



**SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL  
RELATIONS**

**Political Science and International Relations Programme  
INTP 451 Special Topic: Ethnicity, Population and Identity at Home and Abroad**

**TRIMESTERS 1 & 2 2012**  
5 March to 17 November 2012

**Trimester dates**

Trimester dates: 5 March to 17 November 2012  
Teaching dates: 5 March to 19 October 2012  
Mid-trimester break 1/3: 6–22 April 2012  
Mid-trimester break 2/3: 27 August to 9 September 2012

**Note:** There is no final examination for this Course

**Withdrawal dates**

Information on withdrawals and refunds may be found at  
<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

**Contact Details**

**Course Co-ordinator:** Dr Andrew Butcher  
**Room:** MY503  
**Phone:** [463 9450](tel:4639450) or 470 8705  
**Email:** [andrew.butcher@vuw.ac.nz](mailto:andrew.butcher@vuw.ac.nz)  
**Office Hours:** Tuesday 9:00-9:50, or by appointment  
**Seminar Time:** Tuesday 10:00-11:50  
**Lecture Venue:** Murphy 401

**Course delivery**

This course has one seminar per week. The seminar is scheduled for two hours and will involve analysis of readings, class discussion, preparation of reading summaries and student presentations.

**Communication of additional information**

Additional information or information about any changes to the course timetable or programme will be announced in class and posted on Blackboard. Information will sometimes also be emailed to your student email address. It is important that you check your student email regularly (or have emails forwarded to an address that you do use regularly) in order to receive all relevant information.

**Course Prescription**

This course will critically examine the intersection of ethnicity, population and identity with attention to New Zealand's relationship with Asia. It will analyse the role demographic change plays in foreign policy.

## Course Content

This course will show how ethnicity is a variable concept but yet one that plays an increasingly important role in portrayals, and perceptions, of New Zealand and its place in Asia. This course draws on empirical and theoretical literature from migration studies and sociology. Attention is also paid to the extent to which public perception drives foreign policy, and critiques the role of Track II diplomacy, all with the overriding interest of what this means for New Zealand's place in and engagement with the Asia Pacific.

## Learning objectives

Students passing the course will:

1. Develop an understanding of the complex ways in which ethnicity is recorded, understood and changes over time in New Zealand
2. Develop an understanding of the implications of New Zealand's changing demography for its own sense of national identity and its place in the world.
3. Develop an understanding of the social sciences literature on ethnicity and nationhood, with particular reference to migration and foreign policy.
4. Demonstrate understanding of New Zealand's changing role in the Asia Pacific.
5. Show the ability to research and write well-structured, theoretically-informed essays about the intersection of ethnicity, population and identity on New Zealand's foreign policy in the Asia Pacific.

## Expected workload

In accordance with Faculty of Humanities and Social Science guidelines the overall workload for this course is 300 hours in total for reading, writing, and researching material. This includes 2 hours of seminar per week.

## Group work

There is no assessed group work as a part of this course. However, active participation in group discussions and collaboration in analysis of the readings is expected.

## Essential texts:

The required readings are available on Blackboard. Additional required readings may be assigned during the year, and will be available via library E-Reserves.

## Assessment requirements

The assessment for this course comprises:

1. Research proposal – worth **10%** of your total course mark; due by **Tuesday April 24.**
2. Presentation of course readings (**in Trimester 1**) and critique of another student's work-in-progress research presentation (**in Trimester 2**) – worth a combined **10%** of your total course mark
3. Two-hour in-class test (**in Trimester 1, June 5**) – worth **20%** of your total course mark.
4. Participation in a class debate (**in Trimester 2, Tuesday July 24**) – worth **10%** of your total course mark
5. Research paper – worth **50%** of your total course mark; due by **Friday October 19.**

The research proposal is due by **5pm on Tuesday, April 24**. You must submit it electronically to Blackboard AND in hard copy to the INTP451 box outside the PSIR office. The proposal serves as your first stage of preparation for the research paper due in October. You should formulate your own research question related to some aspect of the course themes and content. The proposal will present

the research question, outline the project, discuss research methods and present a bibliography. Guidelines on the required content and format of the research proposal are available on Blackboard.

