



FACULTY OF HUMANITIES AND SOCIAL SCIENCES

SCHOOL OF LANGUAGES AND CULTURES

ASIAN STUDIES

ASIA 301 SELECTED TOPICS IN THE STUDY OF ASIA

TRIMESTER 2 2012

16 July to 17 November 2012

Trimester dates

Teaching dates: 16 July to 19 October 2012

Mid-trimester break: 27 August to 9 September 2012

Study week: 22–26 October 2012

Examination/Assessment period: 26 October to 17 November 2012

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

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Class times and locations

Lectures will be held on Tuesdays from 10:00am-11:50am in vZ101.

Teaching learning summary

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. We 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 internet reading material for the course will be provided for you in 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>. Links to the channel and the 301 playlist will also be placed on Blackboard, which you should consider bookmarking in your browser.

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 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 University Assessment Handbook 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.

Readings

There is no textbook per se; readings for class meetings will be compiled in Course Notes and made available on the library's electronic course reserve (ECR). It will be very useful to have the Course Notes handy for class discussions and we STRONGLY recommend that you purchase them; at a minimum you should print out items that are likely to be referred to in discussion. For copyright reasons, we are unable to put material that is publicly available on the internet on ECR, nor have we placed it in Student Notes. Please print it out for yourself if you require a copy. Quick links to any internet material will be provided on Blackboard, and there will also be additional suggestions for readings made available there.

Assessment requirements

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

1. **Course Essay Prospectus** due in class **Tuesday, 14 August** 500 words (10%);
2. **Regular Class Participation and 10-minute Presentation on Course Essay** (15%);
3. **Mid-Trimester Test** in class on **Tuesday, 11 September** (15%);
4. **Course Essay** due **Thursday, 18 October, 5 p.m.** 3000 words (30%);
5. **Final Exam** (30%).

Please find below more detailed notes on each of the assessments:

1. Course Essay Prospectus (10%) due in class Tuesday, 14 August (500-600 words)

In order to help assist you in planning your essay, you are required to produce a prospectus of 500-600 words, which will allow us to help guide you in your work and to encourage you to get an early start. Although there is no fixed set template that you have to follow, what we are looking for is a brief indication of the issues you will write about, along with a tentative outline of arguments you may be making (or perhaps better put, hypotheses you will be testing, as your thoughts will likely grow and change as your research deepens). Please also include a preliminary list of references; this will not be included in the word count. You are welcome to use parts of your prospectus in your final version of your essay, but part of your grade will be dependent on how well you incorporate any feedback you are given.

2. Regular Class Participation and 10-minute Presentation on Course Essay (15%)

Adequate advance preparation through reading, research, and informed participation in discussions is essential. All students are expected to complete the assigned reading before each class, and to give serious thought to the discussion questions for each session; one component of your assessment will be based on the extent and thoughtfulness of your contribution to class discussions. There are no tutorials for the course because of its seminar-like format, but I am 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.

Late in the course, you will be asked to prepare a ten-minute polished presentation on your essay topic, explaining to your fellow students your argument in detail, and the evidence that you are using to support it. One of the objectives of this exercise is to give you practice in making a clear oral presentation; think of ways to engage the attention of your fellow students. What is particularly interesting about your topic? If you have encountered particularly thorny issues in working through your argument, don't hesitate to raise them. Another objective is to allow you an opportunity for further feedback from your peers and your lecturer before writing up the final version of your essay. Time yourself and rehearse! I will be strict in cutting you off after ten minutes.

3. Mid-Trimester Test (15%) Tuesday 11 September, 11:00-11:50

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

4. Course Essay (30%) due Thursday, 18 October, 5 p.m.

The essay length is **3000 words** (excluding bibliography and notes; please include a word count; essays that fall outside of a 10% limit on either side, 2700-3300 words, can expect to lose marks in proportion to the severity of the shortfall or excess). **Please include the word count** and be sure to type it **double-spaced** to allow room for comment. We encourage you above all to create your own essay topic relevant to the themes discussed in the course. The themes of nation and nationalism have sufficient flexibility that you can readily tie your essay in with your other academic interests/majors (e.g. Art History, International Relations, Film, Tourism, Development Studies). The earlier you discuss your plans with a course lecturer, the better.

