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3. Learning and Teaching Rationale
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1. Course Staff and Contact Details

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<thead>
<tr>
<th>Course Convenor</th>
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<td>Name</td>
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<td>Room</td>
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<td>Phone</td>
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<tr>
<td>Email</td>
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<td>Consultation Time</td>
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<th>Lecturer</th>
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<tr>
<td>Name</td>
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<td>Consultation Time</td>
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<th>Tutors</th>
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<td>Name</td>
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<td>Phone</td>
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2. Course Details

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<thead>
<tr>
<th>Units of Credit (UoC)</th>
<th>6 uoc</th>
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**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**

1. This course is the first step in the process of making students ‘Asia-literate’. It aims to:
   - build the foundational knowledge essential for a basic understanding of Asian societies

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.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
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<tbody>
<tr>
<td>At the completion of this course students will be able to:</td>
</tr>
<tr>
<td>1. write a research essay that makes an argument showing an interpretation about an event or an issue using scholarly literature</td>
</tr>
<tr>
<td>2. summarise and critically evaluate scholarly literature from interdisciplinary fields from the Humanities and Social Sciences</td>
</tr>
<tr>
<td>3. know about the diversity of Asian societies and cultures and develop and Asian perspective in the analysis of these cultures through time</td>
</tr>
<tr>
<td>4. to be able to analyse scholarship and present their own interpretations in class and in written work</td>
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<table>
<thead>
<tr>
<th>Graduate Attributes</th>
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</thead>
<tbody>
<tr>
<td>1. An informed understanding of diversity of the human experience, history, culture and society in the Asian region</td>
</tr>
<tr>
<td>2. A capacity to engage in and appreciate the value of reasoned and open-minded discussion and debate</td>
</tr>
<tr>
<td>3. Effective oral and written communication skills</td>
</tr>
<tr>
<td>4. The capacity for critical analysis of scholarship, writing and sources on and about Asia</td>
</tr>
</tbody>
</table>

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. Journal assignments will provide the training in academic writing to get practice for the essay. The quizzes and the map assignment will make sure they have a broad knowledge of Asian societies.
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 20% component. The map exercise is worth 5%, the Historical Site and Memory assignment is worth 15%, the Asian City group tutorial exercise is worth 10% 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 Historical Site and Memory assignment is a creative one and is an opportunity for students to have their own original research project. It is also about national memory and national forgetting so students are challenged to be critical about their chosen site and analyze what the site commemorates and what it forgets. Students present this orally during class and are expected to do this in only 3-5 minutes but are challenged to use innovative sources such as the websites and photographs. There are two lectures designed to help students with this exercise.

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 10/10 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

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Map Quiz</td>
<td>5%</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>Week 3 at tutorials</td>
</tr>
<tr>
<td>Journal and Participation</td>
<td>500-600 words x 4</td>
<td>5% each, 20% total</td>
<td>2,3,4</td>
<td>1,2,3,4</td>
<td>At tutorials wks 4,5,6,7</td>
</tr>
<tr>
<td>Research Essay</td>
<td>2000 words</td>
<td>35%</td>
<td>1,2,3,4</td>
<td>1,2,3,4</td>
<td>May 8, 2015</td>
</tr>
<tr>
<td>Historical Site and Memory Exercise</td>
<td>3-5 minutes</td>
<td>15%</td>
<td>2,3,4</td>
<td>1,2,3</td>
<td>Once from weeks 10-12</td>
</tr>
<tr>
<td>Asian Cities Group Exercise</td>
<td>5 minutes per group</td>
<td>10%</td>
<td>3.4</td>
<td>1,2,3</td>
<td>Week 13</td>
</tr>
<tr>
<td>3 Pop quizzes</td>
<td>1-3 paragraphs</td>
<td>5% each, total of 15%</td>
<td>3</td>
<td>1,3</td>
<td>pops up anytime during lectures</td>
</tr>
</tbody>
</table>

**Please Note:** The Arts and Social Sciences Protocols and Guidelines state:

A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a grade of UF (Unsatisfactory Fail).