During the Trimester 1 you are required to present a course reading to the class. This involves giving a brief outline of the main argument and/or evidence of the author, your comment on this, and suggested questions for discussion. During Trimester 2 you are required to act as discussant on another student's research project presentation. Each of these tasks is designed to foster collaborative learning and to introduce you to key tasks of the research process. Taken together, these tasks will be given a mark that is worth 10% of total course grade. Detailed guidelines on these tasks is available on Blackboard.

The research paper is due by **5pm, Friday October 19**. It is to be 8 000 – 10 000 words in length, including footnotes. Please read carefully the Penalties provisions outlined below. The research paper should be submitted both electronically to Blackboard and in hard copy to the course co-ordinator's box outside the PSIR office on Murphy 5<sup>th</sup> floor. The research paper assesses students' ability to research in-depth and critically analyse key questions on a topic related to core course themes.

### **Return of assignments**

The research proposal will be graded and comments returned at the class on **May 8**, so as to enable students to work on the research paper in the mid-year break. The research paper can be returned only after all Honours paper and exams have been graded and moderated externally. Once this process is complete, the research paper will be available from the PSIR office and you will be advised by email that it is ready to be collected.

### **Penalties**

#### Research proposal:

Students will be penalised for late submission of the research proposal—a deduction of 5% for the first day late, and 2% per day thereafter, up to a maximum of 8 days. Work that is more than 8 days late can be accepted for mandatory course requirements but will not be marked. Extensions will be granted only in extraordinary circumstances and require appropriate documentation (e.g. presentation of a medical certificate).

#### Research paper:

There is a uniform deadline for the final submission of Honours research papers in Political Science and International Relations. This deadline is adhered to firmly. Extensions are granted in exceptional circumstances only, under the conditions stipulated in Victoria University's aegrotat regulations, and extensions must be approved by the Honours Coordinator (Dr Jon Johannson) in advance of the deadline. **In 2012 the deadline for Research Papers is 5pm, Friday 19 October. Work not submitted by this deadline will not be taken into consideration when determining final results.**

### **Mandatory course requirements**

To gain a pass in INTP 451 each student must:

- present the assigned readings in one class
- act as discussant on another students' work-in-progress presentation of their research
- give a work-in-progress presentation of their research (not assessed)
- sit the in-class test
- submit the research proposal and research paper on or by the specified dates (subject to such provisions as are stated for late submission of work)
- attend at least 13 out of 18 class meetings (excluding sessions where you are excused for valid reasons, e.g. medical certificate)

### **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.

## **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).

## READING LIST

### *INTP: ETHNICITY, POPULATION AND IDENTITY AT HOME AND ABROAD*

#### **Week 1 (March 6): First meeting, introductions, setting the scene and course planning**

#### **Week 2 (March 13): Asians in New Zealand**

Bedford, Richard and Elsie Ho (2008) *Asians in New Zealand: Implications of a Changing Demography* <http://www.asianz.org.nz/sites/asianz.org.nz/files/AsiaNZ%20Outlook%207.pdf>, Wellington: Asia New Zealand Foundation

Ip, Manying and Jacqui Leckie (2011), 'Chinamen' and 'Hindoos': Beyond stereotypes to Kiwi Asians, in Jackie Leckie and Paola Voci (eds.), *Localizing Asia in Aotearoa*, Palmerston North: Dunmore Press, 159-186

McMillan, K (2005), 'Immigration, Nationalism and Citizenship Debates in the 1990s', in Andrew Trlin et al (eds.), *NZ and International Migration: A Digest and Bibliography, Number 4*, Palmerston North: Massey University, 70-85

#### **Suggested:**

Spoonley, P. & Butcher, A. (2009), "Reporting Superdiversity: The Mass Media and Immigration in New Zealand", *Journal of Intercultural Studies*, 30 (4), 355-372

