



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

**ASIAN STUDIES PROGRAMME
ASIA 101 INTRODUCTION TO ASIAN STUDIES**

20 POINTS

TRIMESTER 1 2016

Key dates

Trimester dates: 29 February to 29 June 2016

Teaching dates: 29 February to 5 June 2016

Easter break: 24–30 March 2016

Mid-trimester break: 25 April to 1 May 2016

Study period: 6–9 June 2016

Examination/Assessment Period: 10–29 June 2016

Note: students who enrol in courses with examinations must be able to attend an examination at the University at any time during the scheduled examination period.

Withdrawal dates: Refer to www.victoria.ac.nz/students/study/withdrawals-refunds.

If you cannot complete an assignment or sit a test in the last three weeks of teaching, or an examination, it may instead be possible to apply for an aegrotat (refer to www.victoria.ac.nz/students/study/exams/aegrotats).

Class times and locations

Lectures	Tuesdays	11.00am - 11.50am	HM (Hugh McKenzie) LT 205
	Thursdays	9.00am - 9.50am	HM (Hugh McKenzie) LT 104
Tutorials	Choose ONE from either:		
	Tuesday	12noon - 12.50pm	OK (Old Kirk) 501
	Tuesday	4.10pm - 5.00pm	vZ (von Zedlitz) 509
	Wednesday	12noon - 12.50pm	FT83 (Fairlie Terrace 83) 203
	Wednesday	2.10pm - 3.00pm	OK (Old Kirk) 501
	Wednesday	3.10pm - 4.00pm	MY (Murphy) 305
Wednesday	4.10pm - 5.00pm	MY (Murphy) 301	

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

Students must enrol for one tutorial using the myAllocator system: <https://student-sa.victoria.ac.nz>. Detailed instructions are available on Blackboard. Students must remain in their allotted groups for the whole course, unless a change has been authorised by the Course Coordinator.

Names and contact details

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School Website: www.victoria.ac.nz/slc

Communication of additional information

Students are encouraged to consult Blackboard regularly for information on course changes and other announcements. Almost all of the course material for ASIA 101 is available on-line via Blackboard 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 Victoria with a playlist of material geared specifically to ASIA 101. Please see: www.youtube.com/asianstudiesvuw.

We have also created a Facebook page for the course. This is a useful place to have more informal discussions about course-related issues, ask questions about assignments, to share additional links involving the themes of the course and so on. To join the group, please send a request to: <https://www.facebook.com/groups/451022345098419/> (a link will be made available on

Blackboard as well). For those of you who choose not to have a Facebook account, you can be assured that any important course-related info will also appear on Blackboard.

You might also be interested in exploring www.youtube.com/user/asiadownunder at some point for an additional archive of relevant 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.”

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, economic, 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 have come 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 return to frequently throughout the course. We then explore some of the constructions of Asia in the Western imagination, 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 interactions that occur today. We then consider aspects of New Zealand’s vastly expanded engagement with Asia as a result of globalisation in a variety of contexts, from relations at the national level to cultural flows and the establishment of immigrant communities from Asia.

Course learning objectives (CLOs)

Students who pass this course should be able to:

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

Teaching format

The course 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 topics under discussion. Insofar as possible recordings of lectures will be made available for review in the EchoCenter on Blackboard, but as this technology can experience glitches, you should never rely on the recording of a particular lecture.

Workload

The University Assessment Handbook has laid down guidelines concerning the number of hours per week that students are expected to devote to a course in order to maintain satisfactory progress. Students enrolling in a one trimester 20-point course should expect to work on average 13 hours per week, to make up to a rough total of 200 hours including 20+ hours of lecture and 10 hours of tutorial over the trimester. Reading and review of course material (both general and exam-specific) should take approximately half of the remaining hours to equal roughly 80-85 hours over the semester; the remaining 80-85 will be devoted to individual assignments (see below). **Please note that these figures are only a very rough guideline.** Some students will find they need to do more, and students aiming for high grades will almost certainly need to do more.

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

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:

	Assessment items and workload per item	%	CLO(s)	Due date
1	Restaurant Group Exercise (800-1000 words)	10%	1,2,3,4	5 May
2	4 Tutorial-Related Assignments (x 5%)	20%	1,2,3,4	See below
3	Course Essay (2000 words)	30%	1,2,3,4	27 May
4	Final Exam (2 hours)	40%	1,2,3,4	TBA

Please note the examination period is from 10 – 29 June 2016.

