ASIA 101 : INTRODUCTION TO ASIAN STUDIES

ASIA 101 is a First Trimester course of three hours per week, involving twice weekly lectures and a weekly tutorial.

COURSE AIMS

This is an introductory course examining ‘Asia’ with particular attention to the theme of intercultural contact and how Asia and the West have mutually constructed each other. By ‘mutual construction’, we mean the ways in which Asia and the West have created images of each other. We are also interested in how different Western perspectives reveal a different ‘Asia’. During the course we will be examining the representation of Asia in a variety of sources and media, an important prerequisite to the study of Asia.

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 place or region, distinct from other places or regions, but a sphere of activity 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 numerous processes of contact. We begin in the first section of the course with two weeks of broad introduction to the themes that we will be returning to frequently throughout the course. We then proceed to accounts of travel and travelers of various sorts, for without travel and travelers there is no contact. With contact, the exchange of ideas and values takes place, constructing histories, societies and meanings. We then move to look at the changes and challenges that globalisation has brought to Asia’s relationship with the rest of the world in the last decade or so, with a special focus on cultural interchange in such areas as music, religion, and—a perennial favorite—food. Finally, we will look in depth at some case studies that focus on communities that, although outside Asia, are connected with Asia.

A secondary objective of the course is to show the range of possible ways of extending your study of Asia here at Victoria University in particular, and in New Zealand more generally. To this end, lecturers will come to us from a number of disciplines.

COURSE 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 contact with the West;
3. prepared to extend their study of Asia in upper-level university courses; and
4. prepared for life as a more informed citizen of the greater Asia-Pacific region.

STAFF

Course Coordinator: Alistair Shaw, Asian Studies Institute, Room 105, 22 Kelburn Parade, Tel 463-6589
Email: Alistair.Shaw@vuw.ac.nz
Office Hours: Tues 10-12.
All staff are happy to discuss students’ concerns with them at any time, or to provide additional information about the course. Such information is regularly given in class announcements and on Blackboard.

### CLASS TIMES & ROOMS

**Lectures**
- Mon and Thur 9 – 10 am
- LABY LT118

You are expected to attend lectures and your once a week tutorial. A sign-up list for tutorials is posted on the Asian Studies Institute Notice Board (6th Floor Kelburn Parade, between VZ 614 and 615 (north wall)). You should place your name in a tutorial of your choice, noting the time and place you will need to attend. There will be tutorials on Tuesday, 2-3, 3-4 and Wednesday, 2-3 and 3-4. They will start in the second week.

**Tutorials**
- One from either:
  - Tuesday 2pm – 3pm vZ106
  - Tuesday 2pm – 3pm KP24 Room 103
  - Tuesday 3pm – 4pm KP22 Room 104
  - Wednesday 2pm – 3pm KP22 Room 104
  - Wednesday 3pm – 4pm MY107

### SET TEXTS

**Required Text:** *Understanding Australia’s Neighbours* by Nick Knight (2004, 2nd ed., CUP). This book is also a required text for ASIA 201 and contains useful chapters for material covered in ASIA 301. It costs $57.95 and is available from the Victoria University Bookcentre.

**In addition there are course notes** (approx $20.00) that will be available from Student Notes in the Student Union building. You are required to purchase both the textbook and the course notes.

### TEACHING METHOD

Classes will consist of lectures and tutorials, supplemented by reading materials and self-directed study. Students are expected to take an active part in tutorial discussions and to contribute their own background knowledge on the topic under discussion.

### ESTIMATED WORKLOAD

Including class contact time, research, background reading and work on assessments the average workload is 12 hours a week. **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.
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:

Film Study ………………………………………………………………………………………………………………….10%

Essay Prospectus (marked as part of the essay, below)

Journal …………………………………………………………………………………………………………………15%

Restaurant Group Exercise ……………………………………………………………………………………..10%

Course Essay ……………………………………………………………………………………………………...25%

Final Exam ………………………………………………………………………………………………………...40%

All assignments must include a cover sheet available from the Course Documents section of Blackboard or from the School of Asian and European Language and Cultures (SAELC) Reception area. Assignments are to be handed in to one of the course coordinators, your tutor, or the Asian Studies assignment box. This is located to the left of the SAELC Reception area, 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 rough drafts until your marked essay is returned to you.

