



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

**ASIAN STUDIES PROGRAMME  
ASIA 201 CONTEMPORARY ASIAN SOCIETY  
20 POINTS**

**TRIMESTER 2 2016**

**Key dates**

**Trimester dates:** 11 July to 13 November 2016

**Teaching dates:** 11 July to 16 October 2016

**Mid-trimester break:** 22 August to 4 September 2016

**Study period:** 17–20 October 2016

**Examination/Assessment Period:** 21 October to 12 November 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](http://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](http://www.victoria.ac.nz/students/study/exams/aegrotats)).

**Class times and locations**

**Lectures:**

Tuesday	3.10pm – 4.00pm	EA (Easterfield) LT206
Thursday	3.10pm – 4.00pm	EA (Easterfield) LT206

**Tutorials:**

Tuesday	4.10pm – 5.00pm	vZ (von Zediltz) 515
Thursday	10.00am – 10.50am	MY (Murphy) 631
Thursday	2.10pm – 3.00pm	vZ (von Zediltz) 506

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

**Course Coordinator,  
Lecturer and Tutor:** Assoc Prof Stephen Epstein (Weeks 1-5)  
Office: vZ717  
Phone: 463 5703  
Email: [stephen.epstein@vuw.ac.nz](mailto:stephen.epstein@vuw.ac.nz)

**Course Coordinator,  
Lecturer and Tutor:** Dr Catherine Churchman (Weeks 6-12)  
Office: vZ703  
Phone: 463 6463  
Email: [catherine.churchman@vuw.ac.nz](mailto:catherine.churchman@vuw.ac.nz)

**Guest Lecturers:** Dr Alexander Bukh ([alexander.bukh@vuw.ac.nz](mailto:alexander.bukh@vuw.ac.nz)) and Dr Jason Young ([jason.young@vuw.ac.nz](mailto:jason.young@vuw.ac.nz)).

**School Administrators:** Nina Cuccurullo  
Office: vZ610  
Phone: 463 5293  
Email: [nina.cuccurullo@vuw.ac.nz](mailto:nina.cuccurullo@vuw.ac.nz)

Ida Li  
Office: vZ610  
Phone: 463 5318  
Email: [ida.li@vuw.ac.nz](mailto:ida.li@vuw.ac.nz)

School office hours: 9.00am to 4.30pm Monday to Friday

**Contact Person for Māori  
and Pasifika Students:** Dr Nicola Gilmour  
Office: vZ501  
Phone: 463 5296  
Email: [nicola.gilmour@vuw.ac.nz](mailto:nicola.gilmour@vuw.ac.nz)

**Contact Person for  
Students with Disabilities:** Dr Andrea Hepworth  
Office: vZ604  
Phone: 463 5321  
Email: [andrea.hepworth@vuw.ac.nz](mailto:andrea.hepworth@vuw.ac.nz)

**School Website:** [www.victoria.ac.nz/slc](http://www.victoria.ac.nz/slc)

## Communication of additional information

Students should consult Blackboard regularly for power point files tied to class sessions and information on course and programme changes and suggestions of additional readings; Blackboard will also give you access to the EchoCenter and lecture recordings. All course material is available on-line and, insofar as possible, quick links will be provided for you in Blackboard.

We have also set up a special YouTube channel for Asian Studies at Victoria with an extensive playlist of material geared to ASIA 201. Please see: [www.youtube.com/asianstudiesvuw](http://www.youtube.com/asianstudiesvuw). We hope that you will make regular use of the material available. Some clips will be required viewing, but we have included additional pieces that we think you will find enlightening and/or entertaining. If you come across a clip that you think is worth adding, do feel free to send the link to the course coordinator.

## Prescription

An in-depth look at contemporary Asian societies with particular attention to economic, political and social change within the region and how these changes have been manifested in cultural productions.

## Course learning objectives (CLOs)

By the end of this course, students who pass should be able to:

1. analyse critically the nature of social, economic, political and cultural change in Asia a variety of contexts;
2. express a deepened understanding of how social issues are reflected in literary and artistic media;
3. consider issues in Asian Studies from a variety of disciplinary perspectives in the humanities and social sciences (e.g. History, Politics, Economics, Film, Media Studies, Development Studies, Music).

