



**FACULTY OF HUMANITIES AND SOCIAL SCIENCES
SCHOOL OF LANGUAGES AND CULTURES**

**ASIAN STUDIES
ASIA 101: INTRODUCTION TO ASIAN STUDIES**

TRIMESTER 1 2013
4 March to 3 July 2013

Please read through this material very carefully in the first week of the course, and refer to it regularly.

Trimester dates

Teaching dates: 4 March to 7 June 2013
Easter break: 28 March to 3 April 2013
Mid-trimester break: 22–28 April 2013
Study week: 10–14 June 2013
Examination/Assessment Period: 14 June to 3 July 2013

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>

Names and contact details

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Class times and locations

Lectures Monday and Wednesday 9.00am – 9.50am HM (Hugh McKenzie) LT002

Tutorials – choose one from either:

Wednesday	11.00am - 11.50am	MY (Murphy) 806
Wednesday	12.00pm - 12.50pm	MY (Murphy) 806
Wednesday	2.10pm - 3.00pm	vZ (von Zedlitz) 710
Thursday	10.00am - 10.50am	vZ (von Zedlitz) 710
Thursday	11.00am - 11.50am	vZ (von Zedlitz) 710
Thursday	12.00pm - 12.50pm	vZ (von Zedlitz) 510

Please note that tutorials start in the **second** week of the trimester.

Students are to choose tutorial class groups by signing up using the S-cubed system. <https://signups.victoria.ac.nz>. You must remain in your allotted tutorial for the whole course, unless a change is authorised by the Course Coordinator.

Teaching learning summary

Classes will consist of lectures and tutorials, supplemented by reading materials and self-directed study. Students are expected to take an active part in tutorials (see below for descriptions of each week's session) and to contribute their own thoughts to the topic under discussion.

Communication of additional information

Students are encouraged to consult Blackboard regularly for information on course and programme changes. Much of the course material is available on-line either via Electronic Course Reserve or on the Internet. Quick links to the latter will be provided for you on Blackboard. We have also set up a special YouTube channel for Asian Studies at VUW with a playlist of material geared specifically to ASIA101. Please see: <http://www.youtube.com/asianstudiesvuw>.

You might also be interested in exploring <http://www.youtube.com/user/asiadownunder> at some point for an archive of material on YouTube from Asia Down Under, a long-running NZ show "about Asia and Asians in New Zealand, addressing topical and even controversial stories affecting Asian Kiwis."

Course prescription

An interdisciplinary introduction to the study of aspects of Asia. This course is thematic in structure and focuses on contacts and cultural interchange between Asia and the West.

Course content

This is an introductory course examining Asia from a New Zealand perspective. We give particular attention to the theme of intercultural contact and how 'Asia' has been variously constructed within the context of a 'Western' society like New Zealand. We are also interested in how these constructions shape New Zealand's engagement with Asia and the place of Asia and Asian peoples within New Zealand.

As an introductory course, ASIA 101 is necessarily broad; it samples a range of historical, cultural, political, religious, and artistic issues rather than exhaustively analysing them. The course takes "Asia" to be not so much a region, distinct from other regions, but as a culturally constructed site within and against which people(s) of diverse background came into contact with one another in a variety of ways, and for various purposes over many, many years.

One objective of this course, therefore, is to help you understand these numerous processes of contact and the ways in which "Asia" has been constructed and is continually undergoing reconstruction as contexts change. We begin with a broad introduction to the themes that we will be returning to frequently throughout the course. We then proceed to explore some of the constructions of Asia in the Western imaginary, with a specific focus on New Zealand, and the historical background to New Zealand's encounters with Asia. Many of the ideas generated in the early periods of contact continue to shape the interactions that occur today. We then move to look at aspect of New Zealand's vastly expanded engagement with Asia as a result of globalisation in a variety of contexts, from cultural flows to the establishment of immigrant communities from Asia and relationships at the national level.

Learning objectives

By the end of this course, students should be:

1. able to analyse critically different representations of Asia;
2. able to discuss with knowledge a variety of topics related to Asia and its place in New Zealand;
3. prepared to extend their study of Asia in upper-level university courses;
4. prepared for life as a more informed citizen of the greater Asia-Pacific region.

