



School of Humanities and Languages

**ARTS1210, Concepts of Asia
Semester 1, 2014**

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1. Course Staff and Contact Details

Course Convenor

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2. Course Details

Units of Credit (UoC)	6
Course Description	This Gateway subject introduces students to the different countries that make up the Asian region and the interdisciplinary methods used to research and study Asia known as Asian Studies. Using an all-Asia approach with a focus on the twentieth century, it will give students a broad knowledge of the diversity of the societies that constitute Asia. Students will learn about the different cultures that make up East, South and Southeast Asia, including religion and culture (and the major literary texts that have influenced cultural identity), general colonial histories, constructions of gender, population and demography, Asian cities, the politics of democracy and authoritarianism, and Asian diasporas.
Course Aims	<p>This course is the first step in the process of making students 'Asia-literate'. It aims to:</p> <ol style="list-style-type: none"> 1. build the foundational knowledge essential for a basic understanding of Asian societies and 2. Investigate the many disciplinary approaches to the study of Asia through specific themes. While the course is designed with an all-Asia approach in mind (that is, that students study themes across a number of Asian countries rather than using a country-specific focus), students will also read and analyze scholarship from the disciplines of

history, women's and gender studies, religious studies, migration studies, and politics. As a Gateway subject to the Asian studies major, it intends to deliver the background knowledge necessary in order to do more in-depth analysis of specific Asian regions, or specific themes across Asia (the second year offerings). It is in the third year where students can specialize in one Asian country.

Student Learning Outcomes

At the completion of this course students will be able to:

(1) write a research essay that makes an argument showing an interpretation about an event or an issue using scholarly literature

(2) summarize and critically evaluate scholarly literature from interdisciplinary fields from the Humanities and Social Sciences (including interpretations from museum exhibits through a class exercise that requires them to visit an exhibit in the Powerhouse Museum)

(3) know about the diversity of Asian societies and cultures and develop an Asian perspective in the analysis of these cultures through time

(4) be able to analyze scholarship and present their own interpretations orally in class and in written work

Graduate Attributes

1. an informed understanding of diversity of the human experience, history, culture and society in the Asian region
2. a capacity to engage in and appreciate the value of reasoned and open-minded discussion and debate
3. effective oral and written communication skills
4. the capacity for critical analysis of scholarship, writing and sources on and about Asia

These Graduate Attributes will be developed through several types of assessment tasks. The weekly journal will compel them to read academic scholarship in the various disciplines in Asian Studies and to analyze them critically. Class participation will give them the skills to present their interpretations orally and to defend their positions through debate with their peers. The content of the reading materials will give them a broad knowledge of the latest scholarship on the field. Essay topics require that students use case studies of more than one Asian country to develop an all-Asia approach to the subject.

The essay component of the course will develop research, writing and analytical skills. This is a first year subject and it will train them to write in a formal academic manner. The quizzes and the map assignment will make sure they have a broad knowledge of Asian societies and the Museum exercise will teach them how to critically evaluate a museum's interpretation of one particular Asian country

3. Learning and Teaching Rationale

My teaching philosophy is to make students enthusiastic about the subject matter and equip them with the skills to then research and learn on their own. It is important that students learn in particular the skills of critical analysis where they develop a questioning mind when

they approach primary and secondary sources. These skills need to be developed regularly over time and tutorials are a fundamental part of this learning process. The reason why journal assessments are a major part of the assessment component is because this ensures that students come to tutorials prepared. They would have done the readings and reflected on the issues raised by the literature. Writing a journal then allows them to participate in an informed manner and debate with their colleagues who have thought and reflected on the reading matter as well. This task is rewarded with a 25% component. The map exercise is worth 5%, the Historical Site and Memory assignment is worth 10%, the Asian City group tutorial exercise is worth 5%, and the Museum Exercise on Week 13 is worth another 5% taking class participation/tutorial assessment to 50% of the marks. Students therefore are required to give their arguments orally each week and defend these arguments. By the end of the semester they not only develop critical skills but also a mature confidence in presenting their ideas in public.