## Teaching format

The course will consist of two lectures and one tutorial hour per week, which will focus on discussion of assigned course material. There is no tutorial in either the first or last teaching week of the trimester. For a fuller schedule, see below. Although we do not have attendance requirements in ASIA201, adequate advance preparation through reading, research, and informed participation in discussions is essential to success in and enjoyment of the course. All students are expected to complete the assigned reading before each tutorial, and to develop talking points in relation to the discussion questions.

## 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.

## Assessment

Adequate advance preparation through reading, research, informed participation and presentation in discussions is **essential**. It is expected that all students will complete the assigned reading **before** each lecture and, especially, before each tutorial, and have given serious thought to any issues to be raised for discussion.

The breakdown of the assessment, which is designed to test how well you have understood the course learning objectives, is as below. Marking criteria for each assessment item will be placed on Blackboard.

Assessment items	%	CLO(s)	Due date
1 Essay Proposal (500 words)	10%	1, 2, 3	5 Aug
2 In class mid-trimester test (50 minutes)	15%	1, 2, 3	6 Sept
3 Presentation on course essay (5 minutes)	10%	1, 2, 3	Weeks 9 and 10
4 Course Essay (2500 words)	35%	1, 2, 3	6 Oct

5	Final 2-hour Examination	30%	1, 2, 3	To be held during the examination period: 21 October to 12 November 2016. Date to be advised.
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A potential breakdown of time spent for each assignment might be as follows:

- 1) Essay Proposal: 10-20 hours (determining topic, preliminary research, deciding upon initial sources; writing of prospectus)
- 2) Mid-Trimester Test: 30-40 hours (first reading of course material and subsequent review)
- 3) Essay Presentation: 10-20 hours (continuation of research and writing; selection of material for presentation; rehearsing);
- 4) Final Examination: 40-50 hours (additional reading of course material with further review, portion and writing up of take-home sections)
- 5) 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).

**1. Essay Proposal: due 4 p.m. Friday, August 5 (400-500 words), 10%.**

In order to help assist you in planning your essay, you are required to produce a proposal of 400-500 words, which will allow us to help guide you in your work and to encourage you to get an early start. Although there is no fixed set template that you have to follow, we are looking for the following elements 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 thoughtful preliminary reference list, so we can make sure you've gotten started and are on the right track. This will not be included in the word count. 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.

**2. Mid-trimester test in class, Tuesday, September 6, 15%.**

The mid-trimester test will consist of short answer questions and identifications from your readings, lectures and tutorials in Weeks One to Six and is designed to see that you have kept up with the course material and are assimilating key concepts.

**3. Five-minute presentation on course essay, Weeks 9 and 10 tutorials, 10%.**

You will be asked to prepare a five-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 through your topic, don't hesitate to raise them. One of the objectives of this exercise is to give you practice in making a clear and concise oral presentation and to allow you an opportunity for further feedback from your peers and tutor. **Time yourself and rehearse!** I will cut you off after five minutes.

**4. Course Essay: due 4 p.m. Thursday, October 6 (2500 words), 30%.**

For the course essay, you are expected to come up with a topic of your own relevant to the themes of the course. Our goal is to allow you to work on what interests you most, as long as it treats contemporary Asian society. Areas that you might research include (but are certainly not limited to) economic development; political structure; gender roles; sociolinguistics; popular culture; or communication technologies in any single country within Asia. You may also choose to analyse one particular literary, film or artistic text or set of texts and relate it/them to issues relevant to the course (You may not choose any of

the literary texts otherwise assigned for the course, however). For the purposes of this essay, you may broaden your consideration of countries to South and Southeast Asia, but you must consult with the course coordinator if you do. This essay is particularly designed to assess how well you have learned to analyse critically one aspect of social, economic, political or cultural change in Asia. The essay length is 2500 words (excluding bibliography and notes; please include a word count; essays that fall outside of a 10% limit on either side, 2250-2750 words, can expect to lose marks in proportion to the severity of the shortfall or excess). **Please include the word count** and be sure to type it **double-spaced** to allow room for comment. For additional information on the essay, please see further below (“Notes on Essay Writing”).