Expected workload

The University Assessment Handbook has laid down guidelines as to the number of hours per week which students are expected to devote to a course in order to maintain satisfactory progress.

Students enrolling in a one trimester 20-point course should work on average 13 hours per week including contact hours. **Please note that this is a rough guideline only.** Some students will find they need to do more, and students aiming for high grades will almost certainly need to do more.

Readings

Set Texts

Asia in the Making of New Zealand, Henry Johnson and Brian Moloughney eds. (Auckland: Auckland University Press, 2006).

ASIA 101 Student Notes.

You are required to purchase both the textbook and the Student Notes. Additional reading will be provided via Blackboard, and almost all the material from your Student Notes will also be available via the library's Electronic Course Reserve (ECR), so that you may also access it readily when you don't have the Student Notes available. For copyright reasons, we are unable to put material that is publicly available on the internet on ECR, nor have we printed it out in the Student Notes. Please print it out for yourself if you require a copy. Quick links to any internet material will be provided on Blackboard.

All undergraduate textbooks and Student Notes will be sold from the Memorial Theatre Foyer from 11 February to 15 March 2013, while postgraduate textbooks and student notes will be available from vicbooks' new store, Ground Floor Easterfield Building, Kelburn Parade. After week two of the trimester all undergraduate textbooks and student notes will be sold from vicbooks, Easterfield Building. Customers can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz. Books can be couriered to customers or they can be picked up from nominated collection points at each campus. Customers will be contacted when they are available.

Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays). Phone: 463 5515.

Assessment requirements

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

1)	Restaurant Group Exercise	10%
2)	4 Tutorial-Related Assignments (x 5%)	20%
3)	Course Essay	30%
4)	Final Exam	40%

Please note the examination period is from 14 June to 3 July 2013.

All assignments must include a cover sheet available from the Course Documents section of Blackboard or from the School of Languages and Cultures (SLC) Office. Tutorial assignments are to be handed in during your tutorial and other assignments are to be placed in the Asian Studies assignment slot. This is located to the left of the SLC Office, vZ610, opposite the lifts on the 6th floor of von Zedlitz.

No responsibility will be taken for essays placed in open staff mailboxes, pushed under doors, etc. You should never destroy notes or delete rough drafts until your marked essay is returned to you.

Adequate advance preparation through reading, research, informed participation and presentation in tutorials is very important. In order to get the most out of the course, you should complete the assigned reading **before** each lecture.

Assessment breakdown

1. **Restaurant Group Exercise (10%) (800-1000 words)** **Due in lecture, Monday 29 April**

At some point early in the trimester, collect yourself into a group of from three to five people from your tutorial group and visit a local restaurant that specialises in some form of "Asian" cuisine. Collectively write a report that discusses your restaurant experience in terms of the restaurant's "Asian-ness". You may determine for yourselves how to distribute the work involved in writing the piece; note, however, that only one report is to be handed in for the whole group and each member

will receive the same grade. We therefore strongly recommend that you circulate the report amongst yourselves and comment on each other's contributions. Note also that a short presentation (non-assessed) on your group's experience will be expected in the **week six** tutorial – feedback associated with this presentation is to be incorporated into your submitted report.

You should consider a variety of aspects of the restaurant and show how they reflect forces of globalisation in New Zealand's relationship with Asia. Possible features you might focus on include decor, menu items, seating arrangements, music, restaurant name, 'authenticity', clientele, and so on. Think about the issues that came up in the lectures and readings on the globalisation of food.

2. 4 x 5% Tutorial-Related Assessments (20%)

Week 2 Tutorial	Map Quiz
Week 4 Tutorial	Media Analysis Assignment (analysis due Friday, March 22, 4 pm)
Week 7 Tutorial	Course Essay Prospectus (prospectus due Friday, May 3, 4 pm)
Week 9 Tutorial	Three-minute Oral Presentation on Course Essay

For more information on the tutorial assessments, consult the course schedule for the week in which the assessment appears.

3. Course Essay (30%) (2000 words) Due 4pm Friday 24 May

Write an essay that responds to one of the questions listed below. The essay should not vary more than 10% from 2000 words (i.e. no less than 1,800 words and no more than 2,200 words); please **include the word count** and be sure to type it **double-spaced**. As you will see in the schedule there will also be a tutorial for you to discuss essay writing with your tutor.

