KNOWING ASIA

THE CHALLENGE FOR NEW ZEALAND’S TERTIARY EDUCATION SECTOR

A REPORT BY THE NEW ZEALAND ASIAN STUDIES SOCIETY

SEPTEMBER 2004
Dedicated to the Asia scholars and educators who, thirty years ago, founded the New Zealand Asian Studies Society
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Preface

Knowing Asia is a report and analysis of tertiary-level Asian Studies in New Zealand. It evaluates the findings of a survey, conducted in mid-2003, of Asia specialists and teaching programmes in nine of New Zealand’s tertiary institutions. It concludes that the tertiary sector needs to do a lot more to entrench studies of Asia in the tertiary curricula and thereby better serve New Zealand’s growing interests in the Asia region. And it proposes strategies for strengthening and building on the foundations that have been laid, over the last fifty years, by New Zealand’s Asia scholars and educators.

The idea of a review of Asian Studies in the tertiary sector was triggered by the publication, in 2002, of Maximising Australia’s Asia Knowledge: Repositioning and Renewal of a National Asset. This booklet reports the findings of the survey of Asian Studies in Australian universities in 2001 – 02, conducted by the Asian Studies Association of Australia (ASAA), and it makes a powerful statement about the need for more and better knowledge of Asia among many more Australians. The ASAA authors gave the New Zealand Asian Studies Society (NZASIA) permission to use their questionnaires and have been unstintingly generous in providing support and encouragement to us through all stages of our project.

The role of the Asia 2000 Foundation of New Zealand has also been critical. Foundation people initiated discussions about the survey idea in early 2003. They have contributed significantly to the shape and design of the project, and have acted as consultants throughout the data-collection and report-writing exercises. Most of the funding for the project has been provided by the Foundation.

The Seriously Asia project is an Asia 2000 Foundation initiative. Our decision to conduct a national survey of Asian Studies in New Zealand tertiary institutions was made several months before the Seriously Asia launch in late-August 2003. But the impetus for the two projects comes from the same source – the recognition of a need for New
Zealanders to take Asia more seriously than has been the case in the past. And, most opportunely, the Seriously Asia on-line discussions over five weeks (in September and October) occurred just as we were collecting and collating the data from our campus surveys.

For feasibility’s sake, we chose to confine our enquiry to tertiary education. The Seriously Asia web site gave us access to a range of experiences and opinions that our tertiary campus survey could not hope to uncover. The rich body of resources collected by Seriously Asia give very strong endorsement to the basic point we make in the report that follows: that New Zealanders need to know Asia much better than they do and that we need, with some urgency, to find ways of expanding and deepening knowledge of Asia through all sectors of society. New Zealanders’ growing trade, business, educational, cultural and strategic relationships with Asian counterparts require broader and deeper Asia knowledge. So does a society that is increasingly multicultural and whose members seek to forge cross-cultural pathways – pathways that do not mow down immigrant cultures but, rather, connect and help integrate people with different cultural roots and attachments. For important social, political and economic reasons, therefore, New Zealand’s education system needs to equip more people with more knowledge of Asia. Our report proposes ways in which it might do this.

Pauline Keating
NZASIA President, 2002 - 2004
ACKNOWLEDGEMENTS

Grants awarded to NZASIA by the Asia 2000 Foundation supported the national Asian Studies survey in 2003, the publication of this report, and a national workshop convened in mid-2004 to discuss the report’s findings and proposals. We are very grateful to the Foundation for this support, and for the numerous other ways in which it has, over the last decade, contributed to education about Asia among New Zealanders.

Robin Jeffrey, ASAA President, 2002 – 2005, has been unstintingly helpful. We are very grateful for the moral support, encouragement and ready advice that he and other ASAA members have offered from the very beginning of our initiative.

The lynchpins of the survey project were the NZASIA Councillors and representatives who coordinated the collection of data on their campuses. They are Brian Moloughney and Henry Johnson (Otago), Naimah Talib and Edwina Palmer (Canterbury), Alastair McLaughlan (CPIT), Sekhar Bandyopadhyay, Duncan Campbell and Stephen Epstein (Victoria), Rosemary Haddon and Ellen Soulliere (Massey), Maria Galikowski (Waikato), Debbie Corder and Chris Hawley (AUT), Elena Kolesova (Unitec), and Richard Phillips and Yongjin Zhang (University of Auckland). David Keen single-handedly surveyed four colleges and schools of education and wrote most of the report’s chapter four. Tony Ballantyne, Rebecca Foley and Helder Da Costa joined members of the NZASIA Executive Committee to form the project’s work team. All of these colleagues contributed to the project in a number of important ways; several made careful readings of draft chapters of this report and provided valuable feedback.

Special thanks are due also to Nicholas Tarling and Bill Willmott. They have both given constant encouragement, have been prompt with advice on a variety of matters, and have provided detailed responses to various scribblings and chapter drafts over many months. James Kember, when Director of the NZAI, also actively supported the project, and we are very grateful for his help.
Thanks also to the Asia specialists on all campuses who completed questionnaires and promptly replied to follow-up questions. Department and school administrators played a critical role in the data collection process. In particular, we are grateful for the help provided by Pennie Gapes, Colleen Borrie, Bridget Papa, Hana Matau, Helen Pinto, Athena Chambers and Shirley Pack.

Important logistical support for Knowing Asia has been provided by Victoria University’s Asian Studies Institute. The Institute’s administrator, Laila Faisal, undertook most of the preparatory work for the July 2004 workshop, and did it with flair and great efficiency. We are grateful to Laila and Institute Director Stephen Epstein for their ever-ready support and help.

Professor Neil Quigley, Victoria University’s Pro Vice-Chancellor (International), has actively supported Asian Studies initiatives over many years, and his office generously contributed to the reprinting of Knowing Asia. We are very grateful for this help.

Kyle Matthews gave advice about the presentation of the report from its early stages, and has patiently suffered the writer’s regular failure to meet deadlines. To Kyle goes all credit for the design, layout and production of this booklet, and we thank him for the great job he has done.

Several other people contributed to the project in a variety of ways. Pamela Barton of the Asia 2000 Foundation was a prime mover in the project’s early phase. Janine Chin, the Foundation’s Schools Coordinator, provided valuable feedback on Chapter 4. Emma Knowles helped to collect and collate the data in the survey returns, and we thank her for her significant contribution to the project. Robert Cross took the photographs that appear on the cover. A number of our students agreed to be photographed; they are all students of Asia and represent the kind of people on whom we depend to disseminate knowledge of Asia. To our students therefore, and to all of our colleagues who back and support our endeavours, a very heartfelt thankyou.
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<tr>
<td>AAS</td>
<td>Association for Asian Studies, Inc. (USA)</td>
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<td>AEF</td>
<td>Asia Education Foundation (Australia)</td>
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<td>AIS</td>
<td>Auckland Institute of Studies</td>
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<td>ANU</td>
<td>Australian National University</td>
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<td>ASI</td>
<td>Asian Studies Institute (Victoria University of Wellington)</td>
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<td>ASRC</td>
<td>Asian Studies Research Centre (University of Otago)</td>
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<td>ALLDs</td>
<td>Asian Languages of Lesser Demand</td>
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<td>ASAA</td>
<td>Asian Studies Association of Australia, Inc.</td>
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<td>AU</td>
<td>University of Auckland</td>
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<td>AUT</td>
<td>Auckland University of Technology</td>
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<tr>
<td>CPIT</td>
<td>Christchurch Polytechnic Institute of Technology</td>
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<td>CU</td>
<td>University of Canterbury</td>
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<tr>
<td>EFTs</td>
<td>Equivalent Full-time Students</td>
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<td>ESOL</td>
<td>English for Speakers of Other Languages</td>
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<td>FTE</td>
<td>Full-time Equivalent Students</td>
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<td>MFAT</td>
<td>New Zealand Ministry of Foreign Affairs and Trade</td>
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<td>MOE</td>
<td>Ministry of Education</td>
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<td>NAGs</td>
<td>National Administration Guidelines</td>
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<td>NESB</td>
<td>Non-English Speaking Background</td>
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<td>NZASIA</td>
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<td>NZTC</td>
<td>New Zealand Teachers Council</td>
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<td>OU</td>
<td>University of Otago</td>
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<tr>
<td>PBRF</td>
<td>Performance Based Research Fund</td>
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<td>TAAG</td>
<td>Tertiary Asia Action Group</td>
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<td>TEC</td>
<td>New Zealand Tertiary Education Commission</td>
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<td>UT</td>
<td>Unitec New Zealand</td>
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<tr>
<td>VUW</td>
<td>Victoria University of Wellington</td>
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<td>WU</td>
<td>University of Waikato</td>
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EXECUTIVE SUMMARY

The aim of this report is to identify ways in which tertiary-level Asian Studies programmes can better contribute to New Zealand’s growing political, economic and cultural relationships in the Asia-Pacific region, and to the needs of an increasingly multicultural society.

We have drawn on a 2003 national survey to document the strengths and weaknesses of research and teaching about Asia in the nine tertiary institutions that employ Asia specialists and teach courses about Asia. We strongly affirm the responsibility of the tertiary education sector to expand and deepen New Zealanders’ knowledge of their Asian neighbours. And we contend that tertiary-level studies of Asia, as they exist at present, require substantial strengthening and development if they are to contribute to a “national capability” in relation to this country’s Asian relationships.

The 2003 survey counted more than 140 Asia specialists in nine tertiary institutions. These specialists collectively represent a very rich body of Asia knowledge and skills. Close examination of the data, however, reveals imbalances, thinness and gaps that mitigate against the effective deployment of New Zealand’s Asia researchers and educators. Some of the survey’s key findings are as follows:

√ New Zealand has only a handful of Asia scholars who have research expertise in fields directly relevant to government and private sector connections with Asian partners – namely, the fields of economics, marketing, business management, law and communication studies (including information technology).

√ In the five years since 1997, the number of Asia specialists employed by New Zealand tertiary institutions has actually declined

√ Asia expertise is very heavily concentrated in the fields of Chinese and Japanese studies
Scholars who specialise in South and Southeast Asian studies are relatively few in number, and they are thinly and randomly scattered across six campuses (three campuses have none).

Just one academic in New Zealand has research expertise in Central and West Asian Studies.

The majority of specialists are based in Language and Literature departments and spend at least part of their time teaching Chinese or Japanese language to undergraduates.

The imbalances and weaknesses in the area of staffing impinge directly, of course, on the teaching programmes offered by each institution.

We found hardly any Asia-related courses in the degree programmes offered by Schools or Faculties of Commerce, Business Management and Law, or in teacher education certificate, diploma and degree programmes.

No New Zealand tertiary institution now offers a degree programme in any of the languages of South and Southeast Asia.

Although Chinese and Japanese language programmes grew strongly in the 1990s, there was no parallel growth of courses about China and Japan in the non-language disciplines; the paucity of non-language courses about Japan is particularly striking.