#### **Week 3 (March 20): Interrogating 'Ethnicity' and 'nation' in 'identity'**

Callister, P. Et al (2009), *Who are we? The conceptualisation and expression of ethnicity*, [http://www3.stats.govt.nz/statisphere/Official\\_Statistics\\_Research\\_Series/Who\\_are\\_we\\_The\\_Conceptualisation\\_and\\_Expression\\_of\\_Ethnicity.pdf](http://www3.stats.govt.nz/statisphere/Official_Statistics_Research_Series/Who_are_we_The_Conceptualisation_and_Expression_of_Ethnicity.pdf), Wellington: Statistics New Zealand

Pearson, D. (2001), *The Politics of Ethnicity in Settler Societies: States of Unease*, Basingstoke: Palgrave, 180-204 .

Tarling, N. (2004), *Nationalism in Southeast Asia: 'if the people are with us'*, London: RoutledgeCurzon, 3-28.

#### **Suggested**

Anderson, B. (2006), 'Introduction', *Imagined Communities*, London: Verso

#### **Week 4 (March 27): Ethnicity and Globalisation**

Castles, Stephen and Alastair Davidson (2000), *Citizenship and Migration: Globalization and the politics of belonging*, Routledge: New York, 184-207

Ip, Manying (2011), 'Rethinking Contemporary Chinese Circulatory Transmigration: The New Zealand Case', in M. Ip (ed.), *Transmigration and the New Chinese: Theories and Practices from the New Zealand Experience*, Hong Kong: The University of Hong Kong, 21-56.

Kymlicka, Will (2001), *Politics in the Vernacular: Nationalism, Multiculturalism and Citizenship*, Oxford: Oxford University Press, 317-326.

#### **Suggested:**

Held, David, Anthony McGrew, David Goldblatt and Jonathan Perraton (1999), *Global Transformations: Politics, Economics and Culture*, California: Stanford University Press, 283-326.

Anderson, Bridget (2011), *Citizenship: What is it and why does it matter?* Oxford: Centre for Migration, Policy and Society, online [http://migrationobservatory.ox.ac.uk/sites/files/migobs/Citizenship%20Policy%20Primer\\_0.pdf](http://migrationobservatory.ox.ac.uk/sites/files/migobs/Citizenship%20Policy%20Primer_0.pdf)

### **Week 5 (April 3): New Zealand's changing identity and its place in the world**

Capie, David (2009), 'New Zealand and the World: Imperial, International and Global Relations' in Giselle Byrnes (ed.), *The New Oxford History of New Zealand*, Melbourne: Oxford University Press, 573-598

Spoonley, Paul and Augie Fleras (1999), *Recalling Aotearoa: Indigenous Politics and Ethnic Relations in New Zealand*, Auckland: Oxford University Press, 150-189.

#### **Suggested:**

Butcher, Andrew (2010) 'Demography, Diaspora and Diplomacy: New Zealand's Asian Challenges', *New Zealand Population Review*, 36:137-157.

### **MID-SEMESTER BREAK 6 – 22 APRIL**

### **Week 6 (April 24): New Zealand in the Asia-Pacific**

Spoonley, Paul, Richard Bedford and Cluny Macpherson (2003), 'Divided loyalties and fractured sovereignty: transnationalism and the nation-state in Aotearoa/New Zealand', *Journal of Ethnic and Migration Studies*, 29, 1: 27-48

Bedford, Richard and Graeme Hugo (2011), 'Migration, urbanisation and the new diaspora: reflections on future migration patterns in the Pacific', invited paper presented at the Pathways, Circuits and Crossroads Conference "Immigration in the Second Decade of the 21st Century: Policies and Practice", City Gallery, Wellington, 12-13 December 2011, online [http://newsettlers.massey.ac.nz/publications\\_pdfs/Richard%20Bedford%20-%20Migration,%20Urbanisation%20and%20New%20Diaspora.pdf?PHPSESSID=5537b9478b0f306e968a5e6f58885da8](http://newsettlers.massey.ac.nz/publications_pdfs/Richard%20Bedford%20-%20Migration,%20Urbanisation%20and%20New%20Diaspora.pdf?PHPSESSID=5537b9478b0f306e968a5e6f58885da8)