## 5. Final Examination (35%) - 2 HOURS

The final examination will consist of four sections. In the first (10 marks) you will need to identify briefly ten terms that have occurred in course lectures or in readings. In the second (30 marks) you will be asked to write an essay that relates specifically to one of the countries studied in the course. In the third (30 marks) you will need to write on a more general theme of importance to contemporary Asian society (e.g. popular culture, information technology, migration, international marriage). These sections are designed to test how well you have assimilated the themes and issues covered in lectures and the reading and your ability to synthesize material. The final question (30 marks), which assesses your understanding of how social issues are reflected in literary and artistic media, will ask you to analyse one of the pieces of literature that have been assigned or one of the films suggested for the course. Examples of past exams and the sorts of questions you are likely to be asked will be made available on Blackboard in the latter stages of the course.

### Submission and return of work

Coursework assignments must be submitted by the deadline in both of the following ways:

- You must **submit your essay to Turnitin** via Blackboard in addition to handing in your hard copy.
- Hand in a hard copy with signed coversheet to the Asian Studies assignment slot on the 6th floor of von Zedlitz.

Assignment cover sheets can be found outside the SLC office or on Blackboard. The assignment slot is located to the left of the office. 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 essay is returned to you. Marked work will either be returned in class or be made available for collection from the SLC office between the hours of 10am-2pm each day. Please bring your student ID card with you when you come to collect your work.

### Extensions and 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. (Weekends count as only one day.) While extensions will usually be granted on request, work that comes in after the original deadline will as a rule receive less feedback. 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

Course readings will be available via Blackboard.

### Class representative

A class representative will be elected in the first week, 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 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](http://www.vuwsa.org.nz). Students may wish to write the Class Rep’s name and details below:

Class Rep name and contact details:

### Student feedback

Students who took the course in 2015 were on the whole very positive about the course. Some students found the coverage of the course very broad, however, and would like help in pulling material together. To address this issue, the course coordinators will be working specifically to relate lectures more clearly to each other in introductory and concluding comments and have rearranged the lectures into more coherent units; all tutorials this year will be taught by the two main course lecturers. In response to student interest and demand, there will be more material dealing with the two Koreas and Indonesia than in 2015.

Student feedback on University courses may be found at [www.cad.vuw.ac.nz/feedback/feedback\\_display.php](http://www.cad.vuw.ac.nz/feedback/feedback_display.php).

### Notes on essay writing

**In writing your essay, develop an argument, and be sure to use carefully chosen examples to back up your points.** 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. Do not pad your bibliography; it should contain references only for those books you actually cite in your essay. 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.

Your essays should be polished. Get an early start and leave ample time for revisions. **PROOFREAD CAREFULLY AND USE A SPELLING AND GRAMMAR CHECK!** We strongly urge you 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.

**Assignments are to be handed in to the Asian Studies assignment box on the 6th floor of von Zedlitz** and an electronic copy is also to be submitted to the Course Coordinator ([stephen.epstein@vuw.ac.nz](mailto:stephen.epstein@vuw.ac.nz)). Paper copies must include a cover sheet available from the Course Documents section of Blackboard or from the School of Languages and Cultures (SLC) Office on the 6th floor of von Zedlitz. The assignment slot is located to the left of the Office. 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 essay is returned to you.

**A special note on use of the internet in essays:** although the internet can be an excellent source of information, it is also problematic, in that you will come across much more untrustworthy material there than in traditional print media, where writing is more likely to go through a process of refereeing before publication. In particular, **DO NOT cite Wikipedia and similar wiki-created sites as sources** in your essays. While Wikipedia can be undeniably useful for general background as you research a topic, any information that you acquire there will need to be confirmed by another source.

Although it is crucial to learn how to critically evaluate material from the net as it comes to occupy an increasingly central position in our lives, it is perhaps even more essential to continue to use more traditional media (i.e. books and journals), as the internet can foster a temptation to laziness; your essays must cite an appropriate balance of sources from more traditional media. Journals and electronic books to which you have access via the University Library do count as traditional sources, as these are works that have gone through a peer-review process and then been made available online. Students whose essays primarily cite non-refereed Internet material as secondary sources, however, can expect to be marked

down. If you are uncertain what constitutes a refereed source and what does not, please see the course coordinator or your tutor.