Specific marking criteria for individual assessments will be provided on Blackboard. A potential breakdown of time spent for assignments might be as follows:

1. **Restaurant Group Exercise:** 10-20 hours (organising and going to the restaurant; discussion and consultation over tutorial presentation; writing your section of the group report; feedback and further group consultation).
2. **Tutorial assignments:**
 - Map and General Skills Quizzes:** 5-10 Hours (learning countries and capitals; reading material on library use, plagiarism and grammar; your level of prior knowledge here will play a role);
 - Media Analysis:** 5-10 hours (selection of appropriate piece for analysis; consideration of tutorial feedback; writing up and revision of analysis)
 - Essay Prospectus:** 10-15 hours (determining topic, preliminary research, deciding upon initial sources; writing of prospectus);
 - Essay Presentation:** 10-15 hours (continuation of research and writing; selection of material for presentation; rehearsing);

3. **Course Essay:** 40-50 hours (research, writing and revising; note that the more effort and care you put into your prospectus and presentation the less additional time you will need here).

Assessment breakdown

1. Restaurant Group Exercise (10%) (800-1000 words) - Due 4 p.m., Thursday 5 May

At some point early in the trimester, collect yourself into a group of three to five students 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; you will have an opportunity to do so in class on April 21. Note also that a short presentation (non-assessed) on your group’s experience will be expected in the **Week 7** tutorial – feedback associated with this presentation is to be incorporated into your submitted final 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.

NB: Students who wish to choose a halal restaurant should contact the course coordinator by the end of Week 4 for placement into an appropriate group.

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

Week 2 and 3	Map Quiz/General Skills Quiz
Week 4	Media Analysis Assignment (due Wednesday, March 23, 4 pm)
Week 6	Course Essay Prospectus (due Thursday, April 21, 4 pm)
Week 9 and 10	Three-minute Oral Presentation on Course Essay

For more information on these assessments, consult the tutorial descriptions in the course schedule.

3. Course Essay (30%) (2000 words) - Due 4 p.m., Friday 27 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.

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/st_services/slss/studyhub/pdf/referencing.pdf or 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 organisation that 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 strongly urge you to chat with your tutor or the Course Coordinator** to be sure that your choice is suitable and viable.

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, Korean and Filipino immigrant experience in New Zealand. Choose **TWO** of the four 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!** It is difficult to overemphasize this point. Many simple errors can be readily caught just by reading your paper out loud to yourself from a hard copy.

If you have further questions, please see one of us. Always feel free to talk with the course coordinator, your lecturers or your tutor about these essays at any stage of the writing process.

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 (10 – 29 June 2016).

Submission and return of work

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. Any assignments due in tutorial may be handed in during your tutorial; all 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. You must keep a copy of your assignment. No responsibility will be taken for essays placed in staff mailboxes, pushed under doors, etc. You should never destroy notes or delete your draft until your marked assignment is returned to you. Marked work will either be returned in class or be made available for collection from the SLC office. Please bring your student ID card with you when you come to collect your work. Work can be collected between 10am-2pm each day. We aim to get work back to you within two weeks of submission; occasionally this may take longer.

Please also note that for your course essay, you must submit both:

- a) **an electronic copy to Turnitin** via Blackboard; and
- b) **a hard copy with signed coversheet** to the Asian Studies assignment slot on the 6th floor of von Zedlitz.

For more on the use of Turnitin at Victoria, please see www.cad.vuw.ac.nz/wiki/index.php/Turnitin

Extensions and penalties

Extensions

While extensions will usually be granted on request, work that comes in after the original deadline will as a rule receive less feedback.

Penalties

Assignments must be handed in at the deadlines specified to avoid penalties. 5% per day (counting an individual piece of work as 100%) will be deducted from work submitted after the assigned date without prior permission or without a necessary and demonstrable reason such as illness. Please keep to the word counts; assignments that fall below or go over the given limits by more than 10% can expect to lose marks in proportion to the severity of the excess or shortfall.

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 the textbook; it is also strongly recommended that you purchase the Student Notes. All material from Student Notes is also available electronically via Blackboard, but you will find a hard copy very useful for making your own annotations. For copyright reasons, we are unable to include some material available on the Internet in Student Notes. Please print it out for yourself if you want a hard copy.

Set texts can be purchased from Vic Books, Ground Floor Easterfield Building, Kelburn Parade. They can also be ordered online at www.vicbooks.co.nz. Orders and enquiries can be emailed to enquiries@vicbooks.co.nz.

Class representative

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at the first lecture of the course.

Class reps will attend a meeting with the Head of School to discuss how the course is 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: www.vuwsa.org.nz.