All assignments must be handed in at the deadlines specified to avoid penalties and all will be taken into consideration for the final grade. 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.

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. Note that the order of the textbook and course notes does not always follow the order of the lectures.

ASSESSMENT BREAKDOWN

1. Film Study (10%) - (400-500 words)
   Due 2 pm Monday 19 March

Choose one of the following films: The Last Samurai, Lost in Translation; or Japanese Story. These are all held in the audio-video suite on the ninth floor of the main library, your local video store may also have them. Lost in Translation is being shown in the Asian Studies Film Series (more information about this series in class). You are required to watch the video in order to do the assignment, make sure that you leave yourself enough time to do so. We have arranged for group viewing times in the AV suite, these are as follows:

For the assignment think about the following:

1. What image of Japan does the film create and how?
2. How does the film challenge or reinforce dominant representations of Japan/Japanese?
3. How does the film reflect (or not reflect) the theme of contact between East and West?
4. How do you think that the images and representations you have identified about Japan might be (or might not be) extended to Asia more generally?
2. Essay Prospectus (assessed as part of the essay) - (no more than 250 words)
Due 2 pm Thursday 29 March

This brief assignment is designed specifically to help make sure that you are on the right track for your course essay. **It will be assessed in conjunction with your essay and needs to be kept and attached to the essay when submitted.**

**Option 1.**

This option is intended to allow you to follow up on our work in looking at how travellers necessarily construct images of the places they visit. Identify a piece of travel narrative about Asia (i.e. an account of a visit to Asia) that will serve as the main text to be discussed in your essay. Outline in a preliminary fashion one or two elements of an argument you might develop in the essay concerning how the text you have chosen constructs/represents Asia. Do NOT simply summarise the text.

Some questions you might choose to examine are: what imagery does the author use to represent Asia? What sort of metaphors appear? To what extent does the author depict Asia as similar or different to his or her own homeland? Does the author rely on stereotypes for his or her depiction or is there an attempt to portray a more complex reality? How does the representation of Asia reflect the narrator and where and when the text was created?

Provide a full bibliographic citation of the sources you are using as well. A general bibliography that focuses on secondary sources has been posted on to Blackboard; a few well-known travelogues are included as well. You are free to select a travelogue from the list or to choose another work that you have sought out, but be sure that the work you choose fits the criteria above.

**NB:** If you choose this option, you may **NOT** write on Marco Polo.

**Option 2.**

Create your own topic relevant to the themes of the course. If you choose this option, be sure to discuss your plans either with a course coordinator or your tutor first.

One possibility that has been popular is to identify a social institution or association in or near Wellington that has an Asian component. In your essay you would then discuss how this institution or association contributes to the construction or representation of Asia within New Zealand. For your prospectus, provide a description of one or two aspects of your chosen institution that you will be examining in the essay. Suggest questions you propose to raise and analyse and what background material and research methods you plan to use in presenting your findings and analysis. Be aware that for certain research methods (surveys, interviews) you may need to attain the approval of the university’s Ethics Committee. For the sort of questions you may wish to examine, read the description in option one above.

3. Journal (15%) – Media Representations of Asia in the Dominion Post (1200-1500 words)
Due 2 pm Thursday 26 April

Collect articles and/or pictures that have Asia as their content matter from the Dominion Post (it is distributed freely on campus for students). There should be **at least six** dated entries, at least one from **each week** of the first half of the trimester (Feb 27 – April 7). Your portfolio needs to relate to one of the following themes: (1) Globalisation – either (a) Economic and Political Globalisation or (b) Cultural Globalisation, or (2) New Zealand and Asia, or (3) A particular ‘Asian’ country. In your analysis comment on your collection, paying particular attention to how the author, photographer, etc. attends to, or **represents Asia** in the articles, photographs, etc you have chosen. Comments should be clear, relevant, cogent and comprehensible. Do **NOT** merely summarise the article itself; the deeper your analysis, the better your grade will be.
Your journal as a whole should be between 1200 and 1500 words.