Teaching about Asia in the non-language disciplines is haphazard, and largely confined to a small range of disciplines in the Humanities and Social Sciences.

The undergraduate Asia Languages and Studies programmes are producing very few graduates who continue their studies of Asia at postgraduate level.

To begin to address and solve these problems, Knowing Asia proposes a range of initiatives and concrete actions, twenty-five in all. Some actions require new funding commitments. Others will entail little more than a better coordination of existing resources, more efficient divisions of...
labour and, by means of the increasingly versatile information technologies now available to us, the strengthening and expansion of "Asia knowledge" links, clusters and networks.

Our most important proposal is that, under the auspices of the NZASIA Society, we set up a tertiary education action group that will function as a national policy, planning and coordinating body for Asian Studies research and teaching on all tertiary campuses. The other 24 proposals are premised on the existence of such a body, and on it working effectively. One early task for the group will be to liaise with the Asia 2000 Foundation on follow-up to its Seriously Asia project, including the Knowledge Working Group and NZ/Asia policy network proposals.
CHAPTER 1

Seriously Asia and the Serious Study of Asia in New Zealand

The Seriously Asia project, initiated by the Asia 2000 Foundation and launched in August 2003, is driven by a recognition that New Zealand is not yet fully maximising opportunities for productive, mutually enriching and durable engagements with our Asian neighbours. Many delegates to the two-day Seriously Asia forum in late November came to discuss strategies for deeper engagement by New Zealand enterprises in the burgeoning Asian economies, and for optimising trade, tourism and export education opportunities. But the Prime Minister, in her keynote address to the forum, warned against a narrow focus on economic relationships:

With respect to the nations of Asia, many of our perceptions are badly out of date. Our focus has often been overly narrow, around our trade interests. That narrow focus can be compounded by short-term agendas, which see us losing interest when the Asian economic tide is out. But interest once lost in us is hard to rekindle.

Seriously Asia, therefore, has made the growth of Asia knowledge among New Zealanders one of its three central goals, stated succinctly as “understand and engage”. The forum’s Summary Report makes the point that, in pursuit of the goal of understanding and engaging seriously with the peoples of Asia, “(e)d ucation in all its forms is the critical factor”.

That all engagement with Asia should be underpinned by sound knowledge of Asia is the central argument of Maximising Australia’s Asia Knowledge: Renewal and Repositioning of a National Asset. The Asian Studies Association of Australia (ASAA) commissioned this review in 2001 because its members judged that “the momentum for the study of Asia [in Australia] built up in the late 1980s and early 1990s is at risk” – at risk precisely at a time when globalisation makes the Asia-knowledge investment “more important and relevant than ever before”. The review began with a national survey of staff and student numbers in courses about Asia in...
Globalisation makes investment in Asia knowledge “more important and relevant than ever before”.

Maximising Australia’s Asian Knowledge, p. xv

Australian universities, and the findings enabled comparisons with data in the 1988 Ingleson Report. The 2001 - 02 data shows “the shrinkage, verging on disappearance in some areas, of a national asset – the Asia knowledge built up over 50 years”. In order “to regenerate the core of teaching and research expertise in Australia’s tertiary institutions”, and “to position this reinvigorated ‘Asia Knowledge’ to benefit a wider section of Australian society”, the ASAA has proposed the implementation of a set of projects designed to renew and reposition Australia’s Asia knowledge. And, to finance these initiatives, the Association has applied for federal government funding to the sum of AUS$3.5 million annually for the next five years.

There is not quite the same dispiritedness or sense of crisis among New Zealand’s Asia specialists. One reason for this is that growth in New Zealand in the 1980s and 1990s, although substantial, did not come close to matching the Asian Studies boom in Australia in the same period. In other words, the New Zealand Asian Studies enterprise did not have nearly so far too fall! Significant also is the active encouragement for engagement with Asia now coming from the New Zealand government and some private sector bodies. The Seriously Asia initiative is evidence of a new determination in both the public and private sectors to put relationships with Asian partners on a more sound and sure footing, a development that is unabashedly admired by our Australian colleagues. And then there are the geographic, demographic and cultural differences between the two countries. New Zealand’s Polynesian cultures and, relative to Australia, its growing acceptance of a “Pacific” identity, suggests that Asian Studies might uniquely and very productively be broadened into an Asia-Pacific enterprise by means of collaborations with the Pacific Studies programmes that are now in place at four New Zealand universities. This is not to suggest an integration or merging of the programmes, but a cooperation based on our shared interest in deepening New Zealanders’ knowledge of their immediate and near neighbours.

For a range of reasons, therefore, the formal study of Asia at tertiary level in New Zealand must be analysed and assessed in its special context and on its own terms, not by means of comparisons with Australia or, further afield, with North America or Europe. But that is certainly not to say that
overseas experience is irrelevant. Asia scholars and educators in Western countries who strive to expand the study of Asia within Eurocentric curricula face similar challenges and have much to say to and learn from each other. In New Zealand’s case, factors such as geographic proximity, close historical and cultural ties, and similar education structures make the Australian Asian Studies enterprise particularly relevant and instructive. Furthermore, globalisation, and the technology that supports it, makes cooperation, and close collaboration for some projects, highly desirable, with promise of benefits for partners on both sides of the Tasman.

Without apology, therefore, we acknowledge the impetus that the ASAA initiative has given our own, and the inspiration that the *Maximising* report provides us. Also, we applaud and draw great encouragement from the Clark government’s challenge to New Zealanders to “get serious about Asia”. We assert that getting serious about Asia requires making a serious study of Asia, and the tertiary education sector has prime responsibility for that undertaking – for producing, by means of high quality research, sound knowledge of Asia and effecting its dissemination among, in the first instance, tertiary students, and then well beyond tertiary campuses. The aim of this report is to describe the current state of scholarship, teaching and study of Asia in New Zealand’s tertiary institutions in 2003 with a view, certainly, to identify strengths and achievements, but primarily to establish where the gaps are and what needs to be done better. It will also present proposals about how we might do things better in order to deepen and expand knowledge of Asia among New Zealanders.

**Why make a serious study of Asia?**

The *Seriously Asia* project is based on the premise, now broadly endorsed by senior policy-makers and stated forcefully by Prime Minister Helen Clark at the project’s August 2003 launch, that “New Zealand needs the Asian dynamic far more than the large countries of the region need us”, that “the challenges and opportunities of the Asian region affect every New Zealander, irrespective of occupation, city, ethnic background or political view”. A set of issues and information papers published by the Asia 2000 Educators in the fields of Maori Studies, Pacific Studies and Asian Studies have a shared interest in deepening New Zealand’s knowledge of their immediate and near neighbours, and in counteracting the Eurocentrism of the educational curriculum.
Serious Asia and the Serious Study of Asia in New Zealand

In order to do what needs doing, we need a strategic plan, proper funding, cross-sector collaboration and a collective effort by Asia educators. Foundation at the time of the launch affirm this argument and point out “why Asia matters” to people in sectors such as tourism, business, trade and investment, export education, local government and national security.

The need to strengthen the formal study of Asia in New Zealand schools, colleges and universities was not forcefully expressed in the early Seriously Asia discussion papers, nor during the early stages of the five-week electronic forum that Asia 2000 conducted immediately after the August launch. “Education in all its forms” was part of the brief assigned to the “Culture and Society” Issues Group, but the initial discussion gave much more attention to the education of Asian students in New Zealand than to teaching New Zealand students about Asia. A concern, also, to affirm the importance of community-based and informal educational agencies tended to deflect attention from the formal study of Asia.

Given that only a very small minority of New Zealanders learn anything about Asia in formal classroom settings, we agree that the use of informal educational agencies and media to reach a wider range of people is sensible and necessary. But we need knowledgeable people to feed sound and useful Asia knowledge into the informal networks. The starting point, therefore, for a broad-based “get serious about Asia” project must be the training of Asia specialists, and then, through their agency, the injection of much more Asia content into the tertiary, secondary and primary educational curricula.

Our 2003 national survey of Asian Studies in New Zealand’s tertiary institutions reveals a thin and uneven spread of Asia academic specialists across nine tertiary institutions, major gaps in Asian languages curricula, patchy teaching about Asia in the non-language disciplines, the near-absence of Asia content in degree programmes outside faculties of Humanities and Social Sciences, and practically no Asia-related courses in teacher education programmes. A survey, commissioned by the Asia 2000 Foundation, of teaching about Asia in New Zealand primary schools, concludes that “Asian Studies are not a regular focus in classroom programmes”. We can be sure that the Foundation’s survey of secondary education, planned for late 2004, will draw very similar conclusions.
The challenge we face is huge. In order to do what needs doing we need a strategic plan, proper funding, cross-sector collaboration and a collective effort by Asia educators. Planning and foundation building has to begin at tertiary level; the dissemination of Asia knowledge begins in tertiary degree programmes; the tertiary institutions educate and train the secondary and primary school teachers. The Asia knowledge and experience we have in our universities is the fountainhead. Of course, it will and must be expanded and developed outside the university, but the minimum qualification of the pre-tertiary Asia educator at any level of the education system should be a tertiary degree that includes Asian Studies subjects.

This report, therefore, focuses on Asia in higher education not because we judge the pre-tertiary sector to be less important but because we believe that the onus is primarily on the universities to lead and expand the serious study of Asia by New Zealanders.

**Getting organised**

Formal education about Asia is the focus of the first of five proposals presented by the Culture and Society Issues Group to the Seriously Asia Forum in late November 2003. The proposal, in summary, is that "a knowledge working group" be formed “to develop long term strategies for improved understanding of Asia".17 This group will draw its membership from a range of bodies in the public and private sectors. As Knowing Asia goes to press, the Asia 2000 Foundation’s planning for the formation of a Knowledge Working Group is well underway.

Knowing Asia’s first and pivotal recommendation is that the New Zealand Asian Studies Society establishes a body that will serve as a tertiary sector policy action group with close involvement in the Asia 2000 Foundation’s follow-up to its Seriously Asia project, including the Knowledge Working Group and NZ/Asia policy network proposals. We propose that this action group be called the “Tertiary Asia Action Group” (TAAG). The group’s core will be based in Wellington, but will also include representatives from other regional centres and from different branches of the tertiary education sector.

The starting point for a ‘get serious about Asia’ project must be the training of Asia specialists, and then, through their agency, the injection of much more Asia content into the tertiary, secondary and primary education curricula.
When it is formed, TAAG will:

- initiate, coordinate and oversee a broad range of short-, medium- and long-term projects that aim to grow, deepen and popularise Asia knowledge among New Zealanders

- establish formal linkages and cooperate closely with bodies that promote both the formal and informal study of Asia

- help develop and consolidate linkages between Asia specialists in the education sector with specialists and practitioners in government, business, the media and non-government organisations

- draw up a strategic plan that defines objectives, prioritises projects and establishes a framework for the proper coordination of the study of Asia and the dissemination of Asia knowledge across all sectors of the education system over the next ten years.