New Zealand Government (2011), *New Zealand Defence White Paper*, Wellington: Ministry of Defence, 15-34

#### **Suggested:**

Herr, Richard & Anthony Bergin (2011), *Our near abroad: Australia and Pacific islands regionalism*, Canberra; ASPI

### **Week 7 (May 1): Public perceptions and foreign policy; student presentation of readings in class**

*These sessions, spread across both trimesters, will give students the opportunity to present a course reading, develop presentation skills and receive critical feedback from both the course coordinator and colleagues. The course coordinator will moderate discussion after each presentation, helping other students to learn how to question and constructively critique the work of their peers.*

Asia New Zealand Foundation, *New Zealanders' Perceptions of Asia and Asian peoples 2011*, to be available online in February 2012, link to be provided.

Hanson, Fergus (2011), *The 2011 Lowy Institute Poll*, online at <http://www.lowyinstitute.org/Publication.asp?pid=1617>

Blinder, Scott (2011), *Public Opinion and Public Policy: Complexities of the Democratic Mandate*, Oxford: Centre for Migration, Policy and Society, online <http://migrationobservatory.ox.ac.uk/sites/files/migobs/Public%20Opinion%20Policy%20Primer.pdf>

Butcher, Andrew (2009), The Olympic Effect: New Zealanders' Perceptions of China in 2008, *The New Zealand Journal of Asian Studies*, 11(2):1-18

**Suggested:**

Spoonley, Paul and Philip Gendall (2010), 'Welcome to our world: Attitudes to Immigrants and Immigration', in Trlin et al, *NZ and International Migration: A Digest and Bibliography, Number 5*, Palmerston North: Massey University, 136-158

Migration Observatory (2011), *Thinking behind the numbers: Understanding public opinion on immigration in Britain*, Oxford: Centre for Migration, Policy and Society, online <http://migrationobservatory.ox.ac.uk/sites/files/migobs/Report%20-%20Public%20Opinion.pdf>

Asia Pacific Foundation of Canada, *2011 National Opinion Poll: Canadian Views on Asia*, online at [http://www.asiapacific.ca/sites/default/files/filefield/nop\\_report\\_apr\\_5\\_en\\_final\\_0.pdf](http://www.asiapacific.ca/sites/default/files/filefield/nop_report_apr_5_en_final_0.pdf)

**Week 8 (May 8): Diaspora and foreign policy in Asia and the Pacific; presentation of readings in class**

Taylor, Brendan and Robert Ayson (2008), Carrying China's Torch, *Survival*, 50(4): 5-10

Cohen, Robin (1997), *Global Diasporas: An introduction*, London, Routledge, 155-176

Spoonley, Paul & Macpherson, Cluny (2004), 'Transnational New Zealand Immigrants and Cross-border connections and activities', in Spoonley et al (eds.), *Tangata, Tangata: Changing ethnic contours of New Zealand*, Victoria: Thomson, 175-194.

**Suggested:**

Didham, Robert (2009), *Southeast Asia and Diaspora Engagement*, Wellington: Asia New Zealand Foundation, online

<http://www.asianz.org.nz/sites/asianz.org.nz/files/11490%20AsiaNZ%20Outlook%2011%20web2.pdf>

Gamlen, Alan (2011) *Engaging Asia: The role of the diaspora*, Wellington: Asia New Zealand Foundation

<http://www.asianz.org.nz/sites/asianz.org.nz/files/Asia%20NZ%20Outlook%2015.pdf>

**Week 9 (May 15): No class: Dr Butcher will be overseas, in North Asia. Use this time to prepare for the in-class test on June 15.**

**Week 10 (May 22): Track II diplomacy in Asia; presentation of readings in class**

Capie, David and Paul Evans (2002) *The Asia Pacific Security Lexicon*, Singapore: ISEAS, 209-219.