The essay is the one assessment that develops an individual's research, analytical and writing skills in an in depth manner. It is this assignment that highlights one's development as a scholar. Since the essays require students to explore a theme across more than one Asian country, this assessment task is there to get students to develop an all-Asia approach and give them a broad knowledge of the region as a whole.

The Museum exercise is there to develop critical analysis of non-textual sources such as museum exhibits, and paintings.

The Historical Site and Memory assignment is a creative one where students can pretend to be designing a travel itinerary but focusing on one historical site in Asia. It is also about national memory and national forgetting so students are challenged to be critical about their chosen site. Students present this orally during class and are expected to do this in only 2-3 minutes but are challenged to use innovative sources such as the websites and photographs.

The Asian City group work tutorial exercise is a creative assignment that encourages students to work collaboratively to present a particular Asian City to the class. The class votes for the best group presentation and that entire group will receive a perfect 5/5 for that assessment. The tutor will mark the rest of the class but each group will receive a common mark.

The overall course design gives content on the religious and cultural traditions of East, South and Southeast Asia including contemporary forms of religious practice, the languages of Asia, and the major literary texts that have been critical to particular region's identity and history. Brief histories of Asian monarchies and concepts of power, Asian and Western empires provide students with the basic knowledge about how the past has shaped the contemporary region. In addition, in order to transform students into Asian specialists, they will need to know about philosophy, population, demography, gender, migration, music, food and dress in Asia.

4. Teaching Strategies

My teaching strategy is to get students to do all the readings and reflect on them and then reward them for this weekly effort. The journal assessment component ensures that this outcome is achieved. Tutorial time is for students to discuss their ideas so the tutor merely chairs discussions. An important teaching strategy is to ensure students do all the readings for the subject and get them to think about the issues raised by the discussion question each week. This assessment task is for the development of Graduate Attributes that have to do with developing critical and analytical skills.

Lectures are used to provide the background material for the specialized readings in tutorials. Documentary and feature films are used as points for discussion with some excerpts shown in the middle of lectures. Guest lectures from the fields of history, linguistics, anthropology, and philosophy, will showcase the Faculty's expertise in Asian studies and introduce students to Asian studies taught in the various disciplines. Pop Quizzes are a strategy to test student's comprehension of class lectures and to develop interpretative and analytical skills. Quizzes are there to ensure students absorb the lecture material and have successfully gained the empirical knowledge base to begin the process of making them Asia-literate or Asian studies specialists.

5. Course Assessment

Map Quiz	5%
Journal and Participation	25%
Historical Site Exercise Week 10 & 11	10%
Group Asian Cities Exercise Week 12	5%
Museum Exercise Week 13	5%
Research Essay	30%
4 Pop Quizzes at Lectures	20%

Students submit a journal assignment each week except in weeks 2, 3, 9, 10, 11, 12 and 13. The essay is worth 30% and should be around 2000 words. Instead of a class test there will be four pop quizzes during the lecture times worth 5% each. Since they are 'pop' quizzes they can happen any time and are unannounced. There will be no class test.

Please Note: In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of their lectures and tutorials in order to pass the course.

Journal

The journal is an extremely important component of the assessment. Tutorials will only work if students come to the class prepared for discussion. Students should do the required reading for the week and contribute to the class discussion in an informed manner. The submission of the journal assignment each week ensures that students will come to class prepared. All tutorial readings have been digitised and the links are provided here in this course outline under the sections on tutorial readings. Students are then required to answer the journal questions and submit them at the end of each tutorial. The journal should be used as the basis for your participation. The tutor will collect the journals at the end of each session and return them to the students the following week with a mark from 0-5 (each journal assessment is worth 5%, the total of all journals is 25%). (There will be no comments given from the instructor on the weekly journal because the answers to all questions will be discussed at the tutorial—you will however receive long comments on your essays). The marks will be based on students written work plus the oral participation. This is the section of the assessment where the instructor is the most generous in awarding marks for effort (the essays are graded on brilliance and not just effort). If you make a reasonable attempt to answer the questions you will get a 2.5 or a pass. If you answer all questions, chances are you will get a 3 or a credit or a 3.5 Distinction. A four out of 5 is an HD, and students who answer all questions very well will receive a 5/5. The Map quiz will be done in Week 3 during tutorials and is worth 5%, the historical site assignment presented orally is worth 10%, the Asian cities group exercise 5%, and the Museum Exercise also 5% taking tutorial exercise assessments to a total of 50%. Journals should be about around 500-600 words

only or not more than a page and a half of type written double spaced text. A sample journal is enclosed in this course outline but we would like you to aim to write even a shorter one.