Student feedback

Students who took the course in 2015 were on the whole very positive about the course, and cited in particular our use of guest lecturers and various forms of media, including the YouTube channel, the course Facebook page and videos shown prior to the start of lecture as items that enhanced the learning experience. The restaurant analysis also received praise. Conversely, some students found the coverage of the course very broad and would like help in pulling material together and asked for more lectures from the course coordinator. To address this issue, the course coordinator will be working specifically to relate lectures more clearly to each other in introductory and concluding comments and add the number of tutorials he leads this year.

Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php.

Use of Turnitin

Student work provided for assessment in this course may be checked by the electronic search engine www.turnitin.com to ensure that it meets expectations for academic integrity. The course essay is to be uploaded via Blackboard to allow the Turnitin check to occur automatically. 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.

Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: www.victoria.ac.nz/students/study/exams/integrity-plagiarism
- Academic Progress: www.victoria.ac.nz/students/study/progress/academic-progress (including restrictions and non-engagement)
- Dates and deadlines: www.victoria.ac.nz/students/study/dates
- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/students/study/progress/grades
- Special passes: refer to the *Assessment Handbook*, at www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf
- Statutes and policies including the Student Conduct Statute: www.victoria.ac.nz/about/governance/strategy
- Student support: www.victoria.ac.nz/students/support
- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>

- Terms and conditions: www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/about/governance/structure
- Victoria graduate profile: www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile
- VUWSA: www.vuwsa.org.nz

Course programme

Lecture Tuesday 1 March: *Introduction to the Course* (Stephen Epstein, Asian Studies)

Reading: Your assignment for the first lecture is to read through the entire course outline **carefully**, making note of course readings, tutorials and assessments and getting a feel for the overall contours of the class.

Lecture Thursday 3 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*].

Lecture Tuesday 8 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.

TUTORIAL 1 (March 8/9) 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. You will find it useful to look at the Asia:NZ Foundation's list of countries in which it has programme coverage at: <http://asianz.org.nz/the-asian-region>.

There will also be a quiz, in which you will be given a blank map of Asia, akin to that found on www.worldatlas.com/webimage/countrys/asia/asoutl.htm, 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 are two sites where you can practice a bit: www.lizardpoint.com/fun/geoquiz/asiaquiz.html and www.purposegames.com/game/capitals-of-asia-quiz. We will provide a list of the countries and capitals you may be expected to identify on Blackboard. As further preparation for the tutorial and quiz, do a Google search for 'map of Asia' and see what you discover.

Lecture Thursday 10 March: *Asia and NZ in Historical Perspective* (Catherine Churchman, Asian Studies)

Reading: Tony Ballantyne, 'Teaching Māori About Asia,' in *AMNZ*, pp.13-35; Moloughney, Ballantyne & Hood, 'After Gold: Reconstructing Chinese Communities, 1840-1900,' in *AMNZ*, pp. 58-75.

Lecture Tuesday 15 March: *Documentary - New Faces, Old Fears* (Stephen Epstein, Asian Studies)

Reading:

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)

<http://publicaddress.net/yellowperil/asian-angst-is-it-time-to-send-some-payback>

Recommended additional reading/listening to accompany the reading:

<http://asianz.org.nz/reports/report/new-zealanders-perceptions-of-asia-and-asian-peoples-2013-annual-survey/new-zealanders-knowledge-of-asia-and-perceptions-of-asias-importance/>

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

TUTORIAL 2 (March 15/16) *Illustrious Energy* and General Skills

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 (or preview) 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 www.filmarchive.org.nz/feature-project/pages/Illustrious-Energy.php.

When watching the film, think about the following:

1. What image of New Zealand does the film create and how?
2. How does the film challenge or reinforce dominant images of Chinese?

We will also discuss some very important basic skills for your university degree including issues pertaining to library use, referencing, plagiarism and important grammar points. There will also be an optional online quiz made available via Blackboard that will test your mastery of these skills. You will be able to take this quiz up to three times between Tuesday, March 15 and Thursday, March 17. **For your first 5% of marks in ASIA101, you will receive the better of your score on the map quiz or the online general skills quiz.**

Lecture Thursday 17 March: *NZ 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.

Lecture Tuesday 22 March: *Lonely Planet Asia* (Stephen Epstein, Asian Studies)

Reading: Beth Notar, 'Lonely Planetters and a Transnational Authentic', in *Displacing Desire: Travel and Popular Culture in China*. Honolulu: University of Hawai'i Press, 2006, pp. 20-37; 45-46.

TUTORIAL 3 (March 22/23) 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 Wednesday, March 23 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?