Ball, Desmond and Brendan Taylor (2006), 'Reflections on the Track Two Process in the Asia-Pacific Region', in Soesastro et al, *Twenty Two Years of ASEAN ISIS: Origin, Evolution and Challenges of Track Two Diplomacy*, pp.105-116

New Zealand Government (2007), *Our Future with Asia* <http://mfat.govt.nz/downloads/foreign-relations/asia/asiawhitepaper.pdf>, Wellington: Ministry of Foreign Affairs and Trade, 23-24

**Suggested:**

Ball, Des, Tony Milner and Brendan Taylor (2005), *Mapping Track II Institutions in Asia, Australia and New Zealand*, online at <http://www.asianz.org.nz/sites/asianz.org.nz/files/TrackII-Institutions.pdf>

**Week 11 (May 29): Track II diplomacy in Asia cont. presentation of readings in class**

Job, Brian (2010), Track 2 Diplomacy: Ideational Contribution to the Evolving Asian Security Order, in Des Ball and Kwa Chong Guan (eds.), *Assessing Track 2 Diplomacy in the Asia-Pacific Region: A*

CSCAP Reader, Singapore: S. Rajaratnam School of International Studies, Nanyang Technological University and Strategic and Defence Studies Centre, The Australian National University, <http://www.rsis.edu.sg/publications/others/CSCAP%20book.pdf>, 112-161

Capie, David (2010), 'When does track two matter? Structure, agency and Asian regionalism', *Review of International Political Economy*, 17: 2, 291-318

### **Suggested**

CSCAP NZ (2011), *Projecting our Voice*, online at

<http://www.victoria.ac.nz/css/docs/CSCAP%20national%20study/CSCAP%20National%20Study%20Sep%202011.pdf>

### **Week 12 (June 5): Two-hour in-class test**

## **MID-YEAR BREAK**

### **Trimester 2**

**Week 1 (July 17): Summary of trimester 1 course themes; discussion of class debate assessment; the intersection and implications of demography and foreign policy part one**

Eberstadt, Nicholas (1998), 'Demography and International Relations', *Washington Quarterly*, 21,2: 33-52, online at <http://twq.com/98spring/eberstadt.pdf>

Drezner, Daniel (2004), 'Demographics and international relations', *Foreign Policy*, online at [http://drezner.foreignpolicy.com/posts/2004/02/17/demographics\\_and\\_international\\_relations](http://drezner.foreignpolicy.com/posts/2004/02/17/demographics_and_international_relations)

New Zealand Government, *Our Future with Asia*, Wellington: Ministry of Foreign Affairs and Trade, <http://mfat.govt.nz/downloads/foreign-relations/asia/asiawhitepaper.pdf> pp.6-10; 45-56

**Week 2 (July 24): The intersection and implications of demography and foreign policy, part two; preparation time for class debate**

Butcher, Andrew (2009), 'Friends, foreign and domestic: (re) converging New Zealand's export education and foreign policies', *Policy Quarterly*, 5, 4: 64-70, online <http://ips.ac.nz/publications/files/d6240b4e61f.pdf>

Wesley, Michael (2009), *Australia's Poisoned Alumni: international Education and the costs to Australia*, Sydney: The Lowy Institute for International Policy, online at <http://www.lowyinstitute.org/Publication.asp?pid=1103>

Blue Ribbon Panel Report (2009), *Australia's Diplomatic Deficit: Reinvesting in our instruments of international policy*, Sydney: Lowy Institute for International Policy, <http://www.lowyinstitute.org/Publication.asp?pid=996>, 1-7

Oliver, Alex and Andrew Shearer (2011), *Diplomatic Disrepair: Rebuilding Australia's International Policy Infrastructure*, Sydney: Lowy Institute for International Policy, <http://www.lowyinstitute.org/Publication.asp?pid=1673>, 7-13; 24-26

### **Suggested:**

Nicholas Tarling, *International students in New Zealand: The making of policy since 1950*, Auckland: New Zealand Asia Institute, 2004



**Week 3 (July 31): Discussion of research design, plans and essay; class debate on whether New Zealand is part of “Asia”**

Asia New Zealand Foundation (2012), *New Zealanders’ Perceptions of Asia and Asian peoples in 2011*, link to be provided.