The Attendance Guidelines can be found in full at: [https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/](https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/)
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 20%). (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. 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 three of these held during the lecture times. They will be unannounced and are worth 5% each for a total of 15%. 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 3**

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 10-13**

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. This is your original research project. You alone in the entire world will be the expert on the site you have chosen. 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 wikipidia) so you can make a good analysis and have an original interpretation. To help you with this exercise 2 lectures on how to do this exercise are given on April 29 and May 4. This exercise is worth 15%.

**Asian Cities Group Exercise in Week 13**
Students will be divided into groups. Each group will choose an Asian city. 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. Your group will need to come up with a particular interpretation of your Asian city. For example, thing about, does it have an ethnic identity? Etc.? 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 10/10. The tutor will allocate a group mark to everyone.

Research Essay

The essay is worth 35% 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 8 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://student.unsw.edu.au/grades](https://student.unsw.edu.au/grades)

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.

## Late Submission of Assignments

The Arts and Social Sciences late submissions guidelines state the following:

- An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).
- The late penalty is the **loss of 3%** of the total possible marks for the task for each day or part thereof the work is late.
- Work submitted **14 days after** the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but the lateness and the work is a compulsory course component a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.
- Work submitted **21 days after** the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

The Late Submissions Guidelines can be found in full at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/

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. Extension of Time for Submission of Assessment Tasks

The Arts and Social Sciences Extension Guidelines apply to all assessed tasks regardless of whether or not a grade is awarded, except the following:

1. any form of test/examination/assessed activity undertaken during regular class contact hours
2. any task specifically identified by the Course Authority (the academic in charge of the course) in the Course Outline or Learning Management System (LMS), for example, Moodle, as not available for extension requests.

A student who missed an assessment activity held within class contact hours should apply for Special Consideration via myUNSW.

The Arts and Social Sciences Extension Guidelines state the following:

- A student seeking an extension should apply through the Faculty’s online extension tool available in LMS.
- A request for an extension should be submitted before the due time/date for the assessment task.
• The Course Authority should respond to the request within two working days of the request.
• The Course Authority can only approve an extension up to five days. A student requesting an extension greater than five days should complete an application for Special Consideration.
• The Course Authority advises their decision through the online extension tool.
• If a student is granted an extension, failure to comply will result in a penalty. The penalty will be invoked one minute past the approved extension time.

7. Attendance

The Arts and Social Sciences Attendance Guidelines state the following:

• A student is expected to attend all class contact hours for a face-to-face or blended course and complete all activities for a blended or fully online course.

• If a student is unable to attend all classes for a course due to timetable clashes, the student must complete the Faculty of Arts & Social Sciences Permitted Timetable Clash form (see information at Item 8 below). A student unable to attend lectures in a course conducted by the School of Education can apply for “Permission to Participate in Lectures Online”.

• Where practical, a student’s attendance will be recorded. Individual course outlines/LMS will set out the conditions under which attendance will be measured.

• A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

• If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

• Reserve members of the Australian Defence Force who require absences of more than two weeks due to full-time service may be provided an exemption. The student may also be permitted to discontinue enrolment without academic or financial penalty.

• If a Course Authority rejects a student’s request for absence from a class or activity the student must be advised in writing of the grounds for the rejection.

• A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance.

• A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course’s learning outcomes and/or volume of learning.

• A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

• The Dean will only grant such a request after consultation with the Course Authority to ensure that measures can be organised that will allow the student to meet the course’s learning outcomes and volume of learning.
• A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a final grade of UF (Unsatisfactory Fail).

• A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to apply to discontinue the course without failure rather than be awarded a final grade of UF. The final decision as to whether a student can be withdrawn without fail is made by Student Administration and Records.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the Student Misconduct Policy.

8. Class Clash

Students who are enrolled in an Arts and Social Sciences program (single or dual) and have an unavoidable timetable clash can apply for permissible timetable clash by completing an online application form. Students must meet the rules and conditions in order to apply for permissible clash. The rules and conditions can be accessed online in full at: https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Policy.pdf

For students who are enrolled in a non-Arts and Social Sciences program, they must seek advice from their home faculty on permissible clash approval.