In writing your essay, develop an argument, and be sure to use carefully chosen examples to back up your points and main thesis. You will need to refer to secondary sources, but do not rely upon them to make your argument for you. We are interested in how you have worked through a particular research question and what you have concluded on the basis of the research you have done. Some articles to spark ideas for you will be made available in Blackboard.

When you do refer to secondary sources in support of your argument, provide accurate quotations as well as a bibliography for the books cited; the bibliography does not count towards the word total. You may use any standard referencing system as long as you are consistent in your format. For more information, see: <http://www.victoria.ac.nz/library/resources/guides/referencing.html> or <http://www.cite.auckland.ac.nz/>. Whatever system you use, however, be sure to include the page numbers of material you are citing, unless the specific reference refers to an entire work as a whole.

Insofar as possible, we encourage students to take the initiative of creating a topic that they find particularly interesting: what aspects of New Zealand's historical or contemporary engagement with Asia do you find compelling? You might choose, for example, to analyze an organization that somehow builds a bridge between New Zealand and Asia; to look at a particular book, poem or film made by a New Zealand writer or filmmaker that treats New Zealand's relationship with Asia or the experience of peoples of Asian descent in New Zealand; to examine in detail a set of New Zealand media texts that represent Asia to the wider public; or to look closely at Asian culture influence in a particular area of New Zealand (religion, music, popular culture, food). Possibilities here are multiple, but before you begin we urge you to chat with your tutor or the Course Coordinator to be sure that your choice is suitable.

Topic 1. Create a topic of your own related to the themes of the course that you find particularly interesting. (For more see the above paragraph).

Topic 2. Consider the Chinese, Indian and Korean immigrant experience in New Zealand. Choose **TWO** of the three and discuss how these experiences have differed and what crucial factors have been involved.

Topic 3. Analyse how the transformation in the Asian population of New Zealand since 1987 has influenced the construction of New Zealand's 'national' identity.

Topic 4. Write an essay assessing the significance of any one individual's contribution towards developing an understanding of Asia in New Zealand.

Topic 5. Assess the main factors that contributed to the transformation of New Zealand's relationship with Asia during the twentieth century.

Your essays are to be polished jobs. Try to get an early start and leave ample time for revisions. **PROOFREAD CAREFULLY AND USE A SPELLING AND GRAMMAR CHECK!** Feel free to talk with your lecturers or your tutor about these essays at any stage of the writing process. If you have further questions, please see one of us.

4. Final Exam (40%)

The final exam is of 2 hours duration. It will consist of two parts. The first will be a series of short questions and identifications based on the lectures delivered in the course, the assigned readings and the tutorial discussions. This part is worth 20% of the exam mark. The second part of the exam will require answering two essay questions (you will have a number of options to choose from). These essay questions are designed to examine themes raised throughout the course. This part is worth 80% of the exam mark. The final exam will be held during the examination period (14 June to 3 July 2013).

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. While extensions will usually be granted on request, work that comes in after the original deadline will receive only minimal comments from your marker.

Please keep to the word counts; assignments that fall below or go over the given limits can expect to lose marks.

Mandatory course requirements

To gain a pass in this course each student must:

- a) Submit the course essay by the specified date (subject to provisions stated for late submission of work).
- b) Attend at least 8 of 10 tutorials.
- c) Attend the final examination at the appointed time.

Although roll call is not taken in lecture, attendance is expected, and your success and enjoyment of the course will be directly proportional to your participation.

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 reps will attend a meeting with the Head of School to discuss how the courses are going and to raise any concerns or suggestions that they may have. You can find out more information on Class Representatives on the [VUWSA website](#).

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>

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. 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 (See Section C).

Other useful information for students may be found at the Academic Office website, at www.victoria.ac.nz/home/about/avcademic.

Course programme

Lectures: Monday and Wednesday 9.00am – 9.50am, HM (Hugh McKenzie) LT002

WEEK ONE

Lecture Monday 4 March: *Introduction to the Course* (Stephen Epstein, Asian Studies)

Reading: None

Lecture Wednesday 6 March: *The Idea of Asia, the Idea of NZ* (Stephen Epstein, Asian Studies)

Reading: Johnson & Moloughney, 'Introduction: Asia and the Making of Multicultural New Zealand', in *Asia in the Making of New Zealand*, pp.1-10 [hereafter AMNZ].