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

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

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

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

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

--Write an essay on the intersection of globalisation and nationalism, choosing one Asian country as an example. For this you may wish to focus on a very specific case study (e.g. how are global music

forms such as hip-hop or punk used to express national identities?) or to examine how a particular national identity has been affected by globalisation.

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

--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.

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 should be uploaded directly to Blackboard (further instructions will follow later in the course). If you are having any difficulty with Blackboard you may also send it directly to the course co-ordinator as an e-mail attachment (stephen.epstein@vuw.ac.nz). No responsibility will be taken for essays placed in open 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. (There is room in ASIA301 for an essay that examines how nationalism is expressed specifically on the internet in which you can analyse Wikipedia and so on as **primary** source material, but if so, you will need to discuss this topic carefully with the course coordinator).

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

A good source of reliable scholarly material on-line is Google Scholar, a resource you should use instead of the main Google main page for web-based research, <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 may have originally appeared in a foreign language**. Students who take material from the internet without proper citation can expect to fail their essay. Depending on the severity of the case, they may be given a mark as low as 0%, and be subject to disciplinary action.

It should also be noted that assignments that consist mainly of direct quotations are not acceptable, even if sources are acknowledged. If you have any questions whether what you are doing is acceptable, check with the Course Coordinator or a lecturer.

5. FINAL EXAM (30%) - 2 HOURS

To be held during the examination period (26th October – 17th November)

The final exam will consist of four sections. In the first (10 marks) you will identify briefly a selection of terms or answer short questions that have arisen in course lectures or in the readings during the second half of the class. 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 and fourth sections (30 marks) you will need to select two essay from a choice of several on broader themes that we have covered during the course and be asked to engage in some comparative analysis. 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. Examples of past exams and the sorts of questions you are likely to be asked will be made available on Blackboard.

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. Although I am generally lenient in allowing extensions, please be aware that if you require one, you can expect the amount of essay comment that you will receive to decrease drastically.

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.

Mandatory course requirements

In order to pass the course, you must hand in the essay by the final day of classes. The course relies upon in-class discussion, so you are expected to be present at each session. **Because the course relies so much on YOUR contributions, you must attend at least 8 of 12 sessions in order to pass; exceptions cannot be made for unavoidable absences due to illness or the like.** 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 courses and to raise any concerns or suggestions that they may have.

Course Programme

Tuesday, 10:00am – 11:50am vZ101

LECTURE SCHEDULE

WEEK 1 July 17, Introduction/Theoretical Approaches to Nationalism (Stephen Epstein, Asian Studies)

Reading:

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

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

Discussion Questions:

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

WEEK 2 July 24, 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? Can we think of nationalism without the nation-state?
- 2) To what extent did the Asian empirical situations fit into the European model of nationhood?
- 3) Was Asian nationalism the result of Western ideological influences?
- 4) To what extent should Asian nationalism be seen as purely a response to Western colonial rule?
- 5) What were the challenges of nation-building for the Asian leaders?

WEEK 3 July 31, India (Sekhar Bandyopadhyay, History)**Reading:**

Bandyopadhyay, Sekhar (200) "In Search of a Nation". In *Nationalist Movement in India: A Reader* Oxford University Press, pp. xv-xxvii.

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).

Discussion Questions:

- 1) What are the connections between nationalism and modernity?
- 2) What are the difficulties of finding modern nations in Asia?
- 3) In what ways could Indian nationalism claim its difference from the Western models?
- 4) What were 'secular', 'communal', 'extremist' and 'moderate' nationalisms in the Indian context?
- 5) What was Mahatma Gandhi's contribution to the development of nationalist movement in India?

WEEK 4 August 7, 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 5 August 14, Japan I (Stephen Epstein, Asian Studies)

Essay Prospectus due in class

Reading:

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

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

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

Suggested: Nish, Ian. (2000). ‘Nationalism in Japan’ in Leifer, Michael (Ed.), *Asian Nationalism*. Routledge, pp. 82-90. [only on closed reserve in library, not ECR, because of copyright restrictions]

Discussion Questions:

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

- 5) According to Lie, when did a true sense of national identity develop in Japan and what factors prevented it from developing until that time?