9. 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: https://student.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
10. Course Schedule

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

Lecture and Tutorial Schedule

**Week 1: 2-6 March**
Lecture 1: Introduction: What is Asia? (MR)
Lecture 2: Religion and Civilization of South Asia (MR)
No Tutorials

**Week 2: 9-13 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: 16-20 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: 23-27 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: 30 March-2 April**
Lecture 1: Gender Part 1: Men (MR)
Lecture 2: Gender Part 2: Women (MR)
Tutorial: Excerpts from the Major Texts of Asia: Ramayana, Romance of the Three Kingdoms, Tale of Genji

**Mid-semester recess, 3-12 April**

**Week 6: 13-17 April**
Lecture 1: Empires Part 2: (Western colonization of East Asia) (MR)
Lecture 2: Empires Part 3: (Asian Empires) (MR)
Tutorial: Life Under Colonial Rule

**Week 7: 20-14 April**
Lecture 1: Languages of Asia (Dr. Wang Ping)
Lecture 2: Asian Thought (Associate Professor Karyn Lai)
Tutorial: Constructions of Gender: Theorizing Chinese Masculinity and Gender Discourses in Java

**Week 8: 27 April-1 May**
Lecture 1: Asian Music (Guest Lecturer: Associate Professor Manolete Mora)
Lecture 2: Nation, Memory and Forgetting (To Help with Historical Site Exercise) (MR)
Tutorial: Group in-class exercise, commemorating World War II in Asia
Week 9: 4-8 May  
Lecture 1: Asian Studies and Museums (to help also with the Historical Site Exercise) (MR)  
Lecture 2: Film: Red Cliff's  
Tutorial: FILM either Water or Raise the Red Lantern and Discussion  

ESSAY DUE THIS WEEK  

Week 10: 11-15 May  
Lecture 1: Asian Cities (MR)  
Lecture 2: Asian Borderlands (Associate Professor Duncan McDuie-Ra)  
Tutorial: Historical Site and Memory Exercise  

Week 11: 18-22 May  
Lecture 1: Asian Food and Identity (MR)  
Lecture 2: Population and Demography (MR)  
Tutorial : Historical Site and Memory Exercise Continued  

Week 12: 25-29 May  
Lecture 1: Asian Concepts of Power: Politics, Democracy, Authoritarianism and People  
Power Revolutions (MR)  
Lecture 2: Asian Dress and Identity (MR)  
Tutorial: Historical Site and Memory Exercise Continued  

Week 13: 1-5 June  
No Lectures  
Tutorial: Asian Cities Group Exercise
11. **Course Resources**

**Textbook Details**: The readings for the course have been digitised by the library. Simply type the words “ARTS1210” in the library search engine. They are arranged in alphabetical order by author’s surname. All journal articles however will need to be accessed by typing the title of the journal in the search engine and looking for the date and finding the issue. Some of the books are available as ebooks and in this case type the title of the book and search for the relevant chapter.

<table>
<thead>
<tr>
<th>Journals (see attached bibliographies for essays)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional Readings (see attached bibliographies for essays)</td>
</tr>
<tr>
<td>Websites (see attached bibliographies for essays)</td>
</tr>
</tbody>
</table>

Each lecture has a handout summarizing the points and handouts will be uploaded on the Moodle site 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. See also the bibliographies provided for each essay question. The library has 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 video-taped and should be available via the Moodle platform.
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: the library and type “ARTS1210” in the library search engine
2) Then search for the author and title you need to read for the week.
3) If it is from a journal article, type the title of the journal and search for the relevant issue
4) If it is a book and not in the list, type the title of the book because it is available in an ebook which you can read from your computer via the library website.

Week 2: Introduction and How to Write a Journal
Readings
Sample Journal: see the back of this course outline
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


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


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:

Chapter entitled “Cabesang Tales”


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: Constructions of Gender
Readings:


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 8: Group in-class exercise, “Commemorating World War II”**

The class will be divided into groups of 4-5 students each. Each group will represent 1 country. Choose from 1. Japan, 2. China, 3. Korea, 4, Indonesia, 5, Philippines or Vietnam or Burma.