NO TUTORIALS THIS WEEK

WEEK TWO

Lecture Monday 11 March: *Western Representations of Asia* (Stephen Epstein, Asian Studies)

Reading: Birch, Schirato and Shivastava, 'The Idea of Asia,' in *Asia: Cultural Politics in a Global Age*, pp.1-24, in Student Notes [hereafter SN], p.1.

Lecture Wednesday 13 March: *New Zealand Representations of Japan* (Dougal McNeill, English)

Reading: Dougal McNeill, "Japan in the Supermarket of the Kiwi Psyche", *Journal of New Zealand Literature*, 27: 2009, pp. 131-154, in *SN*, p.25.

WEEK TWO TUTORIAL Introductions, (De)Constructing Asia, and Map Quiz

Try to think about what 'Asia' means to different people. How is NZ's 'Asia' different from Australia's? Why? Bring to the tutorial a list of 10 words that you think are descriptive of 'Asia'. Be prepared to explain why you have chosen them.

There will also be a quiz, in which you will be given a blank map of Asia, akin to that found on <http://www.asianz.org.nz/countries-asia>, and asked to identify selected **countries and capitals**. What counts as Asia? This is a difficult question, which we will discuss in class, but we also want to start off the course by equipping you with some important basic geographical knowledge. Here is a site where you can practice a bit: <http://www.lizardpoint.com/fun/geoquiz/asiaquiz.html>.

As further preparation for the tutorial and quiz, do a Google search for 'map of Asia' and see what you discover. If you need to find out the capital of any particular country, you may find the Asia:NZ Foundation website in the above paragraph useful. We will also provide a list of the countries and capitals you may be expected to identify on Blackboard.

WEEK THREE

Lecture Monday 18 March: *Early Encounters* (Pauline Keating, History)

Reading: Tony Ballantyne, 'Teaching Māori About Asia,' in AMNZ, pp.13-35; Moloughney, Ballantyne & Hood, 'After Gold,' in AMNZ, pp.58-75.

Lecture **Wednesday 20 March: *The Wellington Chinese Community: Representing Haining Street* (Lynette Shum, Alexander Turnbull Library)**

Reading: Lynette Shum 'Remembering Chinatown,' in *Unfolding History, Evolving Identity*, ed. by Manying Ip, pp. 73-93, in *SN*, p.49.

WEEK THREE TUTORIAL Media Analysis Discussion

Come to class with an article or photograph either from the Dominion Post or a major online news outlet (print out the piece if so and be sure to include the URL; you may only choose items that carry a dateline) and a 300-400 word analysis of how the author or photographer attends to, or represents "Asia" in the articles, photographs, etc you have chosen. Be prepared to discuss how you have analysed the piece you have chosen. Do NOT merely summarise the article; the deeper your analysis, the better your grade will be. Comments should be clear, relevant, cogent and comprehensible. Part of your mark will be dependent on your preparation to discuss your analysis in tutorial, but you will be allowed to incorporate any feedback you receive when you hand in your analysis (due Friday, March 22 at 4 p.m.).

Issues you should think about include:

1. How is Asia represented in the article? Are there any underlying metaphors or thought patterns present?
2. How does it reinforce or challenge dominant representations of Asia?
3. Who wrote it, for whom, and how is this significant?

WEEK FOUR

Lecture **Monday 25 March: *Lonely Planet Asia* (Stephen Epstein, Asian Studies)**

Reading: Pico Iyer, 'Love Match', in *Video Night in Kathmandu*, pp.3-28, in *SN*, p70.

Lecture **Wednesday 27 March: *Biculturalism, Multiculturalism* (James Liu, Psychology)**

Reading: Ward, C., & Liu, J.H. (2012). Balancing indigenous rights and multicultural responsibilities: Ethnic relations in Aotearoa/New Zealand. In D. Landis (Ed.) *Handbook of Ethnopolitical Conflict*, pp. 45-69. New York: Springer, in *SN*, p.96.