POP Quizzes at Lecture Times

There will be four of these held during the lecture times. They will be unannounced and are worth 5% each for a total of 20%. Students will be asked to write a paragraph in answer to a question about previous lectures. The quiz will take no more than 10-15 minutes. **THERE IS NO CLASS TEST.**

Map Quiz in Week 2

At the start of the tutorial in Week 3, students will be handed a blank map of Asia and will be asked to fill in the names of all the Asian countries (worth 5% of the marks).

Historical Site and Memory Exercise presented in Weeks 10 and 11

Students need to select a historical site in any country from Asia and talk about why it is important for 2-3 minutes in class. Pretend to be a travel agent and you are planning an itinerary for your friend who is going to an Asian country. Pick a site and talk about why you think your friend should visit that site. Think about how visiting that site will give insights into understanding that particular Asian country (in terms of history, religion, culture, philosophy, economy, environment, society etc). Think about what sort of historical interpretation of an event the site commemorates and what historical issues are 'forgotten' or effaced. You may use the internet to find photos of the site to show to class but you should do a little bit of reading on your own (beyond wikipedia) so you can make a good analysis and have an original interpretation. To help you with this exercise a lecture will be given on this topic in Week 9.

Asian Cities Group Exercise in Week 12

Students will be divided into groups. Each group will choose an Asian city. Do the reading in the study kit about how the travel agencies want to represent Vietnam. You will then need to promote your city so you will need to do a little bit of research about your city and decide as a group what angle you will need to do to promote it. The presentation should only take 5 minutes. It is not essential for every single person in the group to say something but everyone in the group should have contributed to the presentation in some way. At the end of the class the class votes on which group gave the best presentation and they will get a 5/5. The tutor will allocate a group mark to everyone.

Museum Exercise/ Class Exercise in Week 13

Students should view the online Museum exhibit of the Smithsonian on "Ancestor Workshop Today" curated by Chinese American teenagers.

<http://www.asia.si.edu/exhibitions/online/teen/default.htm>

Click on to each of the four themes: (1) Looking at the Altar, (2) Funerary Practices, (3) Ceremony in Taiwan, and (4) Research Team". Click on the subthemes under 1, 2, 3, 4.

Read the texts that go with the photos and the oral histories and do your own critique of the exhibit. Use your notes in dot point to participate in an in depth discussion of the exhibit in class. It is worth 5% of the marks. It should be a fun way to end the semester but it will also be an exercise that hones your critical skills as you assess the design, the structure, the layout of an on-line exhibition. Did you like the exhibit? What was good about it? What was

less effective and how would you design the exhibit if you were curator? What interpretation of the topic (Ancestor worship today) was being proposed and what sort of interpretation would you like to project in your version of the exhibit?

Research Essay

The essay is worth 30% of the mark and should be around 2000 words in length. It must be typed and double spaced with ample margins for the tutor to make comments. See instructions for assignment submission below.

The essay is due on **Week 9 Friday May 9 at 4pm**. Students should see their tutor regarding the essay topics. There is a recommended bibliography included here after each essay question. Students should consult this bibliography in the first instance as these are the leading scholars writing on the topic but are encouraged to explore other material as well. The recommended readings are the established works on that topic. Students are also encouraged to explore recent issues of journals (available electronically through the UNSW library website). A list of recommended journals is in the section on essay questions.

Students should consult the academic specialized literature and not textbooks.

What about the web or internet? Remember secondary sources on the web may not be refereed so be careful. Anyone can put any article on the web. Books and journals have a rigid refereeing process. I usually recommend the web for literature searches---looking for bibliographies and also for primary sources such as newspapers and archival material that are now so easily available through web sites. Students are encouraged to access this material.