Each country/group needs to come up with an idea on how the nation is going to commemorate World War II in their country. The commemorations must deal with notions of national memory and they must be diplomatic (for example, if you were assigned Japan, the Prime Minister of Japan could not possibly visit the Shinto Shrines or else China, Korea and all the formerly Japanese-occupied Southeast Asian countries would protest). The group should justify why they decided on running a particular event or justify their choice of commemoration ceremony.

The discussion should go on for 15-20 minutes for each group. Then there will be a general class discussion and one person from each group will pretend to be the Prime Minister and tell the class what the group planned/organized for the commemoration ceremonies, and justify or explain why they have chosen to run that particular event or commemoration ceremony.

**Readings:**

Christina Twomey and Ernest Koh (eds.), *The Pacific War 1941-45: Aftermaths, Remembrance and Culture*, (London: Routledge, 2014). This is available as an ebook. You may skim the book and look for relevant chapters. This is the latest book on memory and commemoration of World War II.

**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. 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 will need to discuss what 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 wikipidia) so you can make a good analysis and have an original interpretation.

*Two lectures are given to help you with this exercise (April 29 and May 4).*
Week 11: Historical Site Exercise Continued.
No Readings as above in Week 10.

Week 12: Historical Site Exercise Continued.

Week 13: Promote and Interpret An 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 10/10. The tutor will give a common mark for each group. This is worth 10% of the mark. Not everyone is required to say something on the day but everyone should have contributed to the final presentation. The general class discussion should also assess the presentations, and discuss what was good about each presentation (or what was missing from a presentation).
ESSAY QUESTIONS AND BIBLIOGRAPHIES

Choose one of the following questions. A Suggested Bibliography is provided and students are encouraged to consult this bibliography. Journal articles are available through the library’s website. These readings are recommended; students may explore others (since this course uses an All-Asia approach so most of the major works that use this approach are included here but there are many more that have not been included as the lists could be enormous given the number of Asian countries). You may also consult their tutor and lecturer on appropriate readings for their essay topics. Students are also encouraged to explore recent issues of the following journals which have online access through the UNSW library website:

Population and Development Review
Asian and Pacific Migration Journal
Journal of Asian Studies
Modern Asian Studies
Journal of Southeast Asian Studies
Critical Asian Studies
Asian Studies Review
Philippine Studies
Journal of South Asian Studies
Japan Focus Newsletter
Moussons
Modern China: An International Quarterly of History and Social Science
Review of Indonesian and Malaysian Affairs
Journal of Contemporary Asia
Journal of Contemporary Japanese Studies
Intersections: Gender and Sexuality in Asia and the Pacific (this is an e-journal coming out of the Australian National University http://intersections.anu.edu.au/
Men and Masculinities
Culture, Society and Masculinities
Journal of Current Chinese Affairs (www.CurrentChineseAffairs.org), a free journal
South Asia
Review of Indonesian and Malaysian Affairs
Bidjragen tot de Taal-, Land-en Volkenkunde (Southeast Asia/Indonesia Published in the Netherlands has English and is a top journal)
Indonesia
Japanese Studies
Korean Studies
Asian Affairs
Urban Studies (for those doing the Asian Cities question)

1. In what ways have population growth and population issues been important in Asian societies in the twentieth century? Compare two countries. How have politicians dealt with the ‘population problem’ and what were the impacts of their policies?

Students can also consult the recent issues of the journal Population and Development Review
China


Greenhalgh, Susan, “Science, Modernity and the Making of China’s One-Child Policy,” *Population and Development Review*, vol. 29, no. 2 (June), 2003, pp. 163-96. (This reading is important because it analyzes how the one child policy came about. This can be downloaded from the UNSW library website.


Japan

Bentelspacher, Carl and Minai, Keiko (eds.), *Aging in Japan and Singapore*, (Singapore: Department of Japanese Studies, National University of Singapore, 1994).