Media Analysis Assignment due Wednesday 23 March, 4 pm

EASTER BREAK: 24 – 30 MARCH 2016

Lecture **Thursday 31 March: *Asia, the West & Globalisation* (Stephen Epstein, Asian Studies)**

Reading: Nick Knight, Chapter 10, "Globalisation and East and Southeast Asia" in *Understanding Australia's Neighbours: An Introduction to East and Southeast Asia*, pp.179–198.

Lecture **Tuesday 5 April: *Asia, NZ & Food I* (Stephen Epstein, Asian Studies)**

Reading: Lizzie Collingham, 'Curry Travels the World', in *Curry: A Tale of Cooks and Conquerors*, pp.245-257.

TUTORIAL 4 (April 5/6) Essay Writing and the Proposal (300-400 words)

This tutorial is designed to help you think about the construction and development of an essay, and how to write a proposal 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, you will be expected to think about the topic you wish to undertake for your course essay and to do 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 proposal on your essay will be due on Thursday, April 21 at 4 p.m. The proposal 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 almost certainly grow and change as your research deepens). Be sure to give an indication of how you will go about confirming whether your arguments are correct or not. We also want to see: 3) a thoughtful preliminary reference list, so we can make sure you've gotten started and are on the right track. A strong proposal will have references in the appropriate form; show that you've searched for recent journal articles; and have an appropriate balance of library and Internet sources. You are welcome to incorporate sections from your proposal in your final essay version, but part of that grade will depend on how well you incorporate any feedback you are given on your proposal.

Lecture **Thursday 7 April: *Asia, NZ & Food II* (Stephen Epstein, Asian Studies)**

Reading: Matthew Allen and Rumi Sakamoto, R. (2011) "White People Can't Sell Sushi: Unpacking Korean Influence over Sushi Production in NZ", *New Zealand Journal of Asian Studies*, Vol. 13, No. 2: 18-35.

Lecture **Tuesday 12 April: Asia, NZ & Religion I: The Burqa Case (Paul Morris, Religious Studies)**

Reading: Erich Kolig, 'Muslim Traditions and Islamic Law in NZ,' AMNZ, pp. 204-224.

TUTORIAL 5 (April 12/13) Cross-cultural Conflict and Accommodation in New Zealand

Prior to the tutorial be sure to have read Erich Kolig's chapter (pp. in AMNZ) on the Burqa case. Think about the arguments Kolig is summarising in this chapter, and your own response to these arguments. Do you find them convincing? If so, why? If not, why not?

Many of you will remember the controversy that surrounded Amy Chua's best-selling book *Battle Hymn of the Tiger Mother*. (For a very exaggerated and problematic "What Would You Do?" treatment of these issues, see www.youtube.com/watch?v=5YuI9P3m0qo on the course playlist.) Is this issue a valid example of a cross-cultural conflict?

Can you think of other examples of conflicts that have arisen in New Zealand because of cultural clashes with recent immigrants from Asia? How should societies manage differences that arise in a multicultural situation?

Lecture **Thursday 14 April: Asia, NZ & Religion II: Buddhism (Rick Weiss, Religious Studies)**

Reading: Hugh Kemp, 'How the Dharma Landed: Interpreting the Arrival of Buddhism in New Zealand,' *Journal of Global Buddhism* 8 (2007), pp. 107-131. Also available at the journal website www.globalbuddhism.org/toc.html.

Lecture **Tuesday 19 April: The NZ-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.

TUTORIAL 6 (April 19/20) Constructing and Deconstructing Asian Restaurants

Prior to this tutorial, collect yourself into a group of from three to five and visit a local restaurant that specialises in some form of "Asian" cuisine. Be prepared to give a short presentation (non-assessed) on your group's experience. Feedback you receive on your presentation should be incorporated into your submitted report that will be due on Thursday, 5 May at 4 p.m.

In preparing your presentation, focus on a number of aspects of this restaurant and consider how they reflect forces of globalisation, with specific reference to New Zealand's relationship with Asia. Possible features you might touch upon include decor, menu items, seating arrangements, music, restaurant name, clientele, and so on. In what ways does the restaurant attempt (or refuse) to perform "authenticity"? Think about the issues that came up in last week's lectures and the readings on the globalisation of food as well general issues of representation of Asia within New Zealand. Be sure to have completed the Allen and Sakamoto reading before you come to tutorial as well. Insofar as possible be analytical and not just descriptive. Do your best to apply the concepts from lectures and readings.

Lecture **Thursday 21 April: NZ Businesses and Asia, (Siah Hwee Ang, BNZ Chair in Business in Asia, Marketing and International Business)**

Reading: Siah Hwee Ang, 'Eye On Asia,' six-part series from New Zealand Herald (2014).