Grades

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see

<https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html>

Submission of Assessment Tasks

Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. The Coversheet can be downloaded from <https://hal.arts.unsw.edu.au/students/courses/course-outlines/>. It is your responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

- The cut off time for all assignment submissions in the School is **4pm** of the stated due date.
- 2 assignment copies must be submitted for every assessment task – 1 paper copy and 1 electronic copy
- All hard/paper copy assessments should be posted into the Assignment Drop Boxes outside the front counter of the School of Humanities and Languages on level 2, Morven Brown Building by 4pm on the due date.
- A completed cover sheet must be securely attached to assignments. The School is not responsible for any missing pages due to assignments not being stapled properly.
- In addition, a soft copy must be sent by 4pm on the due date by email to Blackboard, Turnitin.

Late Submission of Assignments

Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter.

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

6. Attendance/Class Clash

Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate. If students attend less than 80% of their possible classes they may be refused final assessment.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the student misconduct policy.

Class Clash

A student who is approved a permissible clash must fulfil the following requirements:

- The student must provide the Course Convenor with copies of lecture notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student.
- If a student does attend a lecture for which they had secured a permitted clash they will still submit lecture notes as evidence of attendance.
- Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty's course attendance requirement. Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.**
- Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement

would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

7. Academic Honesty and Plagiarism

Plagiarism is presenting someone else's thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: <http://www.lc.unsw.edu.au/plagiarism/>. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student's work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here:

<http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>

8. Course Schedule

To view course timetable, please visit: <http://www.timetable.unsw.edu.au/>

Week 1: 3-7 March

Lecture 1: Introduction: What is Asia? (MR)
 Lecture 2: Religion and Civilization of South Asia (MR)
 No Tutorials

Week 2: 10-14 March

Lecture 1: Religion and Civilization of Southeast Asia (MR)
 Lecture 2: Caste in India (Guest Lecturer: Associate Professor Kama MacLean)
 Tutorial: Introduction, How to Write a Journal

Week 3: 16-21 March

Lecture 1: Religion and Civilization of East Asia (MR)
 Lecture 2: Major Texts of Asia: The Ramayana (MR)
 Tutorial: Map Quiz and Essay Writing

Week 4: 23-28 March

Lecture 1: Major Texts of Asia: Romance of the Three Kingdoms, Tale of Genji (MR)
 Lecture 2: Empires Part 1 (Western colonization South and Southeast Asia) (MR)
 Tutorial: Contemporary Religions: Media and Popular Catholicism in the Philippines and Shamanism in Korea

Week 5: 31 March-4 April

Lecture 1: Languages of Asia (Guest Lecturer: Dr. Wang Ping)
 Lecture 2: Asian Thought (Guest Lecturer: Associate Professor Karyn Lai)
 Tutorial: Excerpts from the Major Texts of Asia: Ramayana, Romance of the Three Kingdoms, Tale of Genji

Week 6: 7-11 April

Lecture 1: Population and Demography (MR)
 Lecture 2: Asian Borderlands and Ethnicity (Guest Lecturer: Associate Professor Duncan McDuie Ra)
 Tutorial: Life Under Colonial Rule

Week 7: 14-17 April

Lecture 1: Gender Part 1: Men (MR)
 Lecture 2: Gender Part 2: Women (MR)
 Tutorial: Tutorial: "Missing Girls" in China (the one child policy) and South Asia, and the Aging Crisis in Japan

Mid-semester break, 18-27 April

Week 8: 28 April-2 May

Lecture 1: Empires Part 2: (Western colonization of East Asia) (MR)
 Lecture 2: Empires Part 3: (Asian Empires) (MR)
 Tutorial: Constructions of Gender:
 Theorizing Chinese Masculinity and Gender Discourses in Java

Week 9: 5-9 May

Lecture 1: Nation, Memory and Forgetting (To Help with Historical Site Exercise) (MR)
Lecture 2: Film: Red Cliffs
Tutorial: FILM either *Water* or *Raise the Red Lantern* and Discussion