Be sure to provide complete bibliographic references for each piece. One of the tutorials will be designed around giving you practice with the sort of analysis you will be expected to use for your journal.

4. **Restaurant Group Exercise (10%) (600-800 words)**
   **Due 2 pm Monday 7 May**

At some point in the weeks proceeding, collect yourself into a group of four 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 restaurants’ ‘Asian-ness’. You may determine for yourselves how to distribute the work involved in writing the piece however note that each member of the group will receive the same grade. Note also that a short presentation (non-assessed) on your groups’ experience will be expected in the week eight tutorial – the feedback associated with this presentation is expected to be incorporated into your submitted report.

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

5. **Essay (25%) (1500 – 2000 words)**
   **Due 2 pm Monday, May 28**

No less than 1500 words and no more than 2000 words double-spaced (typed; please include the word count as well). Analyse the text (option 1) in your prospectus, following up on the issues you raised there and exploring them in detail. Develop a thesis carefully, and be sure to use carefully chosen examples to back up your points. Your grade will also reflect how you have developed the ideas from your prospectus and how you have incorporated the feedback from your tutor. You must hand in your marked prospectus with your finished essay.

For option 1, historical context and biographical information about the person creating the travelogue may be helpful as well. Refer to secondary sources, as these are relevant, but do not rely upon them to make your argument for you. We are interested in what you think much more than in what learned colleagues might think. When you do refer to secondary sources in support of your thesis, provide accurate quotations and observations 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.

6. **Final Exam (40%)**

The final exam is of 2 hours duration. It will consist of two parts. The first will be a series of identifications and/or other objective questions based on the lectures delivered in the course and the tutorial discussions. These questions will be designed to test your grasp of basic facts and concepts that have been covered in the course. The second part of the test will require answering an essay question or two, designed to examine how well you have assimilated and can apply more overarching themes raised throughout the course.

**MANDATORY COURSE REQUIREMENTS**

In order to pass this course, a student must obtain an overall mark of at least 50% from the combination of assessed work. It is mandatory for a student to hand in work that makes up more than half of the overall assessment for the course.

While 100% attendance is not required your success and enjoyment will be directly proportional to your participation.
GENERAL UNIVERSITY POLICIES AND STATUTES

Students should familiarise themselves with the University’s policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar available in hard copy or under ‘About Victoria’ on the VUW home page at www.vuw.ac.nz.

STUDENT CONDUCT AND STAFF CONDUCT

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University’s life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps are to be taken if there is a complaint. For information about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor or refer to the statute on the VUW policy website at: www.vuw.ac.nz/policy/studentconduct

The Policy on Staff Conduct can be found on the VUW website at: www.vuw.ac.nz/policy/staffconduct

ACADEMIC GRIEVANCES

If you have any academic problems with your course you should talk to the tutor or lecturer concerned; class representative may be able to help you in this. If you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean; VUWSA Education Coordinators are available to assist in this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievance Policy which is published on the VUW website at: www.vuw.ac.nz/policy/academicgrievances

ACADEMIC INTEGRITY AND PLAGIARISM

Academic integrity is about honesty – put simply it means no cheating. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were one’s own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.
It is still plagiarism even if you re-structure the material or present it in your own style or words.

Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.

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**Plagiarism is prohibited at Victoria and is not worth the risk.**

Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning,
- cancellation of your mark for an assessment or a fail grade for the course,
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, at: [www.vuw.ac.nz/home/studying/plagiarism.html](http://www.vuw.ac.nz/home/studying/plagiarism.html)

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**STUDENTS WITH IMPAIRMENTS (see Appendix 3 of the Assessment Handbook)**

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities the same opportunity as other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, please contact the course coordinator as early in the course as possible. Alternatively, you may wish to approach a Student Adviser from Disability Support Services (DSS) to discuss your individual needs and the available options and support on a confidential basis.