**Week 4 (Aug 7): Case study: New Zealand and China; presentation of readings in class**

New Zealand Government (2012), *Opening doors to China: New Zealand’s 2015 Vision*.

Wellington: Ministry of Foreign Affairs and Trade, online at

<http://www.mfat.govt.nz/downloads/NZinc/NZInc-%20Strategy%20-%20China.pdf>

David Pang (2003), “Education, Politics and Chinese New Zealander Identities: The Case of the 1995 Epsom Normal Primary School’s ‘Residency Clause and English Test’ in Manying Ip (ed.), *Unfolding History, Evolving Identity: The Chinese in New Zealand*, Auckland: Auckland University Press, pp. 236-257

Robert Ayson (2011), ‘Interests, Values and New Zealand’s engagement with Asia’, Inaugural Professorial Lecture, Victoria University of Wellington,

<http://www.victoria.ac.nz/css/docs/Current%20Work/2011/Inaugural%20Lecture%2019.07.11.pdf>

**Week 5 (Aug 14): Case study: New Zealand and India; presentation of readings in class**

Sekhar Bandopadhyay (2009), ‘A History of Small Numbers: Indians in New Zealand, c.1890s-1930s’, *New Zealand Journal of History*, 43, 2: 150-168

New Zealand Government (2011), *Opening doors to India: New Zealand’s 2015 Vision*, Wellington:

Ministry of Foreign Affairs and Trade, <http://www.mfat.govt.nz/downloads/NZinc/NZInc-%20Strategy%20-%20India.pdf>

**Week 6 (Aug 21): Case study: New Zealand and Southeast Asia**

O’Brien, Terence (1995), *New Zealand and ASEAN: current and future outlook*, Wellington: Institute of Policy Studies, Victoria University of Wellington.

Smith, Anthony (2005), *New Zealand-Southeast Asia Relations: A Survey of the Contemporary Relationship*, Wellington: Asia New Zealand Foundation,

<http://www.asianz.org.nz/sites/asianz.org.nz/files/AsiaNZ%20Outlook%201.pdf>

Singh, Daljit (2011), *ASEAN’s perspective of New Zealand’s place in Asia*, Wellington: Asia New Zealand Foundation,

[http://www.asianz.org.nz/sites/asianz.org.nz/files/Outlook\\_Asean%27s\\_perspective\\_of\\_NZ%27s\\_place.pdf](http://www.asianz.org.nz/sites/asianz.org.nz/files/Outlook_Asean%27s_perspective_of_NZ%27s_place.pdf)

New Zealand Government (in preparation), *Opening doors to ASEAN*. Link to be provided

**Suggested:**

Tarling, Nicholas (2011). *Southeast Asian Regionalism: New Zealand Perspectives*, Singapore: Institute of Southeast Asian Studies.

Rolls, Mark (2011). "The FPDA and Asia's changing strategic environment: A view from New Zealand" in Ian Storey, Ralf Emmers and Daljit Singh (eds), *The Five Power Defence Arrangements at Forty*, Singapore: Institute for Southeast Asian Studies.

## **MID-TRIMESTER BREAK**

### **Week 7 (Sept 11): Whither Australia? Is New Zealand's engagement with Asia unique?**

Cook, Malcolm (2010), *Standing in Single File: Australia's views of New Zealand in Asia*, Wellington: Asia New Zealand Foundation online at [http://www.asianz.org.nz/sites/asianz.org.nz/files/AsiaNZ\\_Outlook\\_13\\_June.pdf](http://www.asianz.org.nz/sites/asianz.org.nz/files/AsiaNZ_Outlook_13_June.pdf)