One generally reliable source of scholarly material on-line is **Google Scholar**, a resource you should use instead of the main Google main page for web-based research, <http://scholar.google.co.nz/>. When you do cite an Internet source it is not enough to cite only the URL address as in: [www.asia.com](http://www.asia.com). You should also include the author and title of the piece, the chapter or page number of the section to which you are referring (where relevant) and the date on which the site was accessed.

Finally, one very, very important **WARNING**: the internet has made plagiarism easier than ever before, and the temptation to cut and paste material without proper citation or download papers from special sites has become an increasingly serious problem. Be aware too that the Internet and Turnitin have also made catching plagiarism much, much easier than ever before, even with articles that originally may have appeared in a foreign language. Students who take material from the Internet without proper citation can expect to fail their essay. Depending on the severity of the case, they may be given a mark as low as 0%, and be subject to disciplinary action.

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

### 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](http://www.victoria.ac.nz/students/study/exams/integrity-plagiarism)
- Academic Progress: [www.victoria.ac.nz/students/study/progress/academic-progress](http://www.victoria.ac.nz/students/study/progress/academic-progress) (including restrictions and non-engagement)
- Dates and deadlines: [www.victoria.ac.nz/students/study/dates](http://www.victoria.ac.nz/students/study/dates)
- FHSS Student and Academic Services Office: [www.victoria.ac.nz/fhss/student-admin](http://www.victoria.ac.nz/fhss/student-admin)
- Grades: [www.victoria.ac.nz/students/study/progress/grades](http://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](http://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](http://www.victoria.ac.nz/about/governance/strategy)
- Student support: [www.victoria.ac.nz/students/support](http://www.victoria.ac.nz/students/support)
- Students with disabilities: [www.victoria.ac.nz/st\\_services/disability](http://www.victoria.ac.nz/st_services/disability)
- Student Charter: [www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter](http://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](http://www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract)
- Turnitin: [www.cad.vuw.ac.nz/wiki/index.php/Turnitin](http://www.cad.vuw.ac.nz/wiki/index.php/Turnitin)
- University structure: [www.victoria.ac.nz/about/governance/structure](http://www.victoria.ac.nz/about/governance/structure)
- Victoria graduate profile: [www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile](http://www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile)
- VUWSA: [www.vuwsa.org.nz](http://www.vuwsa.org.nz)

## ASIA 201 WEEK SCHEDULE AND READING LIST

### WEEK ONE

#### Tuesday 12 July

**Lecture: Introduction to the Course: Tradition and Modernity** (Stephen Epstein, Asian Studies)

**Reading:** Knight, Nick. (2011). *Understanding Australia's Neighbours: An Introduction to East and Southeast Asia*, Chapter 2. Cambridge: Cambridge University Press. pp. 22-40.

#### Thursday 14 July

**Lecture: Demography** (Stephen Epstein, Asian Studies)

**Reading:** White, Merry (2011). "Change and Diversity in the Japanese Family" (Chapter 10), in *Routledge Handbook of Japanese Culture and Society*, ed. Victoria Bestor, Oxford: Routledge, pp. 129-39.

"Japan's Demography: The Incredible Shrinking Country." *The Economist*, May 31, 2014.

<http://www.economist.com/node/21603076/all-comments>.

### WEEK TWO

#### Tuesday 19 July

**Lecture: Contemporary Japanese Society** (Stephen Epstein, Asian Studies)

**Reading:** Kingston, Jeff. (2013). "The Lost Decade" (Chapter 2), in *Contemporary Japan: History, Politics, and Social Change since the 1980s*, pp. 23-38.

#### **WEEK TWO TUTORIAL Introductions; Understanding Demography and Social Change in Asia**

**Readings:** Eberstadt, Nicholas (2010). "The Demographic Future: What Population Growth—and Decline—Means for the Global Economy," *Foreign Policy* 89.6, pp. 54-64. [www.institute4theages.org/wp/wp-content/uploads/2011/01/The-Demographic-Future.pdf](http://www.institute4theages.org/wp/wp-content/uploads/2011/01/The-Demographic-Future.pdf).

