotism and new nationalism?
- 3) What characteristics does the Hindu right stress as important for the Indian nation? Why did they oppose Gandhi?
- 4) How are religious concepts, symbols, and narratives invoked for the cause of Hindu nationalism?

WEEK 4 August 1 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. 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 Hyung Il Pai and Timothy R. Tangherlini (Eds.) *Nationalism and the Construction of Korean Identity*. 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 August 8 China I (Pauline Keating, History)

Reading:

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

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 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 the previous category, 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 6 August 15 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.

Barme, Geremie. (2009). ‘China’s Flat Earth: History and 8 August 2008’, *The China Quarterly*, 197, pp. 64-86.

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?

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?

Wednesday 17 August Essay One due, 5 PM

MID-TRIMESTER BREAK 22 August to 4 September 2011

WEEK 7 September 5 Japan I: The Development of National Identity (Catherine Knight, Asian Studies)

Readings:

- Lie, John. (2001). Genealogies of Japanese Identity and Monoethnic Ideology (Chapter 5, from subheading "National Integration and National Identity to (and including) sub-heading "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) According to Lie, when did a true sense of national identity develop in Japan?
- 2) What factors prevented it from developing until that time?
- 3) How did the Meiji state promote a sense of national identity?
- 4) What changes in post-war society facilitated the further development of a national identity?
- 5) What became a major force of solidarity and social identity in the post-war years?
- 6) Why do you think the admiration and emulation of American culture became so prevalent in the post-war years?
- 7) According to Lie, when did the idea of Japan as homogenous and monoethnic emerge as a dominant discourse, and why?
- 8) What are the characteristics of *Nihonjinron*?

WEEK 8 September 12 Japan II: Immigration and National Identity (Catherine Knight, Asian Studies)

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

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

- 1) What has driven the rapid increase in immigrants in the Heisei era?
- 2) What prevailing belief is challenged by increased immigration along with other minority ethnic groups in Japan?
- 3) What is the largest minority ethnic group in Japan? What are the circumstances behind their dominant presence?
- 4) For the most part, how have Japan-born Koreans avoided discrimination? What important factor makes this strategy possible?
- 5) How does the dominant pattern of employment for ethnic minorities and immigrants in Japan bolster the rationale for discrimination against them?
- 6) What has the prevailing strategy for dealing with immigration been?
- 7) On the basis of your readings from the last two weeks would you describe contemporary Japanese nationalism as weak, moderate or strong? Is there a distinction to be drawn between patriotism and nationalism?

WEEK 9 September 19 Korea II (Stephen Epstein, Asian Studies)

Monday 19 September Essay Two Prospectus due

Readings:

Cho, Hae-Joang. (1998). 'Constructing and Deconstructing 'Koreanness'' in *Making Majorities*. Stanford University Press. pp. 73-91.

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) How is history being mobilized to wage nationalist wars between Korea and China?

WEEK 10 September 26 Student Presentations (Stephen Epstein, Asian Studies)

No reading

WEEK 11 October 3 Nationalism, Cosmopolitanism and Globalisation; Summing up & Review (Stephen Epstein, Asian Studies)

Readings:

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)

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

Discussion Questions:

- 1) 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? 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) 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. 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?

Tuesday 4 October Essay Two due

WEEK 12 Monday 10 October 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.

Tests and impairments

The dates of the test given in the Course Programme must be adhered to. You should always sit a test if possible, obtaining a medical certificate if you wish to claim impairment. If you sit the test but believe your performance has been radically affected by some medical or other factor, inform the Course Coordinator immediately. If you fail the test, you may be able to claim impairment.

If it is quite impossible to sit a test, for severe medical or personal or family reasons, you should do everything possible to notify the Course Coordinator, if necessary through the Administrator, before the test, or to get a friend or family member to do so on your behalf. Only in cases of severe illness or other exceptionally difficult circumstances, which must normally be documented, can the Programme consider allowing students to sit a test at a different time from that indicated.

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>

Where to find more detailed information

Find key dates, explanations of grades and other useful information at 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.

Most statutes and policies are available at 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 (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.