WEEK 6 August 21, Korea I (Stephen Epstein, Asian Studies)

Reading:

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

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

Shin, Gi-Wook. (1998). 'Nation, history, and politics' in 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?

Mid-Trimester Break 27 August to 9 September

WEEK 7 September 11, Korea II and Mid-trimester Test (Stephen Epstein, Asian Studies)

10:00-10:50: Korea II

Reading: 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) Bring in any questions of your own that have arisen as a result of your review for the mid-trimester test for discussion.
- 2) What meaning does the revival of Confucianism and popular folk culture hold in contemporary Korea?
- 3) How is history being mobilized to wage nationalist wars between Korea and China?
- 4) 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?

11:00-11:50 - Mid-trimester test

WEEK 8 September 18, 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?

WEEK 9 September 25, Student Presentations; Japan II (Stephen Epstein, Asian Studies)

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

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>

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

- 1) What has driven the rapid increase in immigrants in the Heisei era and in what ways has this rapid increase challenged prevailing beliefs in Japan?
- 2) What are the circumstances behind the presence of Koreans as the dominant minority ethnic group in Japan? How have Japan-born Koreans avoided discrimination?

- 3) What has the prevailing strategy for dealing with immigration been? How does the dominant pattern of employment for ethnic minorities and immigrants in Japan bolster the rationale for discrimination?
- 4) On the basis of your readings in the course would you describe contemporary Japanese nationalism as weak, moderate or strong? Is there a distinction to be drawn in Japan between patriotism and nationalism?
- 5) Are comic books such as "Hating the Korean Wave" evidence of the rise of new nationalist sentiment among Japanese youth? How can we determine if this is so?

WEEK 10 October 2, Student Presentations; Nationalism and Globalisation (Stephen Epstein, Asian Studies)

Reading:

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

Suggested: 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, pp. 31-61.

Discussion Questions:

- 1) In light of Shin's and Cho's article (review from week 7), how would you say globalization is affecting Korea's sense of national identity?
- 2) Do you see a similar process occurring in New Zealand or other countries you are familiar with?
- 3) How valid is a nation-based approach to thinking about Asia in an era in which the influence of nation-states appears to be on the wane? Or is it in fact erroneous to suggest that the influence of nation-states is on the wane?

WEEK 11 October 9, Student Presentations; Nationalism and the Internet (Stephen Epstein, Asian Studies)

Reading:

Sakamoto, R. (2011). "Koreans, Go Home! Internet Nationalism in Contemporary Japan as a Digitally Mediated Subculture", *The Asia-Pacific Journal* Vol 9, Issue 10 No 2, July 7, 2011, <http://www.japanfocus.org/-Rumi-SAKAMOTO/3497>.

Stephen Epstein and Rumi Sakamoto, 'The True Origins of Pizza: Irony, the Internet and East Asian Nationalisms,' *The Asia-Pacific Journal* Vol 9, Issue 44 No 5, October 31, 2011, <http://www.japanfocus.org/-Rumi-SAKAMOTO/3629>.

Discussion Questions:

- 1) How is the internet allowing new expressions of nationalism within Asia? Do these differ from country to country? Can you think of any ways in which digital mediation is enabling (or not) new senses of national identity in New Zealand?
- 2) In what ways does the Mr. Pizza ad on "The True Origins of Pizza" play upon significant nationalist tropes in East Asia?
- 3) How did the reception of the ad campaign vary among different audiences?

WEEK 12 Tuesday 16 October, Summing Up and Review (Stephen Epstein, Asian Studies)

Reading:

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) James Palais asks a pertinent question in the title to his epilogue to the volume *Nationalism and the Construction of Korean Identity*, 'Nationalism: good or bad?' Based on your reading and discussions in the course thus far, how would you answer this question? Is nationalism a good thing today? In what sense? Does your answer depend on the country? As we approach the end of the course, we should perhaps ask a fundamental, evaluative question: Is nationalism itself good or bad? What reasons might you give for either side? Does your answer depend on the country? Try to come up with very specific examples on the basis of empirical evidence from the course.
- 2) 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?
- 3) How different is nationalism in Asia and nationalism elsewhere?

Thursday 18 October, 4 p.m. Course Essay Due

Bibliography

A very extensive bibliography of relevant sources for the course 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.

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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.