DSS are located on:

Level 1, Robert Stout Bldg  
Telephone: 463-6070  
Email: [disability@vuw.ac.nz](mailto:disability@vuw.ac.nz)

The name of your School’s Disability Liaison Person is:

Andrew Barke (vZ 705)  
Telephone: 463-6467  
Email: [andrew.barke@vuw.ac.nz](mailto:andrew.barke@vuw.ac.nz)

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**STUDENT SUPPORT**

Staff at Victoria want students to have positive learning experiences at the University. Each faculty has a designated staff member who can either help you directly if your academic progress is causing you concern, or quickly put you in contact with someone who can. In the Faculty of Humanities and Social Sciences the support contact is Dr Allison Kirkman, Murphy Building, Room 407. Assistance for specific groups is also available from the Kaiwawao Māori, Manaaki Pihipihinga or Victoria International.
MANAAKI PIHIPIHINGA PROGRAMME

This programme offers:

1. Academic mentoring for all Māori & Pacific students at all levels of undergraduate study for the faculties of Commerce & Administration and Humanities & Social Sciences. Phone 463 6015 or contact Manaaki-Phipihinga-Programme@vuw.ac.nz to register for Humanities & Social Science mentoring and 463 8977 to register for mentoring for Commerce and Administration courses.

2. Postgraduate support network for the above faculties, which links students into all of the post grad activities and workshops on campus and networking opportunities.

3. Pacific Support Coordinator who can assist Pacific students with transitional issues, disseminate useful information and provide any assistance needed to help students achieve. Phone 463 5842 or contact; Pacific-Support-Coord@vuw.ac.nz.

Manaaki Phipihinga is located at: 14 Kelburn Parade, back court yard, Room 109 D (for Humanities mentoring & some first year Commerce mentoring) or Room 210 level 2 West Wing Railway Station Pipitea (commerce mentoring space). Māori Studies mentoring is done at the marae.

Contact Person for Maori and Pacific Students in SAELC

Dr Keren Smith Room: VZ 514 Phone: 463-5789 E-mail: keren.smith@vuw.ac.nz

STUDENT SERVICES

In addition, the Student Services Group (email: student-services@vuw.ac.nz) is available to provide a variety of support and services. Find out more at: www.vuw.ac.nz/st_services/

VUWSA employs Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office (tel. 463-6983 or 463-6984, email at: education@vuwsa.org.nz) is located on the ground floor, Student Union Building.
# TIMETABLE FOR ASIA 101

**Introductory Issues**

<table>
<thead>
<tr>
<th>Week One</th>
<th>26 Feb - Introduction: “Thinking About Asia – Thinking About NZ (Alistair Shaw - Asian Studies)</th>
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<tbody>
<tr>
<td>Reading:</td>
<td>Nick Knight (2004), Understanding Australia’s Neighbours, Introduction &amp; Chapter 1, pp1-21</td>
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**NO TUTORIALS THIS WEEK**

<table>
<thead>
<tr>
<th>1 Mar</th>
<th>‘Herodotus’ (Matthew Trundle – Classics)</th>
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<tr>
<td>Reading:</td>
<td>Selections from Herodotus</td>
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<tr>
<th>Week Two</th>
<th>5 Mar - ‘The Idea of Asia’ (Alistair Shaw - Asian Studies)</th>
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**TUTORIAL WEEK TWO**

<table>
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<tr>
<th>Images of Asia in the Media</th>
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<td>For this tutorial, which will also act as a general introduction, you will work with your tutor to analyse various media representations of Asia. To be adequately prepared for this session, you merely need to be current with the reading for the course including the URLs listed on Blackboard. However, if you have recently found a particularly interesting story or image about Asia in a newspaper or on the web, etc., by all means bring it along.</td>
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**Forming our Dominant Images of Asia**

<table>
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<tr>
<th>8 Mar</th>
<th>‘Mediating Asia’ (Douglas van Belle - Media Studies)</th>
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<th>Week Three</th>
<th>12 Mar - Marco Polo (Duncan Campbell – Chinese)</th>
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**TUTORIAL WEEK THREE**