On order check
Fu, Tsung-hsi and Rhidian Hughes (Eds.), *Aging in East Asia Challenges and Policies for the Twenty First Century*, (London: Routledge, 2009)


(See also book review essay by Campbell, John Creighton, “Japan’s Aging Population: Perspectives of ‘Catastrophic Demography’, *Journal of Asian Studies*, Vol. 67, No. 4, November 2008, pp. 1401-1406. (This reviews Matsutani, Kaizua, Coulmas, Wu and Furkawa)


**Singapore**

Bentelspacher, Carl and Minai, Keiko (eds.), *Aging in Japan and Singapore*, (Singapore: Department of Japanese Studies, National University of Singapore, 1994). S305.260952/1


**India and South Asia**
MB304.60954/7

S304.6320954/1

S305.3095/2 (China and India)

Southeast Asia

S304.609599/1

SQ312.09595/1

General Asia


2. How is the feminine and the masculine defined in Asia? You must consider at least two countries and discuss both masculinity and femininity.

***There is a free internet journal called Intersections (ran by the ANU and edited by Carolyn Brewer) that focuses on gender in Asia, more recent issues have focused on gender and sexuality in the Asia-Pacific. You can access this in: http://intersections.anu.edu.au/
Check also the journals Men and Masculinities and Culture, Society and Masculinities.
Asian Journal of Women’s Studies.

See the Journal of Asian Studies, Vol 71, No. 4, November 2012 for the most recent roundtable discussion on gender, sexuality and the state. Look at the bibliographies of articles.

China

796.8155/10

S895.13/TSA/C-5
S305.30951/1 and 1A


Stable URL: http://www.jstor.org/stable/313102

**Japan**


On order please check.


S305.320952/1

Check the recent Issues of the *Asian Studies Review* for a Special Issue on the *Modern Girl in Japan*.

See the chapter by Elise Tipton in Mina Roces and Louise Edwards, *Women in Asia* (see General Asia section below).

There is a lot of material also on “Good Wife and Wise Mother”.

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**Note:**

1. Online access via UNSW library.
2. Just ordered please check.
3. On order please check.
4. Available online via UNSW library.
5. Available online via UNSW library.
Korea


See chapter on Korea in Edwards and Roces (eds), *Women in Asia*, (Sydney: Allen & Unwin, 2000). Library has multiple copies and an ebook.

East Asia


South Asia


Chopra, Radhika, Osella, Caroline, and Osella, Filipp (Eds.), *South Asian Masculinities Context of Change, Sites of Continuity*, (New Delhi: Kali for Women & Women Unlimited, 2004).


General Asia (Collections of essays, choose your country or countries)


S305.30954/5 or /C or /E
Louie, Kam and Low, Morris (eds.), *Asian Masculinities, the Meaning and Practice of Manhood in China and Japan*, (London: Routledge, 2003). Online access


Rydstrom, Helle, *Gendered Inequalities in Asia: Configuring, Contesting and recognizing Women and Men*, (Copenhagen: NIAS; Abingdon: Marston Distributor, 2010). 205.30953


***WEBSITE. Check the Women in World History, George Mason University Website: http://chnm.gmu.edu/wwh/ Look at modules on Sati and Women in Southeast Asian Politics

Southeast Asia


Davies, Sharyn Graham, *Gender Diversity in Indonesia: Sexuality, Islam and Queer Selves*, (London: Routledge, 2010). eBook online access via UNSW library website


Ford, Michele and Lyons, Lenore (Eds.), *Men and Masculinities in Southeast Asia*, (London: Routledge, 2011). 305.310954/4


3. What are the most important environmental issues for the various countries of Asia? What have Asian governments and transnational organizations done to address them?