ESSAY DUE THIS WEEK

Week 10: 12-16 May

Lecture 1: Asian Music (Guest Lecturer: Associate Professor Manolete Mora)
Lecture 2: Asian Cities (MR)
Tutorial: Historical Site and Memory Exercise

Week 11: 19-23 May

Lecture 1: Asian Studies and Museums (to help with the Museum Exercise) (MR)
Lecture 2: Asian Food and Identity (MR)
Tutorial : Historical Site and Memory Exercise Continued

Week 12: 26-30 May

Lecture 1: Asian Concepts of Power: Politics, Democracy, Authoritarianism and People
Power Revolutions (MR)
Lecture 2: Asian Dress and Identity (MR)
Tutorial: Asian Cities Group Exercise

Week 13: 2-6 June

No Lectures
Tutorial: Museum Exercise

9. Course Resources

Each lecture has a handout summarizing the points and handouts will be uploaded a week before the lecture is given. Please use this to review the previous lectures so you will be ready for pop quizzes. Look at the file marked "Lecture Handouts"

The readings for the tutorials are all digitised and the links are available below. See also the bibliographies provided for each essay question. The library almost all of the material and I've also provided call numbers. Some of them are digitised.

See also the maps enclosed in this course outline and a sample journal (but please write a shorter version than the one enclosed here). I will upload the footnote system and the criteria for marking essays in the Moodle platform.

Lectures are taped and should be available via the Moodle platform.

10. Course Evaluation and Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's Course and Teaching Evaluation and Improvement (CATEI) process.

In 2012 course evaluations were received from 38 respondents out of 151 enrollments. In response to the statement "Overall, I was satisfied with the quality of this course" 50% said they "strongly agreed" with it, with 45% saying they "agreed" with it, with 5% saying they "mildly agreed" with it, and 3% saying they "mildly disagreed" with the statement. The aggregate score this course received this question was 97 way above the School's average rating of 91 and the Faculty's rating of 91. This means that this subject was rated much higher than the School and Faculty average. 100% agreed with the statement: "the aims of the course were met". In general most of the comments were very positive complementing the lecture delivery, the content, the use of interactive media, and powerpoint images. Lecture handouts were appreciated so I will continue to do this and make these available also in Blackboard. Many preferred the pop quizzes to a class test so I am continuing with this tradition. Comments revealed that students learned from the subject and enjoyed the lectures that they found to be interesting, engaging and entertaining (with many commenting that they liked the lecturer's sense of humour). The quality of the teaching was rated higher than the marks for the course evaluation. 100% said that "Overall, I was satisfied with the lecturer's teaching", with 57% said they "strongly agreed" with that statement, 41% said they "mildly agreed" with that statement and 3% who said they "mildly agreed" with that statement.

In 2011 there were one or two comments that preferred to have less journals so I removed one journal assessment this year and substituted it with a Group Asian cities exercise which will be done orally in class. This reduced the number of journals from 6 to 5.

Students put an enormous amount of effort into their historical site exercise in (2012) so I've increased the value of this assessment from 5% to 10% (and decreased the essay from 35% to 30%).

In 2012, Mina Roces was the winner of the FASS Dean's Award for Teaching Excellence and in 2013, she received the Vice Chancellor's award for Teaching Excellence. Course evaluations formed part of the portfolio of evidence in support of the nomination.

TUTORIAL READINGS AND JOURNAL QUESTIONS

***ALL THE READINGS FOR THIS COURSE HAVE BEEN DIGITISED FOR YOU BY THE UNSW LIBRARY**

How to access the readings.

1) Log on to:

[http://searchfirst.library.unsw.edu.au/primo_library/libweb/action/search.do?vid=UNSW&fn=search&vl\(freeText0\)=ARTS1210](http://searchfirst.library.unsw.edu.au/primo_library/libweb/action/search.do?vid=UNSW&fn=search&vl(freeText0)=ARTS1210)

2) Then search for the author and title you need to read for the week.