Robert Ayson, 'Australia-New Zealand' (pp.129-141) in Brendan Taylor (ed.), *Australia as a Asia-Pacific Regional Power: Friendship in Flux?* Oxford: Routledge, 2007

Robert Ayson 'Australasia's security' in Robert Ayson and Desmond Ball (eds.), *Strategy and Security in the Asia-Pacific* (pp.242-256), New South Wales: Allen & Unwin, 2006

John Key, "Address to Australian Parliament", Monday 20 June, 2011, online at <http://www.scoop.co.nz/stories/PA1106/S00324/john-key-address-to-australian-parliament.htm>

Lowy Institute and Asia:NZ (in preparation), Poll on attitudes toward Australia and New Zealand, link to be provided.

### **Week 8 (Sept 18): Whither New Zealand? Connecting New Zealand's demographic shifts, its foreign policy and its place in the world**

Brian Moloughney and John Stenhouse, "Drug-besotten, sin-begotten fiends of filth:" New Zealanders and the Oriental Other, 1850-1920', *New Zealand Journal of History*, 33, 1 (April, 1999), 43-64

Henry Johnson and Brian Moloughney (2006), 'Introduction: Asia and the making of Multicultural New Zealand', *Asia in the Making of New Zealand*, 1-12, Auckland: Auckland University Press.

Richard Bedford and Elsie Ho (2006), 'Immigration Futures: New Zealand in a Global Context', *New Zealand Population Review*, 32(2): 49-63 [http://panz.rsnz.org/wp-content/uploads/2010/01/nz-pop-review-vol-32-2\\_bedford.pdf](http://panz.rsnz.org/wp-content/uploads/2010/01/nz-pop-review-vol-32-2_bedford.pdf)

Paul Spoonley and Laurence Berg (2008), 'Refashioning Racism: Immigration, Multiculturalism and an election year', *New Zealand Geographer*, 53 (2): 46-50

### **Week 9 (Sept 25) Final seminar of the year, summary, overview, discussion about research essays**

**Week 10 (Oct 2):** *From weeks 10 to 12, while there will be no weekly class, students should arrange consultations with the course coordinator to discuss progress with their research papers, discuss drafts, and to receive feedback and supervision.*

**October 19 (Friday):** Research Paper due.

## **Other Useful Resources**

Below are some online resources – relevant academic journals and websites – that you may find useful in your research:

### Journals (VUW access):

*Survival*

*New Zealand Population Review*

### Websites:

Centre on Migration, Policy and Society, University of Oxford <http://www.compas.ox.ac.uk/>

The Migration Observatory, University of Oxford <http://migrationobservatory.ox.ac.uk/>

Integration of Immigrants Programme, Massey University <http://newsettlers.massey.ac.nz/index.php>

Asia New Zealand Foundation [www.asianz.org.nz](http://www.asianz.org.nz)

Lowy Institute for International Policy [www.lowyinstitute.org](http://www.lowyinstitute.org)

Institute for Southeast Asian Studies, Singapore [www.iseas.org.sg](http://www.iseas.org.sg)

The Council for Security Cooperation in the Asia Pacific <http://www.cscap.org/>

**INTP451: ETHNICITY, POPULATION AND IDENTITY AT HOME AND ABROAD**  
**Research Paper Proposal – Guidelines**

**Due:** Tuesday April 24, 2011, 5pm.

**Worth:** 10% of final grade

**Submission:** Please submit the research proposal (approximately 1,000 words plus bibliography) in **hard copy** to my box on Murphy 5<sup>th</sup> Floor **AND to the folder in the Course Resources section of Blackboard.**

This proposal serves as the first stage of preparation for the research paper due on Friday, October 14. The main function of the proposal is to assist your progress on the research paper. I will give you written feedback on the proposal, so as to help you develop your research project. Therefore, the more thought you put into the research proposal, the more likely you are to get useful feedback from me!