WEEK FOUR TUTORIAL Illustrious Energy

In this tutorial we will watch an excerpt from the film *Illustrious Energy*, and then discuss some of the issues that this raises. For this tutorial it will be useful to review the material from the "Early Encounters" and "Wellington Chinese Community" lectures. A copy of the film is held in the main library, and your local video store may also have it, if you wish to see the whole film; it is very well made and highly recommended: for a fuller description see <http://www.filmarchive.org.nz/feature-project/pages/Illustrious-Energy.php>. Please note that those in the Wednesday tutorial groups will meet before the Easter Break, while those in the Thursday tutorial will meet after the break.

When watching the film, think about the following:

MID-TRIMESTER BREAK 22 to 28 April 2013

WEEK SEVEN

Lecture **Monday 29 April: *Globalising Asian Spirituality* (Rick Weiss, Religious Studies)**

Reading: Kim Knott, *My Sweet Lord: The Hare Krishna Movement*, pp. 19-43, (the notes for this section, pp. 93-95, & 105-110 are available only in the book itself on Closed Reserve because of copyright restrictions), in *SN*, p.169.

Lecture **Wednesday 1 May: *Asia, the West & Popular Culture I* (Stephen Epstein, Asian Studies)**

Reading: Douglas McGray, 'Japan's Gross National Cool', *Foreign Policy* 130 (September/June 2002), pp.44-54, in *SN*, pp.194.

Also available on-line at:

<http://www.chass.utoronto.ca/~ikalmar/illustex/japfpmcgray.htm>

WEEK SEVEN TUTORIAL Essay Writing and the Prospectus (300-400 words)

This tutorial is designed to help you think about the construction and development of an essay, and how to write a prospectus demonstrating your plans. You will have the opportunity to discuss what is required for the course essay, as well as how you should go about developing researching and writing it. Over the course of the break, think about the topic you would like to undertake for your course essay and do some preliminary reading. We urge you to come up with a topic of your own that is related to the course themes, but we also have provided set topics that you may handle as well. See the description on pp. 5-6 of this course outline.

A 300-400 word prospectus on your essay will be due on Friday, May 3 at 4 p.m. The prospectus will allow us to help guide you in your work and to encourage you to get an early start. Although there is no set template that you have to follow, we are looking for the following to be included: 1) a concise indication of what issues you will write about, along with 2) 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). We also want to see: 3) a preliminary reference list, so we can make sure you've gotten started and are on the right track. You are welcome to incorporate sections from your prospectus in your final essay version, but part of that grade will depend on how well you incorporate any feedback you are given on your prospectus.

WEEK EIGHT

Lecture **Monday 6 May: *Asia, the West & Popular Culture II* (Stephen Epstein, Asian Studies)**

Excerpts from documentary - *Our Nation: A Korean Punk Rock Community*

Reading: Stephen Epstein, "'We are the Punx in Korea!'" in *Korean Pop Music: Riding the Wave*, ed. by Keith Howard, Global Oriental Press: Kent 2006, pp. 190-207, in *SN*, p.205.

Lecture **Wednesday 8 May: *Art, Globalization and Identity in the Chinese Diaspora* (Yiyan Wang, Chinese)**

Reading: Yiyan Wang, (forthcoming) "Tyranny of Taste: Chinese Aesthetics in Australia and on the World Stage", Louie, Kam et al eds. *Diasporic Chineseness after the Rise of China: Community, Culture, and Communication*. Vancouver: British Columbia University Press, 2013, in *SN*, p.223.

WEEK EIGHT TUTORIAL **New Zealand Cultural Products and Asia**

In this week's tutorial we move from a general consideration of NZ media representations of Asia to look more closely at how cultural texts specifically treat such representations.

We will watch an excerpt from the film *Banana in a Nutshell*, and then discuss some of the issues that are raised and how they are turned into documentary-style entertainment. There is a clip of the film on the course playlist and a copy of the film is held in the main library.

We will also discuss how contemporary Asian pop culture has crossed boundaries and moved into the West. What forms of Asian popular culture are present in New Zealand? Why do you think New Zealand and global audiences have responded with increasing enthusiasm to Asian pop culture? Do you have any specific forms of which you are a particular fan? If so, how would you explain their attraction? What impressions and stereotypes of Asia are conveyed by pop culture products? How does a nation achieve "soft power" if its products are popular elsewhere? Be sure to have read the Douglas McGray article as preparation for tutorial and to look at some of the associated YouTube clips from the course playlist (a list of suggestions will be put up on Blackboard).