*Also look at issues of the journals Environmental History and Environmental History Review, and Forests and Conservation in History, which you can access electronically through the UNSW library website.*


Bankoff, Greg, *Environmental Regulation in Malaysia and Singapore*, (Nedlands W.A.: The University of Western Australia Press, 1994). L/KN94/B1/1


Hidayati, Deny Et al (Eds.), *Population and Environment Issues in Maluku: The Case of Western and Northern Seram*, (Jakarta: Center for Population and Manpower Studies, 1999). S333.7309598/3


Lucas, Anton, *The Dog is Dead so Throw it in the River: Environmental Politics and Water Pollution in Indonesia: An East Java Case Study*, (Clayton Vic: Monash Asia Institute, 2000). SQ363.73940959/2


Parnwell, Michael and Bryant, Raymond (eds.), *Change in Southeast Asia. People, Politics and Sustainable Development*, (London: Routledge, 1996). S333.70959/1


**Websites:** for Tsunami Reconstruction  
www.e-aceh-nias.org/home  
For Mekong region:  www.mekong.es.usyd.edu.au  
For Southeast Asian Rivers Network:  www.seafdec.org

4. What is unique about the Asian city? Consider at least two cities from different countries.

*The library has online holdings of the *Journal of the Asiatic Society of Bombay* which is later called the *Journal of the Asiatic Society of Mumbai*. Check recent issues. Also look up recent issues of the journal *Urban Studies*. Have a look at recent issues on Asian cities.


Gugler, Joseph (ed.), *World Cities Beyond the West Globalization, Development and Inequality*, (Cambridge: Cambridge University Press, 2004). (This has chapters on Jakarta, Bangkok, Seoul, Shanghai, Hong Kong, Singapore, Bombay/Mumbai.) I will put this book in reserve.
P307.76091724/22


Schneider-Sliwa, Rita (ed.), *Cities in Transition: Globalization, Political Change and Urban Development*, (Dordrecht: The Netherlands, 2006). There are essays here on Bangkok, Ho Chi Minh City, Hanoi, and Hong Kong as a Global City). P307.1416/22
S910.13305125/1


P307.12160952/2


S305.42095493/1


P307.760951/10


5. Why did the Greater East Asia Co-Prosperity Sphere fail?

S909.09823/9

S950.41/12


Lebra, Joyce (ed.), *Japan’s Greater East Asia Co-Prosperity Sphere in World War II, Selected Readings and Documents*, (Kuala Lumpur: OUP, 1974). S327.5205/2


Young, Louise, *Japan’s Total Empire: Manchuria and the Culture of Wartime Imperialism*, (Berkeley: University of California Press, 1998). S325.35209518/1

There is a lot of material on Japan’s Empire in World War II. Focus on the blueprint for the Greater East Asia Co-Prosperity Sphere Theory and practice.

6. What would you isolate as the most important characteristics of the Great Asian diasporas or migrations? Choose two out of: Chinese, Indian and Filipino


**Chinese Diaspora**

*There is a journal called Journal of Chinese Overseas http://muse.jhu.edu/journals/journal_of_chinese_overseas/


SQ305.8004951/3


S959.8004951/3


S330.951/2


S305.8951/22


S325.251/3B


S305.89510598/10


S959.004951/1


S959.5703/1

South Asia Diaspora


S304.80954/2


Oon, Gijsbert (ed.), Global Indian Diasporas, Exploring Trajectories of Migration and Theory, (Amsterdam: Amsterdam University Press, 2007). Available on line. Also 304.80954/7

Safran, William, Sahoo, Ajaya, and Lal, Brij V. (Eds.), Transnational Migrations: The Indian Diaspora, (Routledge India, 2009). S304.80954/6


Filipino Diaspora

This is a crowded field so you can search journals and you may also want to include Filipino Americans. (See these two excellent books: Linda España-Maram, Creating Masculinity in Los Angeles’s Little Manila: Working Class Filipinos and Popular Culture, 1920s-1940s. (New York: Columbia University Press, 2006). (305.3889921/1), and Dawn Mabalon, Little Manila is in the Heart: The Making of the Filipina/o American Community in Stockton, California. (Durham: Duke University Press, 2013). (305.89921073/6)


Bonifacio, Glenda Tibe (ed.). *Gender and Rural Migration: Realities, Conflict and Change.* (London: Routledge, 2013). On order please check


Constable, Nicole, *Maid to Order in Hong Kong, Stories of Filipina Workers,* (Ithaca: Cornell University Press, 1997). S331.48164046/11A


Asia


Hewison, Kevin and Young, Ken, *Transnational Migration and Work in Asia,* (London: Routledge, 2006). Online access.