Below, I outline tasks the proposal should accomplish and components it should contain. Please note:

- You do not have to use the format outlined below. You may organise your material and thoughts differently, as suits your own research. However, overall the research proposal should address all the areas mentioned, and should be in prose form.
- I will not mark the research proposal according to how definitive a conclusion you have reached thus far, or how many books you have read! I want to see if you - (i) can articulate your current thinking on the research question; (ii) have begun consulting relevant literature and can express how your paper relates to existing literature on the topic; (iii) can show you've thought about the direction your argument/hypotheses might take. Thoughtfulness, evidence of grappling with the essay question and structure, and clarity of expression are the key features of a good proposal.
- Treat the research proposal like an essay – appropriately reference and acknowledge your sources.

**Elements of the Research Proposal**

<b>Component</b>	<b>What it entails</b>
<i>Title</i>	Include a working title - this forces you to express your research in a few words.
<i>Statement of the research question</i>	This is critical. The question must indicate what you will ask and research. Some research questions seek to explain empirical puzzles in the world; others seek to explore problems in theory or apply/test existing theories in new cases. Whichever your approach, it is critical that the research question be a question that requires <i>explanation</i> , and does not simply lead to description. Moreover, it should spark an explanatory answer that is interesting and that is not already obvious.

<p><i>Elaboration of why you are studying this</i></p>	<p>This is the infamous "so what?" question. Here, you should explain the background to the research question and explain why you will study it. This is where you will try to convince the reader that the question is important and that the answer is neither obvious nor dull. You will do this via discussion of the state of the literature in the field. What are existing arguments in the literature on your topic? What are the gaps, controversies or inconsistencies in the existing literature? What are the empirical puzzles? Where does your research question fit into the existing debates in the literature and how is your research likely to make a contribution?</p> <p>NB. This section is not called "Literature review". It should explain and justify your research question with reference to relevant literature, but should not simply be a random description of current literature!</p>
<p><i>Statement of the main thesis argument and/or hypothesis to be tested.</i></p>	<p>Having explained the question you want to ask and why it is interesting, your next task is to suggest a possible answer, or at least your starting hypotheses to be tested.</p> <p>Do not panic at this point. You don't have to provide the definitive statement of your final argument! Your argument will evolve and change as you conduct the research. What you should do here, though, is venture a first stab at an argument or at hypotheses that could be tested in order to answer your research question. This is the critical step of linking question with possible answer, which then helps you figure out how to structure your research paper. Think about the <b>theoretical framework</b> you might use. Suggest what sort of evidence you'll use to support the proposed argument. Put another way, suggest <b>what kinds of evidence/information you would need in order to answer the question and test your hypotheses.</b></p>
<p><i>Outline of Research Paper</i></p>	<p>This section should give an overview of how you plan (currently) to structure the research paper. The structure should be logical and should reflect something about the question and hypotheses/argument you have described. If you find it useful, annotate the outline, describing in a bit more detail what each section of the research paper will do.</p>
<p><i>Bibliography</i></p>	<p>You must include a bibliography of all relevant literature you have consulted to date. Also note other sources (both primary and secondary) you plan to consult.</p>

**INTP451: ETHNICITY, POPULATION AND IDENTITY AT HOME AND ABROAD**  
**Reading Presentation & Presentation Critique – Marking Sheet**

**Worth:** Together, 10% of total course grade

**Student Name:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

<i>Reading Presentation</i>	
<ul style="list-style-type: none"> <li>• Were the core arguments of the author identified? Were other main points of the article outlined succinctly?</li> <li>• Was the reading linked to the week’s themes?</li> <li>• Did the presenter offer critical reflection on the article and pose appropriate discussion questions?</li> </ul>	
<ul style="list-style-type: none"> <li>• Was the presentation clear and concise?</li> </ul>	
<i>Critique of Research Presentation</i>	
<ul style="list-style-type: none"> <li>• Did the discussant identify the main question, hypotheses and argument that were presented?</li> </ul>	
<ul style="list-style-type: none"> <li>• Did the discussant identify the strengths of the presentation?</li> <li>• Did the discussant offer constructive criticism and suggestions for further development of the research project?</li> </ul>	