As a first step, the TAAG should liaise with the NZVCC and initiate meetings at each university with the Vice-Chancellor, members of Council and members of the university’s Senior Management Team. A first objective should be the inclusion, in university mission statements and strategic plans, statements of commitment to the study of Asia and to the goal of having every student include study of a non-Western society in their undergraduate programmes of study. Similarly, TAAG should quickly begin discussions with Senior Management personnel in Colleges of Education with a view to devising ways of getting study of Asia electives into postgraduate certificate, diploma and degree programmes for teachers.

In summary, therefore, we begin with these two basic proposals:

PROPOSAL 1.1

Establish a national planning and coordinating body: The New Zealand Asian Studies Society will establish a tertiary sector action group that will be
closely associated with the Asia 2000 Foundation’s Knowledge Working Group and will be known as the “Tertiary Asia Action Group” (TAAG).

**PROPOSAL 1.2**

**Consult and liaise with senior managers in the tertiary institutions:** The planning and development of an initial strategy must include close consultations with the university Vice-Chancellors and college Principals.

**Conclusion**

Most of the proposals we make in the chapters that follow are premised on Proposal 1.1 – the founding of a national body that can coordinate and support the development of the formal study of Asia in New Zealand’s universities and tertiary colleges. Local initiative and energy will always play a critical role in our project, but the initiative and energy of individuals is quickly dissipated when it is undernourished and isolated. New Zealand’s tertiary education sector has well over a hundred highly qualified Asia specialists who, collectively, represent a rich body of Asia knowledge and expertise. But this knowledge base would be far more effectively utilised and deployed if it were more effectively coordinated. We propose the establishment of a Tertiary Asia Action Group because New Zealand needs a coordinating body that can help make our enterprise much more solid, sound, cohesive and capable of outreach than is currently the case.

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4. ibid.

5. Asian Studies of Australia Inc., Maximising Australia’s Asia Knowledge: Renewal and Repositioning of a National Asset, Melbourne, June/November 2002. This report was written by John Fitzgerald,
Serious Asia and the Serious Study of Asia in New Zealand

Robin Jeffrey, Karma Maclean and Tessa Morris-Suzuki, and can be downloaded from the ASAA’s web site: http://coombs.anu.edu.au/ASAA/

Maximising Australia’s Asia Knowledge, pp. viii and xv


Maximising Australia’s Asia Knowledge, p. 28


About 63 per cent of respondents to our survey judged that Asian Studies is “growing” at their university or college, but only 16 per cent judged it to be “growing strongly”.


The University of Auckland, University of Canterbury, Waikato University and Victoria University of Wellington have Pacific Studies programmes

The same web page provides a useful list of Asian Studies undergraduate and postgraduate degrees, diplomas and certificates at nine New Zealand tertiary institutions.


The 2003 Survey findings are collated in a series of tables that have been published on the NZASIA web site. Go to: http://www.nzasia.org.nz/Knowing-Asia/knowing-asia.html


Seriously Asia Summary Report, p. 2.

For example, the Ministry of Education’s Te Kete Ipurangi – The Online Learning Centre, the Asia 2000 Foundation’s Educating for Asia, the New Zealand Chinese Language Teachers Association [NZCLTA], the New Zealand Association of Japanese Language Teachers, the Association of Colleges of Education in New Zealand [ACENZ], Sasakawa Fellowship Fund for Japanese Language Education.

The need to get much more study of Asia into teacher education is discussed in Chapter 4.
Chapter 2

New Zealand’s Asia Specialists

The many contributions to the Seriously Asia public forum in late 2003 are testimony to a growing interest in Asia among New Zealanders.¹ New interest and curiosity are fuelling a wish among a broadening body of people to know Asia better. As the Maximising report notes, however, “the diffusion of a wish to know needs to be matched by the capacity to know”.² In other words, being serious about Asia requires getting more knowledge of Asia, making it more accessible, and teaching more people how to apply it. This is the responsibility of Asia researchers, analysts and educators. Researchers and analysts who are also educators are central to the enterprise. We need more of them, and in a variety of fields, and we need to find ways of more effectively deploying their knowledge and skills.

Almost all of New Zealand’s Asia scholars are based in the universities. They are needed outside the universities, but both government and private sectors have been slow to recognise that need and to sponsor scholarship in fields closely related to New Zealand’s growing economic and strategic interests in the Asian region. In her address to the Seriously Asia Conference, Prime Minister Clark noted that “a worrying trend of ‘dumbing down’ foreign policy establishments” has deprived the public sector of Asia experts.³ And there are really no Asia-focussed think tanks that can provide policy advice, grounded in high quality research, to government or private bodies.⁴ We can expect that the gradual injection of government funding, now in process, will rebuild the analytic capacity of government departments, especially MFAT, and that Asia analysts will be among the new appointments.⁵ The Asia 2000 Foundation is planning the creation of a network to help coordinate the activities and knowledge of existing organizations with trade and business interests in the Asia-Pacific region.⁶ These developments are encouraging. The fact remains, however, that New Zealand’s Asia knowledge base is in the tertiary education sector, and
Asia experts will remain concentrated there. Our major and most urgent task is the better coordination, deployment and enlargement of the body of expertise that is currently spread across nine tertiary institutions.

What have we achieved in fifty years?
The Asia scholars who were appointed to New Zealand university positions in the 1950s and 1960s did critically important groundbreaking work. And they broached questions to which we are still seeking answers: questions about how to counteract the Eurocentrism of the mainstream tertiary curriculum, how to entrench the study of Asia in schools, colleges and universities, how to ensure that many more tertiary students make some study of a region of Asia in the course of their undergraduate studies. Some argued that New Zealand’s small population called for a degree of central planning, that different centres should make a specialty of different regions of Asia. In this respect, Victoria University took the lead by deciding, in the mid-1960s, to staff its new Centre of Asian Studies with Southeast Asian specialists, and to adopt the “area studies” approach that was in vogue in the USA at the time; a result was the appointment of social-science Asia scholars and, at first, a de-emphasis on language study. Other universities stayed with the traditional language-focussed “Oriental” model, but soon affirmed the need to push the study of Asia into non-traditional (social science) disciplines as well. Despite, or perhaps because of, separate development, the belief in the need for some kind of national coordination persisted. In 1974, a group of New Zealand’s most prominent Asia scholars established the New Zealand Asian Studies Society (NZASIA) to serve as an inter-campus think tank, to foster research about Asia in New Zealand’s tertiary institutions and to disseminate research-based knowledge.

The results of the various attempts to plan, grow and coordinate were somewhat disappointing, however. Growth in the 1960s – 1980s period was very slow and patchy. Victoria’s Centre for Asian Studies, founded in 1965, was disestablished in 1976, and its failure seemed to warn other universities against investing in Asian Studies. Other than the activities of the NZASIA Society and some research collaborations
between scholars, there has been little cross-campus coordination or cooperation. An Asian language or two was added to the curriculum of four universities before the 1980s, but only the University of Auckland could establish them as major streams through three levels. The other programmes staggered along with just one or two lecturers and had the capacity, therefore, to offer courses at just one or two levels.

### Table 2.1: University Tertiary-Level Asia Specialists by Region

<table>
<thead>
<tr>
<th>Region</th>
<th>AU</th>
<th>AUT</th>
<th>CU</th>
<th>CPIT</th>
<th>MU</th>
<th>OU</th>
<th>UT</th>
<th>VUW</th>
<th>WU</th>
<th>TOTALS</th>
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<tr>
<td>Central &amp; West Asia</td>
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<td></td>
<td>1</td>
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<td>2</td>
<td></td>
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<td>15.3</td>
<td>18</td>
<td>9</td>
<td>29.75</td>
<td>7</td>
<td>144.55</td>
</tr>
</tbody>
</table>

* Massey campus – 2.6; Wellington campus – 0.7  
* Massey campus – 2.7; Albany campus – 1.1; Wellington campus – 0.2

The big growth in Japanese and Chinese language programmes in the 1990s was spurred by New Zealand’s rapidly expanding involvement in Asian markets and the proliferating engagements resulting from “openings” in both New Zealand and Asia, particularly China. Important also has been Japanese government investment in school programmes, helping to build the demand for Japanese language courses among university entrants. The growth in student demand for both Japanese and Chinese drove a significant expansion of Asian Language programmes on all but one university campus (Lincoln) and at several Polytechnic Institutes. Correspondingly, the number of Asia scholars employed to teach languages at tertiary institutions grew significantly in the 1990s, and some non-language departments now actively sought to recruit one or more Asia specialists. In 1995 and 1997, Auckland and Victoria

“Good neighbours learn to respect each other’s religions and cultural beliefs. Good neighbours learn to allow for differences and to be inclusive. Good neighbours spend time with each other ...”.

Lt-Gen. P.J.Cosgrove, cited in Maximimising Australia’s Asia Knowledge, p. 66
established Institutes that were commissioned, among other things, to lift the profile of the study of Asia on each campus and in the wider community; Otago’s Asian Studies Research Centre (ASRC) has a similar function. And four universities now offer interdisciplinary Asian Studies majors; two offer interdisciplinary Asian Studies honours programmes.¹²

The present composition and distribution of the body of Asia experts in the tertiary education sector are the product of those two processes: the unplanned, uncoordinated, ad hoc, slow and uneven growth from the 1950s to the 1980s; and the rapid growth of Japanese and Chinese language programmes through the early- and mid-1990s. The NZASIA 2003 survey counted about 145 Asia specialists at seven universities and two polytechnics.¹³ That figure of 145 represents only about 1.8 per cent of the total full-time equivalent (FTE) staff employed at the nine institutions.¹⁴ And breakdowns of the figure according to regional specialisation (Table 2.1) and discipline (Table 2.2) expose a number of imbalances or weaknesses. If we are to lift the profile of Asian Studies on tertiary campuses, we have to find solutions to these problems – problems that derive from the smallness of our enterprise and the uneven distribution of the small number of Asia specialists.
Table 2.2: Teaching Departments in which Asia Specialists are Based, 2003

<table>
<thead>
<tr>
<th>Language/Lit./Linguistics</th>
<th>AU</th>
<th>AUT</th>
<th>CU</th>
<th>CPIT</th>
<th>MU</th>
<th>OU</th>
<th>UT</th>
<th>VUW</th>
<th>WU</th>
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<tr>
<td>Geography/Dev. Studies</td>
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<td>3</td>
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<tr>
<td>Architecture &amp; Design</td>
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<tr>
<td>Centre for Int Dev</td>
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<tr>
<td><strong>Totals</strong></td>
<td>21</td>
<td>18</td>
<td>21.5</td>
<td>5</td>
<td>15.3</td>
<td>18</td>
<td>9</td>
<td>29.75</td>
<td>7</td>
<td>144.55</td>
</tr>
</tbody>
</table>
New Zealand’s Asia Specialists, 2003

The 2003 survey data expose the following problems:

✓ Only 38 per cent of New Zealand’s Asia specialists work in areas other than Japanese and Chinese studies, and they are scattered very unevenly across nine campuses; 62 per cent of New Zealand’s Asianists (90 academics in all) are Japan or China specialists, and all nine campuses have both China and Japan specialists

✓ Only ten per cent (15) are South Asia specialists, and only four out of the nine institutions surveyed have a South Asianist on their staff

✓ There are 25 Southeast Asia specialists (17 per cent of the total) spread across 6 campuses

✓ Only 12 of the 25 Southeast Asian specialists have special knowledge of a specific Southeast Asian country or region, and usually number just one or two on one or two campuses

✓ New Zealand has only 5 Indonesian specialists in total, and 6 of the 9 campuses have no Indonesian scholar

✓ Only one scholar in all of New Zealand claims to have a research interest in Central and West Asia.