Kendall, Laurel (2008). "Marriages and Families in East Asia: Something Old, Something New" *Education About Asia*, 13:1, pp. 5-10.

- 1) In an earlier article on demography, Eberstadt had quoted Augustus Comte as saying "Demography is destiny." How does Eberstadt predict that demographic developments might alter the "destinies" of various countries in Asia? What are some crucial trends to watch for and how might they affect the relative balance of power between nations? In particular what does he say about China and Japan?
- 2) What are some key changes in marriage and family patterns in Asia that Kendall points out in her brief overview?
- 3) What key changes are occurring in New Zealand demographic, marriage and family patterns? What might our society look like in 2025?

#### Thursday 21 July

**Lecture: Contemporary South Korean Society** (Stephen Epstein, Asian Studies)

**Reading:** Koo, Hagen (2007). "The Changing Faces of Inequality in South Korea in the Age of Globalization," *Korean Studies* 31, pp. 1-18.

### WEEK THREE

#### Tuesday 26 July



**Lecture: Contemporary Indonesian Society** (Stephen Epstein, Asian Studies)

**Reading:** Marpaung, R. E. (2004). "I Want to Live" (S. J. Epstein, trans.), *Menagerie* Vol. 6. Jakarta: Lontar Foundation, pp. 61-65.

Ajidarma, S. G. (1999). "Clara" (M. H. Bodden, trans.), *Indonesia* 68, pp. 157-163.

Heryanto, Ariel. (2014). *Identity and Pleasure: The Politics of Indonesian Screen Culture*. Singapore: National University of Singapore (NUS) Press, pp. 1-14; 24-31.

### **WEEK THREE TUTORIAL Contemporary North Korean Society**

**Reading:** Pierson, James and Daniel Tudor (2015). *North Korea Confidential: Private Markets, Fashion Trends, Prison Camps, Dissenters and Defectors*. North Clarendon, VT: Tuttle. Chapter 2, pp. 47-85 (note that about half of this chapter is composed of photos and it is a light and interesting read).

Suggested: Han Ung-bin (2002). "Second Encounter" (S.J. Epstein, trans.), *Acta Koreana* 5.2, pp. 81-97; reprinted on Words Without Borders, <http://wordswithoutborders.org/article/second-encounter>

Please note that there is now a very useful channel of subtitled North Korean films at [www.youtube.com/playlist?list=PLZhVAe2LHxdyvXgTJGB\\_OpCclbfK2t4\\_E](http://www.youtube.com/playlist?list=PLZhVAe2LHxdyvXgTJGB_OpCclbfK2t4_E)

1) How does North Korea portray itself for domestic consumption? How does it imagine the rest of the world sees it? How does the world media portray North Korea? Is it possible for us to gain a genuine perspective on how North Korean society functions? How might we do so?

2) Outsiders often see North Korea as a static society, but in fact it has undergone significant social change in recent years. What are some of these changes, and what have been key causes?

### **Thursday 28 July**

**Lecture: Mobile Asia: Digital Technologies** (Stephen Epstein, Asian Studies)

**Readings:** Herz, J.C. (2002). "The Bandwidth Capital of the World," *Wired* 10.8: [www.wired.com/wired/archive/10.08/korea.html](http://www.wired.com/wired/archive/10.08/korea.html)

Matsuda, Misa. (2010). "Japanese Mobile Youth in the 2000s," in *Youth, Society and Mobile Media in Asia*, ed. Stephanie Hemelryk Donald, Theresa Dirndorfer Anderson, and Damien Spry, London and New York: Routledge, pp. 31-42.

Yang Guobin (2012). "A Chinese Internet? History, Practice, and Globalization", *Chinese Journal of Communication* 5:1, pp. 49-54

### **WEEK FOUR**

#### **Tuesday 2 August**

**Lecture: Mobile Asia: Tourism** (Stephen Epstein, Asian Studies)

**Reading:** Nyiri, Pal. (2009). "Between Encouragement and Control: Tourism, Modernity and Discipline in China," in *Asia on Tour: Exploring the Rise of Asian Tourism*, ed. by Tim Winter, Peggy Teo and T.C. Chang. London and New York: Routledge, pp. 153-169.