7. In what ways is religion still very important in Asian societies in contemporary times (from 1970s to the present)? Discuss two countries.

**Hinduism**


MacLean Kama, *Pilgrimage and Power: The Kumbh Mela in Allahabad, 1765-1954*, (New York: Oxford University Press, 2008). Although it stops in 1954, the Kumbh is still important in contemporary times so this is important reading. S294.536/3

See also her article “Making the Colonial State Work for You: The Modern Beginnings of the Ancient Kumbh Mela in Allahabad”, in the *Journal of Asian Studies*, Vol. 62, No. 3, pp. 873-905 (the library has on line access).


Rinehard, Robin (ed.) *Contemporary Hinduism: Ritual Culture, and Practice*, (Santa Barbara, Calif: ABC-CLIO, 2004. S294.5090511/1


**Popular Christianity**


*There is a special issue of *Philippine Studies* (online access via UNSW library) that deals with this topic. See Volume 54, Issue 4, 2006. See the following articles: Wiegele, Katherine, “Catholics Rich in Spirit: El Shaddai’s Modern Engagements”


**Japanese Religion and Shintoism**


**Buddhism**


Harris, Ian, *Buddhism and Politics in Twentieth Century Asia*, (London: Pinter, 1999)


**Islam**


**Korea**


**China**


**Asia/Southeast Asia**


8. Do you see contemporary political regimes in Asia as dominantly authoritarian? Do you see democratic tendencies or are democratic institutions like the press and elections merely a façade legitimizing dictatorships? Use case studies of two Asian countries or refer to a region (ie Southeast Asia), to illustrate your arguments.


Brook, Timothy and Frolic, Michael (eds.), *Civil Society in China*, (Armonk, NY: M.E. Sharpe, 1997) S301.0951/2

Brugger, Bill, *Politics, Economy and Society in Contemporary China*, (Basingstoke: Macmillan, 1994). S951.05/369


S300.959/2

S320.8091724/1.


S332.509598/7
S332.109599/6

S320.952/53

S320.9595/31

S959.5705/1

S324.959053/1

Tamada, Yoshifumi, *Myths and Realities: The Democratization of Thai Politics*, (Kyoto: Kyoto University Press, 2008).
S320.09593/1


S959.803/76B

S951.05/440

9. What is it like to be an untouchable in India (Dalit) and Japan (Burakumin)?


Lu, Malih Rustu Calikoa, *Transformation of the Caste System and the Dalit Movement*, (VDM Verlag Dr. Muller Aktiengessellschaft & Co., 2009)


**12. Course Evaluation and Development**

In 2014 course evaluations were received from 45 respondents out of 162 enrolments. In response to the statement “Overall, I was satisfied with the quality of this course” 38% said they “strongly agreed” with it, with 44% saying they “agreed” with it, with 11% saying they “mildly agreed” with it, and 4% saying they “mildly disagreed”, and 2% saying they disagreed with the statement. The aggregate score this course received this question was 93 above the School’s average rating of 92 and the Faculty’s rating of 90. 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 the Moodle site. Many preferred the pop quizzes to a class test so I am continuing with this tradition. I have reduced the number of pop quizzes from 4 to 3 this year. 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 61% said they “strongly agreed” with that statement, 32% said they “agreed” with that statement, 5% who ‘mildly agreed” with the statement and 2% who “strongly disagreed’ with that statement.

There were one or two comments that preferred to have less small assessments so this year 2015 I have removed 3 pieces of assessment. I removed the Museum exercise, removed one
of the pop quizzes (there used to be 4) and removed one journal exercise. Journals have been reduced from 6 in 2013 to 4 in 2015.

Students put an enormous amount of effort into their historical site exercise in (2012) so I’ve increased the value of this assessment from 10-15% for 2015.

Students also enjoyed the Represent your Asian city group exercise and put a lot of effort into the group presentations so I’ve increased the marks here from 5% in 2014 to 10% in 2015.