The figures in Table 2.2, showing the distribution of the 145 Asia specialists across teaching departments, expose another set of weaknesses:

✓ More than half (57 per cent) of the 145 are based in Language and Literature departments, and spend at least part of their time teaching language

✓ Numbers of Asianists in all other disciplines are extremely small; History does best, but with just 6.4 per cent of the total

✓ Closest to History are Politics/International Relations (5.7 per cent), Religious Studies (5.5 per cent), Geography or Development Studies (4.8 per cent) and Anthropology (4.1 per
The study of Asia is exceptionally weak outside the Humanities and Social Sciences.

New Zealand has no scholars who contribute to “Asia knowledge” in a number of major areas of scholarships of direct relevance to New Zealand’s growing engagement with Asia. The paucity of Asia specialists in the fields of economics, business, management studies and law is a particularly serious problem at a time when New Zealand businesses seek to establish bases in Asia and to develop partnerships with Asian enterprises.

New Zealand currently has virtually no university-based Asia specialists in Education, Information Technology and Management, Computer Science, Law, Marketing, Communication Studies, Management and Business Studies or Medicine.

The figures, typically, tell less than the whole story. In particular, they conceal the wide range of expertise among scholars recruited to teach Asian languages. Hidden behind the “language-literature” label are 82 highly qualified specialists, most with doctoral degrees, who have expertise not only in language-related disciplines, but also in fields such as History, Religions, Philosophy, Media Studies, Gender and Cultural Studies. In the new PBRF environment, language lecturers will probably get more encouragement and, hopefully, more support to develop their research specialities. Too often in the past, however, their research energies have been sapped or diverted by the heavy demands of undergraduate language teaching and the need to school themselves as language educators.

Concealed also by a simple head count of teaching staff are the Asia specialists attached to the universities as research fellows or associates, or who are pursuing research about Asia independently. A particularly valuable source of Asia expertise in New Zealand are the retired academics who, now free of teaching responsibilities, are
productive scholars, and they have a wealth of knowledge, experience and wisdom to offer us. In addition, within the Asian communities are scholars who do not have university positions but who can contribute expert knowledge about Asia that we should be utilising. And there are the young people who have completed postgraduate research on Asian topics but who have taken up employment in enterprises that make little use of their knowledge of Asia. Here we run the danger of letting good Asia knowledge go to waste; we need to find ways of drawing our higher-degree graduates into the project of building New Zealand’s knowledge of Asia.

**Going down?**

Educators in the field of Asian Studies have long lamented the myopia of employers who should, but do not, seek to recruit our Asian Studies graduates. In this respect, educational institutions are hardly less blameworthy than employers in sectors such as the media, public service, export industries, tourism or local government. We have noted the growth in the number of Asia specialists in the tertiary education sector in the early 1990s. This growth slowed and then fizzled in the late 1990s. In fact, between 1997 and 2004, there has been a net loss of Asia positions across nine campuses (Table 2.3). There were 33 appointments in that period, but 24 of these were replacements of staff who had retired or resigned. The small gain of 7.25 new positions is obliterated by the loss of 13. Furthermore, with one exception, the 7.25 newly-created positions have been at lectureship level (Figure 2.2), whereas almost all of the losses have been at senior levels (Figure 2.1).
Figure 2.1: Positions Lost Through Retirements and Resignation, 1997 - 2003

Figure 2.2: New Asia Positions, 1997 - 2003
Table 2.3: Staff Movements in the Asia Field, 1997 – 2003

<table>
<thead>
<tr>
<th></th>
<th>Newly-created Positions</th>
<th>Replacements for staff who have retired or resigned</th>
<th>Asia positions lost through retirements or resignations</th>
<th>Gains or losses</th>
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</thead>
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<td></td>
<td>Number</td>
<td>Level</td>
<td>Number</td>
<td>Level</td>
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<td>1</td>
<td>SL</td>
</tr>
<tr>
<td>AUT</td>
<td>1</td>
<td>L</td>
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<td>L</td>
</tr>
<tr>
<td>CU</td>
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<td>L</td>
<td>1</td>
<td>SL</td>
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<tr>
<td>WU</td>
<td>3</td>
<td>SL</td>
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<tr>
<td>Totals</td>
<td>7.25</td>
<td></td>
<td>13</td>
<td></td>
</tr>
</tbody>
</table>

Key: L - Lecturer; SL - Senior Lecturer; AP - Associate Professor; P - Professor

Why has growth stalled in recent years? Funding factors (namely, EFTs) are a major part of the reason. The Indonesian programmes at Victoria

---

1 Sociology
2 History
3 Politics
4 Politics
5 Geography
6 Korean
7 Asian Studies
8 Anthropology
9 Indonesian
10 Geography
11 Asian Studies
12 Japanese (2), Korean
13 Japanese
and Auckland were suspended, in 2000 and 2003 respectively, because of low enrolments. The Korean programmes at Waikato and Unitec failed to survive for the same reason. The Director of Victoria’s Asian Studies Institute resigned in late-1999, just as the university embarked on funding cutbacks to redress an $11.5 million budget deficit. The directorship was frozen and, under improvised management, the student numbers in the ASIA courses declined. A review of the ASI in 2002 recommended the reinstatement of a full-time Director and the appointment of a full-time lectureship. Because of the low enrolments, however, the university was only willing to create a half-time directorship, nothing more. A carefully developed proposal to establish a Centre of Asian Studies at the University of Canterbury was put “on hold” in early 2003 because its backers could not convince the university’s senior managers that the Centre would support itself.

In the view of some academics, Asian Studies in New Zealand has passed its prime, its bubble has burst. “Asia is finished” is the explanation offered by one staff member for the decision by Victoria’s Anthropology programme to appoint a European specialist in place of the South Asia ethnographer who resigned in 2002. It is true that the rapid development of Chinese and Japanese language programmes in the 1990s was fuelled, in part, by unrealistic expectations of big enrolments, by the hope that Asian language enrolments would ride on the back of the rising “Asian tigers” and thereby help to reverse the decline in language enrolments. It is perhaps also true that the “Asian crisis” in 1997 served to dampen enthusiasm for Asia in some sectors. Lapsed enthusiasts would do well to heed Prime Minister Clark’s warning against a narrow focus on “trade interests”, and is worth repeating here: we must not build our programmes around “short-term agendas, which see us lose interest when the Asian economic tide is out”.18

We do not, however, have clear evidence that the 1997 crisis had an impact on Asian language enrolments. Student numbers in Chinese and Japanese on most campuses have been strong and steady. They are not and never will be spectacular. Educational managers who calculate the costs and benefits of Asian Studies must take account of, and compensate for, the slowness among New Zealanders to take up the
The study of Asia has suffered from a widespread reluctance of students to venture into unfamiliar territory. Though there are no doubt exceptional undergraduates who seek the unfamiliar, the majority opts for subjects that they “know something about” from school or in which their interests have... study of foreign languages, as well as the strong preference for the familiar, and unease with the unfamiliar, among large sections of the student population. Given the odds against them, the Asian language programmes are doing extremely well. The challenge is to support them properly with non-language courses in a good range of disciplines and to develop solid, well-coordinated multi-disciplinary programmes taught by properly qualified specialists.

The task of building strong multi-disciplinary programmes is best undertaken by cross-faculty centres or institutes. However, Auckland’s NZAI does not have a teaching role. Victoria’s ASI is firmly grounded in just one Faculty and one School; revolutionary processes that were in train in the late 1990s thwarted its founders’ aim of making it a university-wide institute. Both the Auckland and Victoria Institutes have struggled to put down sturdy roots and assert a strong identity on their home campuses. And neither has emerged as a “national centre” that provides coordinating leadership and support to the smaller Asian studies programmes in other cities. The NZAI, more than the ASI, has done valuable outreach work, particularly in the Auckland region. And there have been on-and-off discussion about the two Institutes joining forces to provide national leadership. That idea has made little progress because the leadership of both Institutes has been somewhat transitory; the exploratory partnerships have not survived the leadership hiatus at one or both ends. The NZASIA Society is the only other organization with a claim to serve as a national coordinating body. With just 80 or so members at present, however, it cannot yet claim to serve as a New Zealand-wide network of Asia scholars and educators.

We can say that Asian Studies in New Zealand has made significant progress since its small beginnings in the 1950s, but it is not yet healthy or hearty enough to take on the challenges of what some are calling the “Asian century”. More than 60 per cent of respondents to the 2003 survey expressed the belief that we face a crisis of renewal, that our Asian studies enterprise is growing weaker. Our pessimism does not yet match the sense of crisis among our Australian colleagues, for New Zealand has not suffered the same volume of staff reductions or loss of senior scholars in the Asia field as has Australia in the same period.
But ours has always been a much smaller enterprise, and has never benefited from the generous investment of government funding to support Asian languages that occurred in Australia under Keating and was suspended by Howard in 2002. The 2003 survey of tertiary-level Asian Studies in New Zealand exposes not only numerical weaknesses, both locally and nationally, but also structural fragility and incoherence; we can ill afford to lose the small gains we have made over the last five decades. Furthermore, it is particularly anomalous that growth has halted, that the number of Asia scholars has contracted, precisely at a time when the Prime Minister has called on New Zealanders to take Asia more seriously. Asianists in the tertiary education sector should be rising to that challenge and leading the response to it. How can we get fit and ready to do that?

**Moving Forward**

As noted in Chapter 1, the establishment of a Tertiary Asia Action Group (TAAG) is the premise on which all other proposals in this report are based. We have long talked of the need for national cooperation and the central coordination of some projects, always with the understanding that coordination does not mean centralisation and homogenisation (many aspects of local programmes will always lie outside the TAAG’s mandate). We need a degree of national coordination because our numbers are so small and haphazardly distributed. But it is precisely because our enterprise is still small that a loose integration of local programmes is both feasible and practicable. None of the existing bodies – the two university institutes, Otago’s ASRC, and NZASIA – has had, separately, the authority or the resources to play an effective, nationwide coordinating role. But these four bodies would bring into TAAG a sound knowledge of the tertiary education sector, a deep commitment to the cultivation and dissemination of Asia knowledge, and a wealth of organisational experience.