Emmanuekpe Peyvel & Vo Sang Xuan Lam (2016). "Tourism, Urbanisation and Globalisation in Vietnam," *IIAS* 73 (Spring 2016), pp. 38-39. <http://iias.asia/the-newsletter/article/tourism-vietnam>

### **WEEK FOUR TUTORIAL Asian Societies in Comparative Perspective**

There is no additional reading for this week's tutorial so you should use this opportunity to catch up on pieces you have not read yet. There may also be some recommended viewing from the YouTube playlist. Further details on which clips to watch will be posted on Blackboard closer to the time of the tutorial. We

will try to synthesize material we have learned so far and to think about the countries we have discussed in a comparative context.

- 1) Japan has experienced numerous difficulties in the last twenty years or so. What have been some key problems? What is the so-called *kakusa shakai* and how has it manifested itself? Can we see any silver lining for Japan in the last two decades in considering some of the dark clouds of social change that have appeared?
- 2) What similarities exist in the Japanese and South Korean experiences of economic boom and decline?
- 3) How do the contemporary identities of the countries we have studied thus far (Japan, South Korea, North Korea, Indonesia) express itself? Are there generational differences?
- 4) To what extent can we see convergence in youth culture throughout Asia?

#### **Thursday 4 August**

**Lecture: Mobile Asia: New Multiculturalism** (Stephen Epstein, Asian Studies)

**Reading:** Kim, Hyuk-Rae and Ingyu Oh. (2012). "Foreigners Cometh! Paths to Multiculturalism in Japan, Korea and Taiwan" *Asian and Pacific Migration Journal*, Vol. 21.1: 105-133.

**Suggested Viewing:** *Bandhobi*. <http://www.gooddrama.net/korean-movie/bandhobi-movie>

#### **Friday 5 August: COURSE ESSAY PROPOSAL DUE**

#### **WEEK FIVE**

#### **Tuesday 9 August**

**Lecture: Mobile Asia: International Marriage** (Stephen Epstein, Asian Studies)

**Reading:** Jones, Gavin and Hsiu-hua Shen. (2008). "International Marriage in East and Southeast Asia: Trends and Research Emphases," *Citizenship Studies* 12: 1, pp. 9-25.

**WEEK FIVE TUTORIAL** – In this tutorial we will watch a recently completed documentary from VUW academic Dr Alexander Bukh, who will lecture next week in ASIA201 on territorial disputes in Asia. The documentary is entitled "This Island is Ours," and focuses on the dispute between South Korea and Japan over the Liancourt Rocks (known as Dokdo in Korea and Takeshima in Japan.) Before viewing this film, you will find it very useful to do the assigned reading from Alex for his guest lecture next week (August 16) on "Korean National Identity, Civic Activism and the Dokdo/Takeshima Territorial Dispute."

#### **Thursday 11 August**

**Lecture: Making Asian Communities? Soft Power and Popular Culture** (Stephen Epstein, Asian Studies)

**Reading:** Otmazgin, Nissim Kadosh. (2016). "A New Cultural Geography of East Asia: Imagining A 'Region' through Popular Culture", *The Asia-Pacific Journal*, Vol. 14, Issue 7, No. 5, April 1, 2016.  
<http://apjif.org/2016/07/Otmazgin.html>.

## **WEEK SIX**

**Tuesday 16 August**

**Lecture: Making Asian Communities? Territorial Disputes** (Alexander Bukh, Political Science and International Relations)

**Reading:** Fravel, M. Taylor. [2014]. "Territorial and Maritime Boundary Disputes in Asia." In Saadia M. Pekkanen, John Ravenhill, and Rosemary Foot (Eds.). *Oxford Handbook of the International Relations in Asia* (chapter 27). New York, NY: Oxford University Press. The brief introductory sections up to 27. 1 (Territorial Disputes in International Relations) and 27.2 (Asia's Territorial Disputes in Comparative Perspective) are required; the rest is recommended.

Bukh, Alexander. (2016). "Korean National Identity, Civic Activism and the Dokdo/Takeshima Territorial Dispute," *Journal of Asian Security and International Affairs* 3: 2, pp. 1-17.