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.

13. 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

14. 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://student.unsw.edu.au/complaints

15. 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 https://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://student.unsw.edu.au/special-consideration

**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.
Week 7: Population and Demography

Why does Elisabeth Croll claim that there are “missing girls” in China and South Asia? What are the consequences of the one-child policy in China and family planning in India?

East and Southeast Asia have experienced a combination of rising economic development, reduced fertility alongside new technology for birth control and a continuing male centered focus which consequently leads to discrimination against daughters. In China, there has been a significant decline in regards to family size, much in part due to the introduction of the one-child policy. The introduction of this policy highlighted the lesser value placed upon daughters and made the gender of the single child couples were permitted a highly contentious matter. In South and Southeast Asia the reason for male child preference being that they will be the ones to carry on the family name and care for their parents in old age, in comparison with daughters who will marry and be expected to shift their loyalties to their husbands family. There is evidence of increases in discrimination against daughters, highlighted in imbalances shown in sex ratios at birth which can be related to the one child policy.

Studies by both Chinese and foreign demographers have tracked over decades a rising imbalance in the number of males born per hundred females. This essentially substantiates that millions of girls are in a sense missing from population statistics. The census performed in 1990 reported a sex ratio of 112:100 with reports at the end of the decade that it has reached 120:100. As far as China is concerned, the one-child policy has the clear effect of influencing sex ratios. In a country where boys are highly desired, couples more often prefer to have their one child to be a male. A study of three small villages demonstrated sex ratio of 134 boys to 100 girls.
Jessica Crowe 3332030

ARTS1210

girls during a period of leniency in the policy which rose dramatically to 145:100 during a period of stringent enforcement and fertility reductions. This highlights a direct correlation between sex ratios and the level of enforcement of the one-child policy. A high number of births of female children go unreported, combined with abandonment, infanticide, sex selective abortion and neglect, this explains the disparity of sex ratios and makes clear that there are indeed “missing girls” in China due in large part to the one-child policy.

Korea, Taiwan and Vietnam do not have restrictive policies to the level of that of China, but there are still significantly imbalanced sex ratios. Fertility rates are dropping due to the more widespread use of contraceptives. The combination of shrinking family size, new technology and a desire for male children lead to missing girls.

The consequences of family planning in India are significant, with a combination of reduced fertility and availability of contraceptives. Studies have highlighted that couples in India are willing to utilise contraceptives to limit family size once they have a minimum of two sons. This ultimately results in fewer daughters being born once desired numbers of sons have been achieved. Excessive mortality among young girls is a significant factor in the imbalanced sex ratio in India, with infanticide and neglect common causes of mortality. Infanticide is used, studies suggesting more commonly in rural areas, as a form of family planning and as a means of removing unwanted girls and making way for more highly desired male children. The ability to identify the gender of a fetus has seen sex selective abortion rise, used as a means of family planning.

Is there an aging crisis in Japan? How is the government addressing demographic change?
There is a clear aging crisis in Japan at the current time, posing issues for the future. One in five of all Japanese are over the age of 65 with the proportion only projected to increase in coming decades. The public pension scheme involves the current working population supporting older Japanese, and is obligatory to join for those over 20, however, with declining fertility rates this system loses its effectiveness. Recent introduction of long-term care insurance (LTCI) is a move toward addressing this demographic change. It is a compulsory scheme for those aged over 40 and seeks to change the nature of the Japanese care from family centered to more “social care”. This system is subject to on-going changes and faces difficulties regarding funding and public confidence in the system.

*How is population crucial in understanding Asian societies?*

Population and demography are crucial in understanding Asian societies and they reveal significant information about the values and traditions underpinning them. The phenomena of the “missing girls” reveals information about the male centered culture of many Asian societies and the mechanics of families. Additionally, population allows insight in the changes that Asian societies have experienced over time and how a rise in the socioeconomic situation of many societies has impacted upon this. As for a country such as that of Japan, population studies allow insight into how society copes with demographic issues such as that of declining fertility and an aging population on a community and government level.