The findings of the 2003 survey of New Zealand’s Asia expertise in higher education lead us to recommend that the Tertiary Asia Action Group undertakes the following actions and initiatives:
PROPOSAL 2.1:

Build “virtual clusters” of Asia expertise: New technologies can be utilised to build and strengthen networks of Asia scholars that can function as knowledge pools, or think tanks, and that will develop Asia knowledge resources needed by people in both the public and private sectors who have interests in Asia.

As the Prime Minister noted in her November 26 speech, the internet now makes possible the creation of “virtual centres, linking … specialists across institutions”, providing “critical mass”.22

Most scholars are involved in this kind of networking on a regular basis these days. One of the roles of the TAAG will be to consolidate and build the informal networks as “virtual clusters” and channel their pooled knowledge to targeted users. Users will include government departments and agencies, business and trade groups, development aid programmes, the education export industry, journalists and media outlets.

PROPOSAL 2.2:

Strengthen ties with the Asian Studies Association of Australian and develop a connection with the ANU’s National Institute for Asia and the Pacific: TAAG should begin negotiations with the Asian Studies Association of Australia (ASAA) with a view to developing into a stronger, more regular collaboration the semi-formal relationship between NZASIA and the ASAA that has existed since the 1970s.23

TAAG should also investigate ways of establishing a formal relationship with Australia’s National Institute for Asia and the Pacific that was awarded to the Australian National University (ANU) in June 2003, and where a permanent secretariat for the ASAA has now been established.24

PROPOSAL 2.3:

Link the New Zealand “Asia web” to the “ARC Asia Pacific Futures Network”: New Zealand networks of Asia specialists would be
substantially strengthened and enriched by a strong connection with the ASAA-sponsored “ARC Asia Pacific Futures Network”, an initiative that, in August 2004, was awarded an Australian Research Council (ARC) grant worth $1.5 million over five years. The idea is to “bring together existing but discrete networks of regional scholars”. The resulting “enlarged web” will “interact with professionals and practitioners who work in the Asia-Pacific, including people from government, health, business practice, media, communications, urban planning, architecture etc.”. More information is available on the project’s website: http://www.sueztosuva.org.au/.

PROPOSAL 2.4:

Develop a strategy for expansion based on the selective recruitment of Asia specialists: The TAAG, in close consultation with the universities and colleges, will design medium- and long-term strategies for redressing the imbalances in the body of Asia expertise currently scattered across nine tertiary education campuses. In particular, it should:

- give priority to the recruitment of Indonesian specialists and the reinstatement of an Indonesian studies programme (including language) on at least one tertiary campus
- develop a strategy for building expertise in Southeast Asian studies on at least one campus, or by means of a “virtual clustering” of Southeast Asian specialists
- rebuild and expand South Asian studies in order to achieve a “critical mass” of South Asian specialists and to ensure that the study of South Asia is available to all tertiary students
- explore the feasibility of building expertise in Central Asian and Islamic Studies, or develop ways of utilising off-shore expertise in these areas
- encourage the recruitment of Asianists who have expertise in fields outside the “traditional” Asia disciplines, and particularly in

Our universities have very few scholars who can contribute expert, research-based knowledge in fields directly related to New Zealand’s strategic, diplomatic and economic relationships with Asian countries.
“Learning the languages of one’s trading partners may not lead to an instant 10 percent improvement to a company’s bottom line; but would the Swiss, Dutch or Swedes survive as well as they do if they were not multi-lingual?”

"Maximinising Australia’s Asia Knowledge, p. 65

the field of economics, business management, law, communications and education.

PROPOSAL 2.5:

Make more of what we already have: As well as seeking new talent, the TAAG will devise ways of making better use of the body of experts we already have, and of drawing in people on the margins who are able to contribute Asia knowledge. Preliminary work will include:

- Compilation of a directory that lists all scholars who research Asian topics, and that includes areas of specialisation and the titles of some sample publications. Particular effort should be made to identify Asia scholars who work outside the formal education sector, including Asia specialists among the “Asian diaspora” in New Zealand

- Gathering information about New Zealanders who have a higher degree in Asian Studies, with a view to developing ways of better utilising their research knowledge and skills

- Investigation of ways in which language lecturers can be given more scope to deepen their research expertise in their specialist areas

Conclusion

In the next chapter we turn to a consideration of teaching programmes, and there we will make recommendations for strengthening and developing the teaching of Asian languages, the interdisciplinary Asian Studies programmes and postgraduate studies of Asia. Any lifting of the teaching effort, however, is highly contingent on the health and vigour of the teaching force. Asia scholars who are also teachers are the growers and transmitters of Asia knowledge and are, therefore, the lynchpins of our entire enterprise. The recommendations made in this chapter all pertain to the task of strengthening the foundations of New Zealand’s Asia knowledge enterprise.
The Seriously Asia website attracted about 1000 hits a week over three months, and a total of 230 submissions were made to the four main issues areas. “Seriously Asia attracts seriously good ideas”, Asia 2000 Foundation of New Zealand Review, Spring 2003, p. 3

Maximising Australia’s Asia Knowledge, p. 12. Emphasis in original.

Helen Clark, “Keynote Address to Seriously Asia Conference”, p. 5

James Kember, “Know your neighbours”, DominionPost, 21 January 2004

Clara, “Keynote Address”, p. 5


For an outline of the “Oriental” and “area” studies approaches, and the discussions about them among Asianists in the 1950s – ’70s period, see Pauline Keating, Studying Asia: The Challenge for Tertiary Educators Wellington: Institute of Policy Studies, Victoria University & Asia 2000 Foundation of New Zealand, 1998, pp. 18 - 23

For a full statement of NZASIA objectives, see: http://www.nzasia.org.nz/introduction/index.html

Auckland University offered Chinese, Japanese and Indonesian to MA level.

In other words, the deregulation of the New Zealand economy since 1984, and the post-Mao reforms in China, created new “openings”.

This growth is documented in Keating, Studying Asia, pp. 13 - 17

Auckland, Victoria, Waikato and Otago have Asian Studies majors; Auckland and Victoria offer Asian Studies at honours level.

That count included academics who do not use an Asian language but who teach and actively research Asia topics. It also includes untenured and part-time academics. We preferred to err on the side of inclusiveness.

The total FTE academic staff at the nine institutions in 2002 was 8,217. New Zealand Ministry of Education, New Zealand’s Tertiary Education Sector Report – Profile and Trends 2002, Appendix, p. 242:

We do have scholars in the fields of, for example, law, management studies and education who “engage with Asia” by means of scholarly exchanges and partnerships, and through the export education industry, and some of these people have agreed to be included in our head count of Asia specialists. They contribute significantly to New Zealand’s growing relationships with Asia. It remains true to say, however, that our universities have extremely few scholars who can contribute expert, research-based knowledge in fields directly related to New Zealand’s strategic, diplomatic and economic relationships with Asian countries.

For a list of the research specialities to be found among the 82 scholars based in departments of Asian languages and literature at nine universities and colleges, go to
http://www.nzasia.org.nz/Knowing-Asia/survey-data.html, item 8

Retired New Zealand-based Asianists who are actively researching and writing include Nicholas Tarling, Bill Willmott, Ian Catanach, Hew McLeod and Alan Levitt.

Clark, “Keynote Address”, p. 2

School of Asian and European Languages and Cultures, Faculty of Humanities and Social Sciences

Chris Tremewan was director of the NZAI from 1996 until 2000. Professor Nicholas Tarling served as ad interim Director until the appointment of Dr James Kember at the end of 2001. Dr Kember has now resigned, after two years as Director, to return to MFAT. In the case of Victoria’s ASI, Peter Harris resigned at the end of 1999; he was not replaced until mid-2003, and then only with a half-time appointment.

See Maximising Australia’s Asia Knowledge, pp. 18 - 20

Helen Clark, “Keynote Address”, Seriously Asia Forum, p. 6

When they were founded in the mid-1970s, NZASIA and the ASAA agreed to convene their biennial conferences in alternate years, and members of the one pay discounted registration fees at the other’s conference. For a range of reasons, the relationship has weakened over the years.

For information about the Institute’s charter and activities, see National Institute for Asia and the Pacific home page: http://ni.anu.edu.au/natinst/default.asp?aid=53
CHAPTER 3:

Asia in the Tertiary Curriculum

Where does the study of Asia belong in the tertiary curriculum? No one these days denies that it should be there, but we have less agreement about purposes and methods. The traditional “Oriental” approach to Asian Studies tended to cloister it away, separate from the mainstream; it gave a select group of students a thorough grounding in Asian languages and civilisations and left the Eurocentrism of the broader curriculum largely unchallenged. With the vogue for “area studies” came the push to get Asia into the mainstream, but still primarily for the purpose of educating specialists – specialists now equipped with social science as well as language qualifications. Then some of the early mainstreamers began to make the point that the study of Asia did not have to include language study, that anyone could study Asia and, in fact, everyone should.

The promotion of “Asian literacy” in Australia and New Zealand in the 1990s switched the focus back onto language learning, but now among a much broader population. Australia’s NALSAS project, launched in 1994 with the promise of 12 years’ funding, aimed “to support enhanced and expanded Asian languages and Asian studies provision through all school systems in order to improve Australia’s capacity and preparedness to interact internationally, in particular, with key Asian countries”. Deploring the end of government funding for NALSAS in 2002, Kevin Rudd (Australia’s Shadow Foreign Minister) argued that “unless our national government acts decisively on the question of creating an Asia-literate Australia, … we will remain a European outpost completely oblivious to much of the complexity, and opportunity, of our neighbourhood”. Political leaders in New Zealand have been making similar arguments since the early 1990s. The Asia 2000 Foundation of New Zealand, founded in 1994 “to develop New Zealanders’ knowledge and understanding of the countries and people of Asia”, was a National Government initiative.

“(O)ne in fifteen people in New Zealand is of Asian descent… . (I)f our society is now infused with Asian influence as part of the mix, then knowing more about ‘Asia’ means knowing more about New Zealand too”.

James Kember,
DominionPost,
21 January 2004
These days, we prefer the term “Asia knowledge” to “Asia literacy” because again the concern is to emphasise that engagements with Asia require not just language knowledge but a lot of other kinds of knowledge as well, and that linguistic skills, while fundamental, are not always essential to some useful ways of “knowing Asia”.

The tertiary-level study of Asia, therefore, must meet several different needs. We judge its five main functions to be:

- **Nurturing the next generation of experts**: The need to nurture Asia specialists remains a critically important one. Our undergraduate programmes must be able to provide the linguistic and disciplinary preparation that a small group of students will need to undertake postgraduate research on Asian topics and to pursue careers in fields that require specialist knowledge of a region of Asia.

- **Training middle-level specialists**: A much broader group of students will seek to prepare for Asia-related careers that do not require research-level competence in an Asian language, but familiarity with a language and solid knowledge of at least one region of Asia.

- **Spreading Asia knowledge**: More broadly still, we must get some Asia content into as many undergraduate courses as possible in order to ensure that most, if not all, tertiary students have some encounter with Asia during their undergraduate years.