Week 2: Introduction and How to Write a Journal Readings

Sample Journal (uploaded in Moodle under Resources)

Maps of Asia (uploaded in Moodle under Resources)

Week 3: Map Quiz AND Essay Writing

Readings:

“The Cat Sat on the Mat” in the Moodle platform

“Marking Criteria” available in the Moodle platform

“The Footnote System” available in the Moodle platform

*Map Quiz: the tutor will hand out a blank map of Asia and students will be required to fill out the names of countries. A list of countries you need to put in is available in the Moodle platform.

*The tutor will give a presentation on the basic requirements of an undergraduate essay including referencing.

Week 4: Contemporary Religions: Media and Popular Catholicism in the Philippines and Shamanism in Korea

Readings

Katherine L. Wiegele, *Investing in Miracles El Shaddai and the Transformation of Popular Catholicism in the Philippines*, (Honolulu: University of Hawai'i Press, 2005), pp. 41-58.

Laurel Kendall, *Shamans, Nostalgias and the IMF South Korean Popular Religion in Motion*, (Honolulu: University of Hawai'i Press, 2009), pp. 129-153.

Journal Questions:

What was the role of the media in the development of the El Shaddai in the Philippines? Why do you think it has such a large following among Filipinos?

What is Kendall's explanation for the popularity of shamans in contemporary Korean life particularly among business entrepreneurs? Do you agree with her? Why or why not?

Week 5: Major Asian texts

Readings

Murasaki Shikibu, *The Tale of Genji*, (New York: Alfred Knopf, 1977) translated by Edward G. Seidensticker, chapter 1, “The Paulownia Court”, pp. 3-10.

Lo Kuan-Chung, *Romance of the Three Kingdoms*, (Rutland: Charles E. Tuttle Company, 1959), pp. 1-10) (chapter 1 “Feast in the Garden of Peaches: Brotherhood Sworn: Slaughter of rebels: The Brothers Heroes”).

R. K. Narayan, *The Ramayana, A Shortened Modern Prose Version of the Indian Epic*, (London: Chatto & Windus, 1972), pp. 161-2 (chapter 13, “Interlude”).

Journal Questions: What do the three readings tell us about role models in Japan (Genji), China (Romance of the Three Kingdoms), and South and Southeast Asia (Ramayana)? How do they depict the ideal rulers, ideal male and female and ideal values?

Week 6: Life Under Colonial Rule

Readings:

George Orwell, *Burmese Days*, (New York: Harcourt Brace Jovanovich, 1934, 1962) pp. 5-16.

Jose Rizal, *El Filibusterismo (The Reign of Greed)*, translated by Charles Derbyshire, (Quezon City: Giraffe Books, 1997), pp. 24-32.
Chapter entitled “Cabesang Tales”

Tran Tu Binh, *The Red Earth A Vietnamese Memoir of Life in a Colonial Rubber Plantation*, (Athens Ohio: Ohio University Monographs in International Studies, Southeast Asia Series No. 66, 1985, pp. 23-31.

Journal Questions: What picture of colonial life appears from these accounts? How would you as a scholar treat these accounts of history (these are primary sources)? (Hint: look at different points of view of authors, Jose Rizal for example was a Filipino nationalist and this novel you are reading inspired the revolution against Spain in 1896).

Week 7: Population and Demography: One-child policy in China, “Missing Girls” in China and India, and the Aging “Crisis” in Japan

Readings:

Elisabeth Croll, *Endangered Daughters Discrimination and Development in Asia*, (London: Routledge, 2000), pp. 21-69. This is an ebook so click:
[http://searchfirst.library.unsw.edu.au/primo_library/libweb/action/search.do?vid=UNSW&fn=search&vl\(freeText0\)=UNSW_Alma51155294850001731](http://searchfirst.library.unsw.edu.au/primo_library/libweb/action/search.do?vid=UNSW&fn=search&vl(freeText0)=UNSW_Alma51155294850001731)

Michihiko Tokoro, “Aging in Japan: Family Changes and Policy Developments”, in Tsung-hsi Fu and Rhidian Hughes (Eds.), *Aging in East Asia Challenges and Policies for the Twenty First Century*, (London: Routledge, 2009), pp. 54-71.