Course Essay Prospectus due Thursday 21 April, 4 pm

MID-TRIMESTER BREAK: 25 APRIL – 1 MAY 2016

Lecture **Tuesday 3 May: *NZ Engagement in Asia Amidst Regional Transformation* (David Capie, Political Science & International Relations)**

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

TUTORIAL 7 (May 3/4) New Zealand Engagement with Asia

In this tutorial we will 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 also reserve 10-20 minutes to allow you to discuss any final issues on your restaurant exercise assignments and your course essay projects in looking forward to the upcoming oral presentations.

Lecture **Thursday 5 May: *Confucius Institutes, Chinese Language and NZ* (Catherine Churchman, Asian Studies)**

Reading: Michael Churchman, "Confucius Institutes and Controlling Chinese Languages," *Chinese Heritage Quarterly* 26 (2011),
www.chinaheritagequarterly.org/articles.php?searchterm=026_confucius.inc&issue=026

Restaurant Group Exercise, due Thursday 5 May, 4pm

Lecture **Tuesday 10 May: *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.

TUTORIAL 8 (May 10/11) Tutorial Presentations and Essay Workshop I

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. Time yourself and rehearse! Your tutor is under strict instructions to cut you off after three minutes. Because of our tight time limit, there will not be room for power point presentations or other visual aids other than holding up pictures of any particular relevant images that are central to your main argument. One of the objectives of this assessment is to give you practice in making a clear and concise oral presentation, and also to allow you additional feedback on your course essay project. In order to encourage you to put effort into your tutorial presentations, we announce small prizes to be given to the top three presentations in each tutorial group as voted by your peers. These will be decided and awarded next week after we have gone through all presentations.

Please note that only students who attend Tutorial 8, or who have a doctor's certificate or other documentation for absence, will be allowed to present in Tutorial 9. Other students will receive a 0% for this assessment.

Lecture **Thursday 12 May: Korean-NZ Identity (Stephen Epstein, Asian Studies)**

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

Lecture **Tuesday 17 May: Reinventing Indian Identity in NZ (Sekhar Bandyopadhyay, History)**

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

TUTORIAL 9 (May 17/18) Tutorial Presentations and Essay Workshop II

See the previous tutorial for information and instructions about presentations.

In this tutorial we will cover any remaining presentations that we didn't cover the previous week and begin preparing for the examination. We will focus in particular on issues raised by the course textbook's articles on identity and help you think about how you might use this material in developing an essay in the examination. For this tutorial you should also read Paola Voci's chapter in the course textbook *AMNZ*, "From Middle Kingdom to Middle Earth and Back: Chinese Media/Mediated Identities in New Zealand," pp. 163-184.

Lecture **Thursday 19 May: Asian-NZer Identities: Transnationalism, Acculturation & the 1.5 Generation (Jay Waters, Asian Studies)**

Reading: Allen Bartley, "1.5 Generation Asian Migrants and Intergenerational Transnationalism: Thoughts and Challenges from New Zealand", *National Identities* 12 (4), pp. 381-95.

Lecture **Tuesday 24 May: Asia, NZ & Cultural Flows I: Cool Japan (Stephen Epstein, Asian Studies)**

Reading: Douglas McGray, 'Japan's Gross National Cool', *Foreign Policy* 130 (September/June 2002), pp.44-54. Also available on-line from:
www.chass.utoronto.ca/~ikalmar/illustex/japfpmcgray.htm

TUTORIAL 10 (May 24/25) Asia, NZ and Popular Culture

In this week's tutorial we 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 do pop culture products convey? 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. We will also continue to prepare for the examination and help you to think about how you might use the material covered in developing an exam essay.

Lecture **Thursday 26 May: Asia, NZ & Cultural Flows II: Cosplay (Emerald King, Japanese)**

Reading: Craig Norris and Jason Bainbridge, "Selling Otaku? The Relationship between Industry and Fandom in the Australian Cosplay Scene," *Intersections* 20 (2009):
intersections.anu.edu.au/issue20/norris_bainbridge.htm

For a brief introduction to cosplay by Emerald King, see:
<https://theconversation.com/explainer-what-is-cosplay-20759>

Course Essay due Friday 27 May, 4pm

- Lecture** Tuesday 31 May: *Asia, NZ & Cultural Flows III: Gamelan* (Kimberly Cannady, NZ School of Music)
- Reading:** Henry Johnson in *AMNZ*, "Striking Accord! Gamelan, Education and Indonesian Cultural Flows in Aotearoa/New Zealand," pp. 185-203.
- Lecture** Thursday 2 June: *Course Evaluations, Review & Examination Preparation* (Stephen Epstein, Asian Studies)
- Reading:** None