- **Meeting the educational needs of Asian New Zealanders**: The imperatives of multiculturalism point to a fourth function of Asian Studies programmes, that of meeting some of the special educational needs of Asian New Zealanders.

- **Grooming experts**: Development of postgraduate studies of Asia is of critical importance. Postgraduate students expand, sharpen and refine their knowledge, and learn to apply it judiciously. We need many more people who are able to process Asia knowledge in this way.\(^6\)
The extent to which our teaching programmes can meet these needs depends very largely on the size, composition and quality of the available teaching force. The weaknesses and inadequacies we identified in the areas of scholarship, therefore, will be manifest as weaknesses and inadequacies in the tertiary curriculum as well. To disseminate sound Asia knowledge more broadly, we urgently need more well qualified Asia specialists in a range of disciplines. But, as with our current small and unevenly distributed population of Asia specialists, the current curriculum can also be strengthened and filled out with some better management and resourcefulness. Proposals about how we might lift and expand our teaching effort will conclude this chapter. First let us look at the problems.

**Asian Language Programmes**

Seven of New Zealand's eight universities now offer three-year BA programmes in Japanese and Chinese, as does Unitec. CPIT has a degree programme in Japanese, and the AIS can offer Chinese and Japanese to degree level. Several places also offer diploma and certificate courses in one or both languages (Table 3.1). Only the University of Auckland can offer a Korean language degree. Indonesian is not currently being taught at any New Zealand university, although it is taught at CPIT. Religious Studies at Victoria introduces some fourth-year students to Sanskrit, Tibetan and Arabic. Religious Studies at Canterbury teaches Arabic at levels one and two, and Sanskrit at levels three and four. Beyond this, the languages of South and Southeast Asia are completely absent from the New Zealand tertiary curriculum.
The growth in the 1990s of Chinese and Japanese language programmes at both secondary and tertiary levels has been striking. But we must also be struck by the imbalance in Asian language offerings. Can we plausibly claim to “know Asia” if we know only Northeast Asia? The demise of the Indonesian programmes at Victoria and Auckland must be judged to be a major setback. It is also a warning. If economic high and low tides, trade booms and busts, and fickle student demand are allowed to dictate the content of our Asian Studies curriculum, then the curriculum is rendered inherently unstable. Curriculum planning and funding need to be far-sighted and, often courageous. Only by establishing a three-year degree programme in Bahasa Indonesia, well supported by non-language “studies” and disciplinary courses, can we solidly and durably establish Indonesian and Malay studies as a viable programme.
Table 3.1: Tertiary Undergraduate Asian Language Programmes, 2003

<table>
<thead>
<tr>
<th></th>
<th>Degree (Bachelor)</th>
<th>Diploma</th>
<th>Certificate</th>
<th>Short courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AU</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>AUT</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>CU</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>MU</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OU</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VUW</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WU</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Polytechnical Institutes</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>CPIT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNITEC</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Private Colleges</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AIS (BLC*)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>IPC (BIS*)</td>
<td>[elective]</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Key: *BLC: Bachelor of Languages and Cultures; **BIS: Bachelor of International Studies

We must also confront the problem of how we teach other Asian languages that have strategic importance but that will never be in high demand – languages such as Vietnamese, Hindi/Urdu, Thai, Persian, Arabic, Cantonese (as a heritage language) and Khmer. Korean should also be considered in this category; although it can now be studied to degree level at Auckland, short-lived Korean language programmes at Waikato and Unitec have been closed because of inadequate student demand.
Figure 3.2: Asian Language Programme Staffing: Japanese, 2003

Source: Appendix Two, Table 4

Figure 3.3: Asian Language Programme Staffing: Chinese, 2003

Source: Appendix Two, Table 5
Figure 3.4: Asian Language Honours: EFTs, 2003

The ASAA’s 2001 survey took a close look at the problem of teaching “Asian languages of lesser demand” in Australia; it counted a total of 24 active programmes in Arabic (5), Hindi/Urdu (4), Sanskrit (3), Thai (6) and Vietnamese (6); these programmes are spread across 13 Australian universities. But it also established that 20 programmes (on 15 campuses) in these various languages had been closed down during the 1990s. The authors of *Maximising Australia’s Asia Knowledge* note that “it is financially impossible for single institutions … to sustain languages of lower demand without national support and direction”. And they conclude that national initiative is needed “to make such languages available to the substantial national – not single city – cohort of potential students”. In New Zealand, which has a population one-fifth the size of Australia’s, the problem of sustainability may be insurmountable. A cross-Tasman collaborative solution suggests itself here.

As well as finding ways to do what we are currently not doing, we need also to work at improving what we are doing – that is, the teaching of Japanese and Chinese languages. There is plenty of room for
improvement here. Some of the more important problems we face are as follows.

√ The majority of degree programmes are staffed by just three or four tenured lecturers, sometimes less (Figures 3.2 & 3.3). Yet these programmes must cater for students who have previously studied the language at secondary school, for those who have never studied it before, and for native speakers of the language. Many programmes do not have the staffing available to accommodate these differences.

√ The university undergraduate degree requirements dictate that students majoring in an Asian language usually spend only about five or six hours per week in formal language classes. Not until third year, usually, can a language major student concentrate almost fully on language study. Therefore, few native speakers of English achieve fluency in Japanese or Chinese within the general BA degree at the universities.

√ Because only a small proportion of our Asian language students have the language immersion opportunity that in-country study offers (Table 3.2), and because the numbers in Asian language honours programmes are very small almost everywhere (Figure 3.4), our Asian language programmes are producing very few non-Asian graduates who can speak the language fluently or who have the reading proficiency needed for postgraduate research.

√ The Japanese and Chinese language programmes at AUT, Unitec and CPIT provide more intensive oral language training than the typical university programmes, but the degree programmes on these campuses tend to lack disciplinary breadth and can include only a very narrow range of non-language Asia courses.

√ The very low number of student enrolments in Honours-level Asian programmes on all campuses except Auckland results in an inefficient use of valuable staff resources.
Table 3.2: In-country Language Study in 2003

<table>
<thead>
<tr>
<th></th>
<th>AU</th>
<th>AUT</th>
<th>CU</th>
<th>MU</th>
<th>OU</th>
<th>Unitec</th>
<th>VUW</th>
<th>WU</th>
</tr>
</thead>
<tbody>
<tr>
<td>China</td>
<td>4^1</td>
<td>0^2</td>
<td>1</td>
<td>3^3</td>
<td>–</td>
<td>3^3</td>
<td>5^6</td>
<td>3</td>
</tr>
<tr>
<td>Japan</td>
<td>4^1</td>
<td>5^5</td>
<td>5^9</td>
<td>5</td>
<td>5</td>
<td>5^10</td>
<td>5^11</td>
<td>3</td>
</tr>
</tbody>
</table>

1. For one semester: 1 stage 2 student; 3 stage 3 students
2. Usually 12 to 15 students spend 6 weeks in Beijing, but there were none in 2003
3. For 1 year: all three were stage 1 students
4. Exchange programme begins in 2004
5. For 1 month, stage 1 students
6. Approximately 5 students per year win NZ-China Exchange Scholarships for language study in China
7. 3 for 9 months, 1 for 12 months; all three were stage 2 students
8. 2 for 1 year, 3 for 3 weeks
9. For 1 year, 2 stage 1 students, 3 stage 3 students
10. 2 students for 4 weeks, 1 for 5 months, 2 for 10 months; all stage 1 students
11. Approximately 5 students per year study in Japan for a year or more under the auspices of a variety of schemes

Asian Studies Programmes

The growth of Japanese and Chinese language programmes in the 1990s was accompanied by initiatives to establish interdisciplinary Asian Studies majors and minors that might or might not include language study. This development was an extension of the area studies approach. It aimed to get the study of Asia into a broader range of disciplines than before. And it was driven, at least in part, by the realisation that closer engagements with Asia required, as well as highly educated and trained linguists, more graduates whose education made them knowledgeable about a region of Asia, gave them multicultural sensibilities, and equipped them with cross-cultural communication skills that could, but need not be, linguistic skills.

Four universities – Auckland, Otago, Victoria and Waikato – offer interdisciplinary Asian Studies majors (and, in two cases, minors as well)^9; Canterbury has plans for an Asian Studies co-major. The Otago programme requires some language study;^10 the other three do not, but usually make a point of encouraging it. Students who complete a double major in Asian Languages and Asian Studies graduate with a particularly strong Asian Studies qualification. All four Asian Studies programmes include a compulsory core course at stage-one level, and another at either levels two or three. The core courses are taught by the Asian
Languages/Studies departments or, in Victoria’s case, the Asian Studies Institute.

The development of undergraduate Asian Studies majors and minors has been driven, in large part, by a commitment among Asia educators to the mainstreaming principle – to getting the study of Asia into a wide range of disciplines not only in the humanities, but in the social sciences, law, commerce, business and management studies as well, and to make a qualification in Asian Studies available to students who are not language specialists. Critical to the success of the major and minor programmes, therefore, is the provision of a wide range of non-language courses, at three levels, in a good range of disciplines.

Table 3.3: Non-language undergraduate Asia courses in 2003

<table>
<thead>
<tr>
<th></th>
<th>Discipline-based subjects with more than 50% Asian content</th>
<th>Discipline-based subjects with some Asian content but less than 50%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Humanities &amp; Soc Sciences</td>
<td>Other Faculties</td>
</tr>
<tr>
<td>AU</td>
<td>16</td>
<td>13</td>
</tr>
<tr>
<td>AUT</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>CU</td>
<td>10</td>
<td>17</td>
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<td>MU</td>
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<td>OU</td>
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<td>Unitec</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>VUW</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>WU</td>
<td>14</td>
<td></td>
</tr>
</tbody>
</table>

* Taught in Departments or Schools of Asian Languages/Literature/Studies

See Appendix 2, Table 7 for more detail about subjects with more than 50% Asian content

Table 3.3 shows that we still have a lot of work to do to make the non-language Asian Studies programmes secure and sound. The existing programmes are structurally weak; this applies even at the University of Auckland, where Asian Studies is a good deal stronger than anywhere else. The weaknesses exposed by our 2003 survey are as follows:

If economic high and low tides, trade booms and busts, and fickle students demand are allowed to dictate the content of our Asian Studies curriculum, then the curriculum is rendered inherently unstable.
The great majority of non-language Asia courses are taught in departments or schools of Languages and Literature – 60 out of a total of 138 nationally. History and Politics come in second and third, with a total of just 18 and 16 courses respectively. The heavy dependence on the Language and Literature departments to teach non-language courses points to very inadequate mainstreaming at present.

Given the relative strength of Japanese language programmes on most campuses, the scarcity of non-language courses about Japan is a particularly serious problem.

Very few disciplines can offer a sequence of Asia courses through two or three levels. To build an Asian Studies major, therefore, many students put together what might be called an “undisciplined” programme of study. They tend to wander across disciplines, rather than build their study of Asia within one or two disciplines, and must gain exemptions from course prerequisites in order to do so.