Journal Questions: What are the consequences of the one-child policy in China and family planning in India? Is there an aging crisis in Japan? How is the government addressing demographic change? How is population crucial in understanding Asian societies?

Week 8: Constructions of Gender

Readings:

Kam Louie, *Theorising Chinese Masculinity*, (Cambridge: Cambridge University Press, 2002), pp. 1-21 (“Introducing wen-wu: Towards a Definition of Chinese Masculinity”)

Suzanne A. Brenner, “Why Women Rule the Roost: Rethinking Javanese Ideologies of Gender and Self-Control”, in Aihwa Ong and Michael Peletz (eds.), *Bewitching Women*,

Pious Men Gender and Body Politics in Southeast Asia, (Berkeley: University of California Press, 1995), pp. 19-50.

Journal questions: How is masculinity defined in China (or what is meant by *wen/wu*)? Would you be able to give examples of this from *Romance of the Three Kingdoms* (reading for week 4) or the films with Jackie Chan, Chow Yun Fat and Jet Li?

How is status measured in Java and how come women lose out when they hold the purse strings? How are the masculine and feminine defined in Java?

The class can discuss the experience of bargaining in Asian markets.

Week 9: Film Showing and Discussion

No readings

Films are on women in India or China (either *Raise the Red Lantern* or *Water*). Discussion

Week 10: Historical Site and Memory Exercise

No readings

Students need to select a historical site in any country from Asia and talk about why it is important for 2-3 minutes orally in class. It helps pretend to be a travel agent and you are planning an itinerary for your friend who is going to an Asian country. Pick a site and talk about why it is important. Think about how visiting that site will give insights into understanding that particular Asian country (in terms of history, religion, culture, philosophy, economy, environment, society etc). You may explore what the site commemorates and what the site 'forgets'. You may use the internet to find photos of the site to show to class but you should do a little bit of reading on your own (beyond wikipedia) so you can make a good analysis and have an original interpretation.

*A lecture is given in week 9 to help you with this exercise.

Week 11: Historical Site Exercise Continued.

No Readings as above in Week 10.

Week 12: Promote Your Asian City Group Exercise

Students will be divided into 4-5 groups and each group will be assigned an Asian city. The group will do a 3-4 minute presentation on their Asian city. At the end of the class the class will vote for the best presentation and that group will receive an automatic 5/5. The tutor will give a common mark for each group. This is worth 5% of the mark. Not everyone is required to say something on the day but everyone should have contributed to the final presentation.

Week 13: Museum Exercise

No Readings

Students should view the online Museum exhibit of the Smithsonian on "Ancestor Workshop Today" curated by Chinese American teenagers.

<http://www.asia.si.edu/exhibitions/online/teen/default.htm>

Click on to each of the four themes: (1) Looking at the Altar, (2) Funerary Practices, (3) Ceremony in Taiwan, and (4) Research Team". Click on the subthemes under 1, 2, 3, 4.

Read the texts that go with the photos and the oral histories and do your own critique of the exhibit. Use your notes in dot point to participate in an in depth discussion of the exhibit in class.

This is worth 5% of the mark. It should be a fun way to end the semester but it will also be an exercise that hones your critical skills as you assess the design, the structure, the layout of an on-line exhibition. Did you like the exhibit? What was good about it? What was less effective and how would you design the exhibit if you were curator? What interpretation of the topic (Ancestor worship today) was being proposed and what sort of interpretation would you like to project in your version of the exhibit?

Remember Chinese American teenagers were part of the research team for this exhibit. So have a think about how this might have an impact on the way it was presented.

*To help with this analysis a lecture week 6 is devoted to the topic of Asian Studies and Museums

11. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre's website at:

<http://www.lc.unsw.edu.au>

12. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and languages. Further information about UNSW grievance procedures is available at:

<https://my.unsw.edu.au/student/atoz/Complaints.html>

13. Other Information

myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:

<https://my.unsw.edu.au>

<https://my.unsw.edu.au/student/atoz/ABC.html>

OHS

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see

<http://www.ohs.unsw.edu.au/>

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at:

<https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: <http://www.studentequity.unsw.edu.au>

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.