### **WEEK SIX TUTORIAL Cultural Diversity and Conflict in Asia**

**Reading:** van Klinken, Gerry (2003). "Ethnicity in Indonesia" (Chapter 4), in: *Ethnicity in Asia* edited by Colin Mackerras, London: Routledge, pp. 64-87.

How does the Indonesian state manage ethnic and religious diversity? How do other Asian countries we cover in ASIA201 manage diversity? How has this management changed over time? Is there a significant difference in the way ethnic and religious minorities who have long been present are treated and how newcomers are treated? How are labour migrants and marriage migrants regarded differently? What are the results of the differences in policy in the attitude of various ethnic groups towards the state?

**Thursday 18 August**

**Lecture: Making Asian Communities? Religion and Ethnicity** (Catherine Churchman, Asian Studies)

**Reading:** Kipgen, Nehginpao (2014). "Addressing the Rohingya Problem," *Journal of Asian and African Studies*, Volume 49, Issue 2, pp 1-14.

## **MID-TRIMESTER BREAK**

## **WEEK SEVEN**

**Tuesday 6 September**

### **MID TRIMESTER TEST**

**WEEK SEVEN TUTORIAL** Documentary Screening - TBC

**Thursday 8 September**

**Lecture: Political and Economic Change in China and Vietnam** (Catherine Churchman, Asian Studies)

**Reading:** Perry, Elizabeth and Mark Selden. (2010). "Introduction," in *Chinese Society: Change, Conflict and Resistance*, London: RoutledgeCurzon, (3rd edition), pp. 1-22.

## **WEEK EIGHT**

**Tuesday 13 September**

**Lecture: Rural China, Urbanization and the Middle Class** (Jason Young, Political Science and International Relations)

**Readings:** Martin King Whyte. (2010). "The Paradoxes of Rural-Urban Inequality in Contemporary China", in *One Country, Two Societies: Rural-Urban Inequality in Contemporary China*, ed. by Martin King Whyte. Cambridge: Harvard University Press, pp. 1-7.

Cheng Li. (2010). "Introduction: The Rise of the Middle Class in the Middle Kingdom", in *China's Emerging Middle Class: Beyond Economic Transformation*, ed. by Cheng Li. Washington D.C.: Brookings Institution Press, pp. 3-11.

#### **WEEK EIGHT TUTORIAL Contemporary China**

**Reading:** Garner, Robert E. (2012). "Introduction," in *Understanding Contemporary China*, Boulder and London: Lynne Rienner, (4th edition), pp. 1-12.

For this tutorial, make a list of five key issues that you see as confronting contemporary Chinese society. In each case, try to add some bullet points for discussion about how these problems have arisen, how they are currently manifesting themselves, and what steps might be taken on the part of the government, civil society and individuals to confront them. A number of the videos on the course YouTube playlist will offer insight into China's problems. We will put up a notice on Blackboard pointing you towards the most useful ones to watch.

#### **Thursday 15 September**

**Lecture: Ethnicity, State and Society** (Catherine Churchman, Asian Studies)

**Reading:** Mackerras, Colin. (2006) "Ethnic Minorities." In *Critical Issues in Contemporary China*, ed. by Czeslaw Tubilewicz. New York: Routledge, pp. 167–192.

#### **WEEK NINE**

#### **Tuesday 20 September**

**Lecture: Language, State and Society** (Catherine Churchman, Asian Studies)

**Reading:** Asako Shiohara. (2012) "How Universal is the Concept of Multilingualism? Minority Language Speakers in Eastern Indonesia." In *Words in Motion – Language and Discourse in Post-New Order Indonesia*, ed. By Keith Foulcher, Mikihiro Moriyama, and Manneke Budiman. Singapore: NUS Press, pp. 101-26

#### **WEEK NINE TUTORIAL**

##### **Tutorial Presentations I**

Prepare a five-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 through your topic, don't hesitate to raise them. One of the objectives of this exercise is to give you practice in making a clear and concise oral presentation and to allow you an opportunity for further feedback from your peers and tutor on your course essay project. **Time yourself and rehearse!** We will be strict in cutting you off after five minutes. If you intend to use a power point (and we will only accept .ppt files, and not Prezi files, which take too long to set up and have a tendency to experience technical difficulties), be sure to arrive early to load your file. In order to encourage you to put effort into your tutorial presentations, extra marks will be given to the top presentation, as voted by your peers, in each class session. Please note that if you are not present (or unprepared if called upon) in Week Nine and do not have a doctor certificate or other extenuating circumstance that has received prior approval, you will be docked one mark out of ten when you do present in Week Ten.