The core courses are often team-taught by Asianists from a range of disciplines, usually on a “voluntary” basis; that is, contributions to the Asia core courses are extra to the normal (usually heavy) workloads of most contributors and earn EFTs for the lecturers’ department only if they extend to more than two lectures or seminars. These arrangements run the danger of being hodge-podge, and they are perilously premised on both the availability and generosity of Asia specialists at each institution.

The near-absence of Asia-related courses in the degree programmes offered by schools or Faculties of Commerce, Business Management and Law is a problem that needs urgent attention.

New Zealand students live in an increasingly multicultural society. Although only a small minority of them will move into Asia-related careers, all of them need to develop the cross-cultural sensitivities and understandings that enable multiculturalism to work properly, and to grow and thrive.

Asia in the broader curriculum

A good general education should include some study of Asia. This applies anywhere, but particularly in places that are becoming more closely integrated with the Asian region through commercial, business
and educational relationships, and by Asian immigration. New Zealand students live in an increasingly multicultural society. Although only a small minority will move into Asia-related careers, all of them need to develop the cross-cultural sensitivities and understanding that enable multiculturalism to work properly, and to grow and thrive. Educational institutions enable cultural crossings in a range of different ways and have the responsibility to equip their students with the knowledge and skills they will need in the ever-widening worlds in which they will live their lives and develop their careers.

As well as educating and training well-rounded specialists, therefore, mainstreaming the study of Asia has the broader goal of enabling all students to make some formal study of Asia. At tertiary level, we can do this by increasing the number of discipline-based courses about Asia (a development that the major and minor programmes urgently need) and by injecting Asian content into the broad range of courses that could well make use of Asian case studies. The Asian case studies could constitute an entire segment of a course, or serve as just one week’s study topic, or be offered to students as a “special study” option in their assignment packages.

We have seen in recent years some progress along these lines at some universities, but we had little to start with, and the going is slow. The 2003 survey tried to identify courses “that use Asian examples significantly, but for less than fifty per cent of the courses’ content”. We found only 37 courses at six universities, and these courses are clustered in just six disciplines, all in the humanities and social sciences (Table 3.3). The survey almost certainly missed Asia-related student projects and the irregular use of Asia case studies in some courses. Even so, it is fair to say that we are still a long way from making the study of Asia accessible to the majority of students at New Zealand universities and other tertiary institutions.

Specifically, the problems we need to address are as follows:

- There is little engagement with Asia among non-Asia specialists, and this is reflected in the fact that very few non-Asian courses make any use of Asian examples or case studies
• As a result, only a tiny fraction of New Zealand undergraduate tertiary students make any study of Asia during the course of their degree, diploma or certificate programmes.

• The near-absence of Asia-related courses in the degree programmes offered by Schools or Faculties of Commerce, Business Management and Law means that the tertiary-level curriculum has a good way to go in meeting the needs of New Zealand’s growing involvement in Asian economies and businesses.

The educational needs of Asian New Zealanders and international students

The Seriously Asia project is driven by recognition of New Zealand’s growing connections with the countries of Asia and the need to optimise, strengthen and increase the connections. It also squarely addresses issues related to the growing population of Asian New Zealanders, to their needs and to the new opportunities they are opening up for deeper engagements with the peoples, organizations and governments of the Asia region.

The 2001 New Zealand census found that Asian New Zealanders now constitute more than 6.6 per cent of this country’s usually resident population (compared with three per cent in 1991), and it counted “more people of Asian ethnicity than of Pacific peoples ethnicity”. Our educational curricula, therefore, need to serve the needs of an increasingly diverse population, and one in which people of Asian ethnicity are becoming increasingly prominent.

Regrettably, however, dissatisfaction among Asian students with their educational experiences in New Zealand, especially the Chinese student majority, continues to make news headlines. Dissatisfaction among international (fee-paying) students and declining enrolments among that category have sent government ministers on fence-mending missions to the key student recruitment centres in Asia. But many Asian-born students with New Zealand residency, especially those who are relative newcomers, face the same problems as the international
students, and our concern for them must be the same as for the fee-payers. The negative publicity about “Asian students” rubs off on all Asian students, whether they be short-term visitors or residents. And the racial divisions and prejudices fanned by the bad publicity have the potential to harm our Asian Studies enterprise. If only for this reason, Asian Studies departments, centres and institutes have high stakes in the provision of adequate pastoral support, including quality English-language training, for the growing number of Asian students on our campuses.

But our interest in this issue is more than pastoral. As Asia resource and learning centres, the Asian languages and studies departments can and do play a direct role in reducing divisions and countering prejudice. We need to make the study of Asia on our campuses a truly multicultural experience for all of our students. By drawing many more Asian students into courses about the politics, cultures, histories and societies of the Asia region, we are giving New Zealand students immediate access to some valuable sources of knowledge about regions of Asia. We are also helping the Asian students find relatively soft landings in unfamiliar environments. If, however, we are to recruit Asian students into courses that put a premium on written and oral English-language skills, we need to ensure that the English language support services for international students on our campuses are providing those students with the structured support that they need.

In other ways, also, we can meet the special needs of international students and migrants from Asia. A contributor to the Seriously Asia electronic forum in 2003 noted the need for Asian Studies programmes to provide “heritage language training” for immigrants and to hone the academic expertise of immigrant scholars who have important contributions to make to the growth of Asia knowledge in New Zealand.16 We need to plan and develop ways of involving the Asian community in the Asia education project. And it is fair to say that we have hardly begun to do this.

NZASIA’s 2003 survey did not systematically investigate issues pertaining to the Asian “international students” on tertiary campuses or to
the so-called “internationalisation” of the New Zealand education system. The following points, therefore, are observational; they come close to stating the obvious.

- The majority of international students enrol in a very limited range of courses – specifically, English language, business management and IT courses. So, even if we allow internationalisation to mean just the recruitment of foreign students, only a small number of courses in New Zealand’s colleges and universities are being “internationalised”

- We are not, for the most part, making systematic efforts to draw Asian students into our tertiary-level Asian Studies programmes, particularly the non-language Asia courses

- Lack of adequate English-language preparation is a factor that discourages many Asian students from enrolling in courses that require essay work

- “Heritage language training” for Asian New Zealanders is largely catered for by the Asian communities themselves, not by the tertiary institutions.

Postgraduate Studies of Asia

At postgraduate level, our Asian Studies programmes need to meet the needs of two broad categories of students. Masters programmes must cater for the growing number of first-degree graduates who seek a higher degree in order to widen their employment opportunities. Masters students are not necessarily making a lifetime commitment to Asia-related careers, but their formal study of Asia at Masters level will be judged an asset by employers who seek to develop connections and bases in the Asia region. Doctoral programmes, on the other hand, must produce the specialists whose role will be to expand and disseminate Asian knowledge among New Zealanders from their positions in, for example, government ministries, the diplomatic service, higher education, or research-based “think tanks” that provide policy advice to government and the private sector.
We must always encourage New Zealand students who aim for careers as researchers and scholars in any field to seek postgraduate places in overseas universities. This is as true for students in the Asia field as for students in any other discipline and regional specialty, some might say even more important. The aim to get our best students into first-rate overseas programmes, however, does not mean that we leave our own postgraduate programmes undeveloped and under-resourced. Nor does it mean that we design postgraduate programmes around the needs of middle-level specialists only. A growing number of graduates from Asian universities are seeking higher-degree places in New Zealand. Those among them who seek to continue their study of Asian topics promise to make valuable contributions to our Asian Studies enterprise. It is imperative that we offer these students the supervision, the resources and the learning environment that will enable them to make these contributions and to produce first-rate dissertations.

<table>
<thead>
<tr>
<th></th>
<th>PhD</th>
<th>Masters</th>
<th>Honours</th>
<th>TOTAL</th>
<th>Numbers who use an Asian language for research purposes</th>
</tr>
</thead>
<tbody>
<tr>
<td>AU</td>
<td>17</td>
<td>29</td>
<td>46</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>CU</td>
<td>10</td>
<td>16</td>
<td>4</td>
<td>30</td>
<td>25</td>
</tr>
<tr>
<td>MU</td>
<td>2</td>
<td>19</td>
<td>4</td>
<td>25</td>
<td>17</td>
</tr>
<tr>
<td>OU</td>
<td>11</td>
<td>17</td>
<td>3</td>
<td>31</td>
<td>10</td>
</tr>
<tr>
<td>VUW</td>
<td>4</td>
<td>24</td>
<td>3</td>
<td>31</td>
<td>9</td>
</tr>
<tr>
<td>WU</td>
<td>6</td>
<td>14</td>
<td>4</td>
<td>24</td>
<td>10</td>
</tr>
<tr>
<td>Totals</td>
<td>50</td>
<td>137</td>
<td>187</td>
<td>98</td>
<td></td>
</tr>
</tbody>
</table>

Hearsay evidence suggests that there has been a considerable growth in the number of students studying Asia at postgraduate level in New Zealand over the last decade or so, and this growth has possibly outpaced the general growth in postgraduate numbers at all New Zealand universities (16 per cent over eight years, from 1997 to 2002). International students and immigrants from Asia have undoubtedly contributed to the growth. So, too, has the introduction of taught-Masters programmes on several campuses – the Postgraduate Certificate/MPhil
in Development Studies at Massey, for example, and the Master of International Relations at Victoria.

The Asia 2000 Foundation has played an important role in supporting postgraduate studies of Asia through its Postgraduate Research Awards Scheme. Scholarships awarded by this programme since 1997 have helped more than forty postgraduate students undertake the Asia-based fieldwork required for their research projects. A Malay Studies Scholarship Scheme was introduced at Victoria in 2002, funded by the Chair of Malay Studies, and is now an adjunct of the Foundation’s Research Awards Scheme. Developments such as these are helping to lift the profile of postgraduate studies of Asia in New Zealand.

Table 3.5: Numbers of Postgraduate Students in the Asia Field Compared with All University Postgraduate Enrolments, 2003

<table>
<thead>
<tr>
<th></th>
<th>Numbers of Asian Studies university postgraduates in 2003</th>
<th>Total numbers of university postgraduates in 2003†</th>
<th>Asian Studies postgraduate students as percentage of postgraduate totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral students</td>
<td>50 (26.7%)</td>
<td>3,719 (23.9%)</td>
<td>1.34</td>
</tr>
<tr>
<td>Masters/Honours students</td>
<td>137 (73.3%)</td>
<td>11,830 (76.1%)</td>
<td>1.16</td>
</tr>
<tr>
<td>Totals</td>
<td>187 (100%)</td>
<td>15,549 (100%)</td>
<td>1.2</td>
</tr>
</tbody>
</table>

2003 figures provided by Sue McGough, Ministry of Education, 16th June 2004

Growth since the mid-1990s started from a very small base, however, and needs to be accelerated. The 2003 Asian Studies survey counted 187 postgraduate students working on Asian topics at six New Zealand universities. Fifty were studying at the doctoral level and about 137 were enrolled in a variety of Masters and Honours programmes (Table 3.4). Doctoral students, therefore, constituted 26.7 per cent of all Asian Studies postgraduates, a slightly higher proportion than for all fields of study at eight New Zealand universities (Table 3.5). But Asian Studies
postgraduates in total constitute only 1.2 per cent of the national total, a very small percentage for such an important, cross-disciplinary field of study.