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<th>Constructing and Deconstructing Asia; Map Quiz</th>
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<td>Try to think about what ‘Asia’ means to different people. How is NZ’s ‘Asia’ different from Australia’s? Why? What about England’s? Bring to the tutorial a list of 10 words that you think are descriptive of ‘Asia’.</td>
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Additionally, there will be a brief non-assessed quiz, in which you will be given a blank map of Asia (akin to that found on <http://www.graphicmaps.com/webimage/testmaps/asia.gif>) and asked to identify selected countries and capitals. What counts as Asia? A difficult question, which we will discuss in class. As preparation for the tutorial, do a web 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 it in the world almanac section of <http://www.aneki.com/index.html>. Note that for purposes of the quiz we will not require you to learn several countries in the Middle East (nos 1-11 and 23 on the graphicmaps gif). |

<table>
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<tr>
<th>15 Mar</th>
<th>‘Japan in the Western Imagination’ (Vanessa Ward - Asian Studies)</th>
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<tr>
<th>Week Four</th>
<th>19 Mar - Asian Values Western Dreams (Mike Hill – Sociology)</th>
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# SCHOOL OF ASIAN & EUROPEAN LANGUAGES & CULTURES
## COURSE OUTLINE ASIA 101


### TUTORIAL WEEK FOUR  
**Film Study Discussion**

Be prepared to discuss the assignment that you handed in on Monday based on your analysis of the images of Japan and Japanese people in (your choice of one of) *The Last Samurai*, *Lost in Translation*; or *Japanese Story*.

Think about the following:

1. What image of Asia does the film create and how?
2. How does the film challenge or reinforce dominant representations of Asia/Asians?
3. How does the film reflect (or not reflect) the theme of contact between East and West?

### Travel and the Translating of Asia

**22 Mar - ‘Lonely Planet Asia’ (Brian Moloughney - SAELC)**


### Week Five

**26 Mar - Kipling (Harry Ricketts – English)**

| Reading | Kipling, Rudyard (1987), ‘The Man Who Would Be King’ |

### TUTORIAL WEEK FIVE  
**Journal Entry Discussion**

Come to class with at least one article that you have selected for your journal and be prepared to discuss how you have analysed it.

You might want to think about:

1. How is Asia represented in the article?
2. How does it reinforce or challenge dominant representations of Asia?
3. How is the context to the article explained? Why?
4. Who wrote it, for whom, and how is this significant?
5. How does this article compare with the others that you have chosen?

**29 Mar - China’s West: the Story of the Monkey King (Brian Moloughney – SAELC)**

| Reading | Wu Cheng’en (translated by William Jenner), ‘Translators Afterword’ (*The Journey to the West*), Foreign Languages Press |

### Week Six

**2 Apr - Translating Asia (Duncan Campbell – Chinese)**


### TUTORIAL WEEK SIX  
**Discussion of Readings/Lectures/First Half Review**

1. What common threads, if any, do you perceive in the accounts of Asia you have encountered thus far in the course?
2. How and to what extent do you think these earliest accounts of Asia are still defining ‘Asia’ today?

3. Is ‘Orientalist’ thinking still alive and well in New Zealand, or are fundamental changes occurring in our society? Be prepared to back up your answer with some well-chosen examples.

4. Bring in a question of your own related to our readings and lectures so far for class discussion.

Other Forms of Contact

5 Apr - Globalising Ideas: Democracy, Human Rights and Asia (Alistair Shaw - Asian Studies)


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**MID-SEMESTER (AND EASTER) BREAK**

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**Week Seven**

23 Apr - Colonisation - the Impact of the West (Sekhar Bandyopadhyay – History)

Reading: Nick Knight (2004), *Understanding Australia’s Neighbours*, Chapter 4, p.58-75

**TUTORIAL WEEK SEVEN**

Video: New Rulers of the World

How does the documentary represent the issues of globalisation in terms of the relationship between East and West? How is the relationship between ‘globalisation’ and ‘colonialism’ represented?