WEEK NINE

Lecture Monday 13 May: *Korean-NZ Identity* (Stephen Epstein, Asian Studies)

Reading: Stephen Epstein, 'Imagining the Community' in *AMNZ*, pp.147-162.

Lecture Wednesday 15 May: *Reinventing Indian Identity* (Sekhar Bandyopadhyay, History)

Reading: Sekhar Bandyopadhyay 'Reinventing Indian Identity,' in *AMNZ*, pp.125-146.

WEEK NINE TUTORIAL **Tutorial Presentations**

Prepare a three-minute presentation on your essay topic, explaining to your fellow students your argument, and the evidence that you are using to support it. If you have encountered particularly thorny issues in working out your argument, don't hesitate to raise them. One of the objectives of this essay is to give you practice in making a clear and concise oral presentation. Time yourself and rehearse! Your tutor is under strict instructions to cut you off after three minutes. Because of the tight time limit, there will not be room for power point presentations or other visual aids other than perhaps holding up pictures of any particular relevant images that are central to your main argument.

WEEK TEN

Lecture Monday 20 May: *Asians in New Zealand* (Andrew Butcher, Asia: NZ Foundation)

Reading: Paul Spoonley and Andrew Butcher, 'Reporting Superdiversity. The Mass Media and Immigration in New Zealand', *Journal of Intercultural Studies*, 30: 4, pp. 355-372, in *SN*, p.240.

Lecture Wednesday 22 May: *Documentary - New Faces, Old Fears* (Stephen Epstein, Asian Studies)

Reading:

http://www.asianz.org.nz/sites/asianz.org.nz/files/Asia_NZ_perceptions_of_asia_report_2011_final.pdf (There are many charts and tables, so it will read quickly; feel free to skim as appropriate)

Recommended listening to accompany the reading: <http://www.asianz.org.nz/our-work/knowledge-and-research/research-reports/social-research/perceptions-study/panel-2012>

As always, quick links to these on-line readings will be provided on Blackboard.

WEEK TEN TUTORIAL "Asian Angst"

In this tutorial we will begin preparing for the examination and cover any remaining presentations that we didn't cover the previous week. We will focus in particular on issues raised by the Asian Angst article. You can access the article and related material at the following site:

http://www.tzemingmok.com/asian_angst/asianangst_archives.html. As preparation for the tutorial you should read the article and think about the issues it raises and consider them in relation to the documentary we watched last week and the ASIA:NZ perceptions of Asia paper. If you have time, look at some of the other related material archived at this site. In the tutorial we will also help you think about how you might use this material in developing an essay in the examination.

WEEK ELEVEN

Lecture Monday 27 May: *The New Zealand-China Relationship* (Jason Young, Political Science & International Relations)

Reading: Anne-Marie Brady, 'New Zealand-China Relations: Common Points and Differences', *New Zealand Journal of Asian Studies*, 10, 2 (2008): 1-20, in *SN*, p.258.

Lecture Wednesday 29 May: *Engaging Asia Amidst Regional Transformation* (David Capie, Political Science & International Relations)

Reading: Tim Beal, 'Coming to Terms with Trade,' *AMNZ*, pp.94-121.

WEEK ELEVEN TUTORIAL New Zealand Engagement with Asia

In this tutorial we will continue to prepare for the examination. We will also focus on the changing way that the New Zealand state has interacted with nations in Asia and how this relates to the material that we have looked at throughout the course. Be sure to read the Anne-Marie Brady article before arriving at tutorial. What do you see as the main driver in New Zealand's relationship with China? Do you see this as different from, say, the main aspect of our relationship with other Asian nations that you may be familiar with? Many International Relations theorists argue that states have interests aside from political considerations and that these interests determine a state's interactions with other countries. Given what you have learned does this approach make sense? What role does public opinion play in determining relations between states? We will help you to think about how we might use the material in developing an essay in the examination.

WEEK TWELVE

Lecture Monday 3 June: Queen's Birthday - No Lecture

Lecture Wednesday 5 June: *Course Evaluations, Review & Exam Prep* (Stephen Epstein, Asian Studies)

Reading: None

NO TUTORIALS THIS WEEK