## Thursday 22 September

**Lecture: Queer Asia** (Catherine Churchman, Asian Studies)

**Reading:** Jackson, Peter (2011). "Queer Bangkok and the Millennium: Beyond Twentieth-Century Paradigms", In: *Queer Bangkok 21st Century Markets, Media, and Rights*. Hong Kong. Hong Kong, pp. 1-14

## WEEK TEN

### Tuesday 27 September

**Lecture: Asian Values and Confucian Revivals** (Catherine Churchman, Asian Studies)

**Reading:** Fareed Zakaria and Lee Kuan Yew (March-April 1994), "Culture Is Destiny: A Conversation with Lee Kuan Yew", *Foreign Affairs* 73, no. 2, pp. 109-126.

University Press, pp. 1-14.

## WEEK TEN TUTORIAL

### Tutorial Presentations II

See the previous week for instructions.

### Thursday 29 September

**Lecture: Syncretism and Ritual in Asian Religions** (Catherine Churchman, Asian Studies)

**Reading:** Kitiassa, Pattana (2012). "Beyond Syncretism" (Chapter 2), in *Mediums, Monks, and Amulets*, Chiang Mai: Silkworm Books. pp. 11-34.

## WEEK ELEVEN

### Tuesday 4 October

**Lecture: Islam in Asia** (Catherine Churchman, Asian Studies)

**Reading:** Jason P. Abbott & Sophie Gregorios-Pippas (2010). "Islamization in Malaysia: Processes and Dynamics," *Contemporary Politics*, 16:2, 135-151.

## WEEK ELEVEN TUTORIAL Asian Religious Practice

Penny, Benjamin (2001). "The Past, Present, and Future of Falun Gong" (**online resource**)

<http://www.nla.gov.au/benjamin-perry/the-past-present-and-future-of-falun-gong>

1) What activities are associated with the term "religion" in the West? How do the various religions practised in Asia fit Western ideas of religions? How do they differ? What social functions does religion perform in Asia that are absent or uncommon in Western countries?

2) How is it that multiple Asian religions can exist side by side?

3) Does Penny say that Falun Gong is a traditional religion? What makes it a modern religion? What makes it a distinctively Chinese religion?

Bring in any questions you would like to review for the final exam. What do you see as the key similarities and differences in the structures of the Asian countries studied in the course? How have they responded to change differently in the last two decades?

## **Thursday 6 October**

**Lecture: Development, State and Society** (Catherine Churchman, Asian Studies)

**Reading:** Hill, Hal (2014). "Is There a Southeast Asian Development Model?" University of Freiburg

Department of International Economic Policy Discussion Paper Series Nr. 26 [http://www.vwl.uni-freiburg.de/iwipol/discussion\\_papers/DP26\\_Hill\\_Is\\_There\\_a\\_Southeast\\_Asian\\_Development\\_Model.pdf](http://www.vwl.uni-freiburg.de/iwipol/discussion_papers/DP26_Hill_Is_There_a_Southeast_Asian_Development_Model.pdf)

## **Thursday 6 October Course Essay Due**

### **WEEK TWELVE**

#### **Tuesday 11 October**

**Lecture: Environment, State and Society** (Catherine Churchman, Asian Studies)

**Reading:** Lily Kong et al. (2000). "Unity and Diversity: South East Asia" (Chapter 6), in *Environment, Education and Society in the Asia-Pacific: Local Traditions and Global Discourses* ed. by John Fien, Helen Sykes, and David Yencken. London: Routledge, pp. 113-34.

#### **Thursday 13 October**

**Lecture: Review and Looking Ahead** (Catherine Churchman, Asian Studies)

**No Reading**