Reading: Ziauddin Sardar and Borin Van Loon (1999), *Introducing Cultural Studies*, Icon Books UK, pp. 1, 14-22,


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**Week Eight**

30 Apr - Asian Spirituality (Rick Weiss - Religious Studies)


**TUTORIAL WEEK EIGHT**

Constructing and Deconstructing Asian Restaurants

This tutorial and the assessment due on Monday May 7 will really allow you to sink your teeth into your studies. At some point in the weeks proceeding this tutorial, collect yourself into a group of four and visit a local restaurant that specialises in some form of Asian cuisine.

Focus on a number of aspects of this restaurant and show how they reflect forces of globalisation in New Zealand’s relationship with Asia. Possible features you might consider include decor, menu items, seating arrangements, music, restaurant name, ‘authenticity’, clientele, and so on. Think about the issues that came up in the lecture and the readings on the globalisation of food. In addition, the ASI will provide a few nibbles for you to chew on both literally and figuratively in this class, please feel free to bring in some form of Asian cuisine yourself to share with your classmates!!


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### Week Nine

**7 May - Globalisation of Economic, Political and Social Spheres**  
*Alistair Shaw - Asian Studies*

**Reading:**  

#### TUTORIAL WEEK NINE  
**Discussion of Readings and Essay Preparation**

In this tutorial we will return to the lecture on Asian Values and use it as an example of how you should be constructing your essay and making use of the comments that your tutor made regarding your prospectus. In addition there will be a workshop on academic writing, including referencing.

### New Zealand's Asian Connections

**10 May - Iris Wilkinson/Robin Hyde (Lydia Wevers - New Zealand Studies)**

**Reading:**  

### Week Ten

**14 May - Rewi Alley and Kathleen Hall (Alistair Shaw - Asian Studies)**

**Reading:**  

#### TUTORIAL WEEK TEN  
**Globalisation: Discussion of Readings/Lectures**

1. How does Knight see the consequences of globalization for important social institutions?  
2. Is anything global (universal)?  
3. Identify an aspect of globalization that hasn’t come up in the course.  
4. Compare and contrast Western images/stereotypes of Asia with Asian images/stereotypes of the West.  
5. As for the tutorial in week five, bring in a question of your own related to our readings and lectures so far for class discussion.

**17 May - Wellington Chinese Community (Lynette Shum - Asian Studies)**

**Reading:**  

### Week Eleven

**21 May - Asian Students in New Zealand (Andrew Butcher, Asia:NZ Foundation)**

#### TUTORIAL WEEK ELEVEN  
**Video: New Faces, Old Fears**

Questions to think about as you watch include: How does the documentary shed light on the difficulties experienced by NZers of Chinese descent in bridging the gap between two cultures? How does the documentary construct China and how does its image of NZ contrast with China? Compare and contrast the views of the individuals in the documentary on their identity as NZers of Chinese descent.

**24 May - Official Asia – NZ Ministry of Foreign Affairs Engagement with Asia David Taylor, Director North Asia Division, MFAT**

**Reading:**  
Nick Knight (2004), *Understanding Australia’s Neighbours*, Chapter 7, pp 115-131
### Week Twelve

28 May - Asia and the Making of Multicultural NZ (Brian Moloughney – SAELC)

**Reading:**

<table>
<thead>
<tr>
<th>TUTORIAL</th>
<th>Discussion of Readings/Lectures/Review</th>
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<tbody>
<tr>
<td>1.</td>
<td>What common threads, if any, do you perceive in the accounts of Asia you have encountered thus far in the course?</td>
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<tr>
<td>2.</td>
<td>Which part of the course has contributed the most to expanding your understanding about Asia? How and why?</td>
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<tr>
<td>3.</td>
<td>How is Asia different for New Zealanders?</td>
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<tr>
<td>4.</td>
<td>Bring in a question of your own related to our readings and lectures so far for class discussion.</td>
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31 May - International Politics and NZ’s Connection with Asia/Review and Exam Preparation (Alistair Shaw - Asian Studies)