As well as numerical weakness, the 2003 survey data on postgraduate programmes reveals the same imbalances and gaps that characterise the undergraduate Asia curriculum and that originate from problems identified in Chapter 2 – that is, the uneven distribution of Asia specialists, their concentration in a small range of disciplines, and the absence of specialists in a number of key disciplines. As is the case in undergraduate studies, the departments of Asian Languages and Studies have by far the largest concentrations of postgraduate Asianists, and there is very little Asia-related postgraduate research in faculties outside the Humanities and Social Sciences. Table 3.6 exposes some of the imbalances and gaps, but it is less than an accurate chart of the disciplinary distribution. Students in the taught-Masters programmes at Massey (Development Studies) and Victoria (Political Science), for example, might study Asia in just one segment of the degrees’ coursework components, and so those students only marginally qualify as Asian Studies postgraduates. If we were to discount postgraduate students whose study of Asia constituted less than fifty per cent of their postgraduate coursework, the imbalances would be exposed more markedly and the total number of Asia postgraduates would be considerably smaller than the 187 counted by the survey.
Table 3.6: Number of Postgraduate Students in the Asia Field by Discipline, 2003

<table>
<thead>
<tr>
<th>Discipline</th>
<th>AU</th>
<th>CU</th>
<th>MU</th>
<th>OU</th>
<th>VUW</th>
<th>WU</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian Langs/Lit/Studies</td>
<td>19</td>
<td>12</td>
<td>8</td>
<td>9</td>
<td>7</td>
<td></td>
<td>79</td>
</tr>
<tr>
<td>Pol Sci/Int Relations</td>
<td>9</td>
<td>6</td>
<td></td>
<td>2</td>
<td>14</td>
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<td>31</td>
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<tr>
<td>History</td>
<td>3</td>
<td>2</td>
<td></td>
<td>2</td>
<td>3</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Religious Studies</td>
<td></td>
<td>5</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Music</td>
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<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Anthropology</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td></td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>Geog/Dev Studies</td>
<td>6</td>
<td>1</td>
<td>16</td>
<td></td>
<td>3</td>
<td></td>
<td>26</td>
</tr>
<tr>
<td>Art History</td>
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<td></td>
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<td>2</td>
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<td></td>
<td>2</td>
</tr>
<tr>
<td>Management &amp; ER</td>
<td>4</td>
<td></td>
<td></td>
<td>6</td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Linguistics</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Design</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
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<tr>
<td>Sociology</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Totals</td>
<td>46</td>
<td>30</td>
<td>25</td>
<td>31</td>
<td>31</td>
<td>24</td>
<td>187</td>
</tr>
</tbody>
</table>
Table 3.7: Number of Postgraduate Students in the Asia Field by Regions/Countries, 2003

<table>
<thead>
<tr>
<th>Regions</th>
<th>AU</th>
<th>CU</th>
<th>MU</th>
<th>OU</th>
<th>VUW</th>
<th>WU</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northeast Asia</td>
<td>30</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>0</td>
<td></td>
<td>102</td>
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<tr>
<td>China</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td>6</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Taiwan</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Japan</td>
<td>7</td>
<td>3</td>
<td>6</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Korea</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>South Asia</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>India</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td></td>
<td>2</td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>Bangladesh</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nepal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Southeast Asia</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td></td>
<td>47</td>
</tr>
<tr>
<td>Burma</td>
<td></td>
<td>2</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cambodia</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>East Timor</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Indonesia</td>
<td>2</td>
<td></td>
<td>90</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Malaysia</td>
<td>2</td>
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<td>1</td>
<td>2</td>
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</tr>
<tr>
<td>Philippines</td>
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<td></td>
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</tr>
<tr>
<td>Singapore</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Thailand</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Asia-Pacific”</td>
<td></td>
<td>1</td>
<td>1</td>
<td>1321</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diaspora</td>
<td>5</td>
<td></td>
<td></td>
<td>3</td>
<td>1</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Totals</td>
<td>46</td>
<td>30</td>
<td>25</td>
<td>31</td>
<td>31</td>
<td>2422</td>
<td>187</td>
</tr>
</tbody>
</table>

The relatively large number of postgraduate students working on Southeast Asian topics also needs to be looked at more closely (see Table 3.7). Southeast Asian studies do not feature prominently in the undergraduate curriculum on any campus. Furthermore, since Victoria and Auckland dropped Indonesian, no university language department now offers a Southeast Asian language. So the figure of 48 postgraduate students in the Southeast Asian field (more than 25 per cent of the total) is somewhat anomalous. The taught-Masters programmes at Victoria and Massey account for one-third (16) of that number. International and immigrant students from Southeast Asian countries probably make up another significant component. A third explanation relates to language
skills and research resources. A relatively high proportion of Southeast Asian resource material is in English, and so postgraduate studies of Southeast Asia are more open to monolingual English users than are advanced studies of, for example, China or Japan. In other words, the Asian language requirement can be more easily circumvented in the Southeast Asian field than elsewhere. We do not want to encourage circumventions, and we do need to build much stronger undergraduate studies of Southeast Asia.

The 2003 survey did not adequately probe the educational backgrounds of students who were counted as postgraduate Asianists. In particular, and as the Southeast Asian example highlights, we need to examine the relationship between our undergraduate and postgraduate programmes and establish the extent to which the undergraduate Asia degrees are adequately equipping students with the knowledge and skills needed for advanced studies of Asia-related topics. The evidence available to us suggests that a significant proportion of the 187 postgraduates counted in 2003 were not “reared” in our undergraduate Asia programmes. Barely more than half, 98, were using an Asian language for research purposes (Table 3.4), and a sizeable proportion of those 98 students are almost certainly native speakers of an Asian language. The Asia Honours programmes should be feeders into postgraduate degree study of Asia; the smallness of the Honours programmes on all campuses except the University of Auckland points to the fragility of the connections between the two levels, and raises some worrying questions about the use of Asian languages for research purposes among New Zealand’s higher-degree students of Asia.

A broad conclusion we can draw from the 2003 survey data is that the critically important area of postgraduate studies will benefit from careful and shrewd strategic planning at a national level. And planning will need to be based on a more probing and thorough analysis than the data available to us at present makes possible. Even our very limited enquiry, however, has exposed a number of problems. They can be summarised as follows:
The proportion of postgraduates working on Asian topics at New Zealand universities is very small – only 1.2 per cent of all postgraduates in New Zealand.

The 2003 survey counted 145 Asia scholars and 187 postgraduate students; the distribution of postgraduate students is far from matching the distribution of scholars. Significant numbers of Asia scholars, therefore, are not doing any supervision of postgraduate students working on Asian topics.

The connection between undergraduate and postgraduate studies of Asia on most campuses is quite weak.

The number of postgraduate students using an Asian language for research purposes constitutes only 0.6 per cent of all postgraduate students at the eight universities.

The area of Southeast Asian studies clearly attracts a significant number of postgraduate students, and yet teaching about Southeast Asia at undergraduate level at all universities is very thin and uncoordinated, and is not supported by language study.

Postgraduate research about Asia outside the Humanities and Social Sciences is practically non-existent. The 2003 survey counted one Design student at Victoria and a total of ten students in Management Studies departments at the Universities of Auckland and Otago. The rest (176) were all based in the Humanities and Social Sciences.

An assessment of the health and vigour of postgraduate research on Asia must also take account of financial support for students, especially doctoral students. And it must also assess the availability of archival and library resources. In these two areas, the following problems need to be noted:

Only a relatively small number of scholarships have been available to postgraduate students doing research on Asian topics.
Both the Tertiary Education Strategy 2002/07 and PBRF put pressure on PhD students to complete their dissertations in three years; this discourages doctoral work on Asian topics that require knowledge of an Asian language and a period of fieldwork in Asia.

The volume and range of Asia-related research sources held by New Zealand libraries and archives is very limited; this is a problem that must be addressed if postgraduate studies of Asia are to flourish in our tertiary institutions.

Moving Forward
As with those listed at the end of Chapter 2, the following proposals are premised on the establishment of a national coordinating body that will chart pathways, establish priorities and develop a strategic plan for building our enterprise and impelling it forward. And because any development of strong tertiary teaching programmes, both undergraduate and postgraduate, will depend on the constitution and quality of the teaching force, the reinvigoration and growth of the teaching force must be given top priority. As noted in Chapter 2, however, at the same time as expanding the body of academic expertise, we can also make better use of the resources we already have. A number of the following proposals suggest ways of doing that in relation to teaching programmes at undergraduate and undergraduate levels.

PROPOSAL 3.1:

Re-establish Indonesian Studies: The TAAG must give high priority to the reinstatement of an Indonesian Language programme on at least one university campus.

PROPOSAL 3.2:

Develop on-line Asia courses: We recommend that the TAAG appoint a working party (which will include at least one educational IT specialist) to design a strategy and draw up a timetable for the development of on-line courses about Asia. Priority should be given to:
√ adding an on-line study option to existing popular and well-taught courses about Asia, especially discipline-based courses on regions of Asia that are relatively under-represented in undergraduate programmes

√ developing on-line courses on "Asian Languages of Lesser Demand", especially Indonesian, Korean, Arabic, Hindi, Thai, Khmer and Vietnamese

√ developing on-line study units on Asian topics that can be incorporated into courses by lecturers in Commerce, Law, Business Management, Journalism, and Communications Studies

√ using the distance-study option to strengthen the Asian Studies majors in the four universities in which they have been established, and to enable other universities to mainstream the study of Asia more than is currently possible.

PROPOSAL 3.3:

Tap into Asian Studies programmes offered by Australian universities: One way of broadening the Asian Studies curriculum available to New Zealand students is to give our students access to Asia-related courses offered at Australian universities. Such arrangements could be facilitated by formal affiliations between individual New Zealand and Australian universities and colleges.

PROPOSAL 3.4:

Make better use of Asian language lecturers: The TAAG should initiate an enquiry into best-practice arrangements for undergraduate language teaching, with a view to establishing ways of making better use of the rich Asia expertise in our Asian Language departments.
PROPOSAL 3.5:

Cluster the small Asia Honours programmes: We recommend that TAAG commission a survey of Honours-level Asian Language programmes, with a view to designing ways of “clustering” the several small programmes on individual campuses.

PROPOSAL 3.6:

Integrate internationalisation and Asian Studies: The TAAG will need to investigate ways of better integrating the “internationalisation of education” in New Zealand and the study of Asia, including the recruitment of Asian students into undergraduate non-language courses about Asia.

PROPOSAL 3.7:

Expand and strengthen postgraduate studies of Asia: A thorough review of postgraduate study in the Asia field in all New Zealand universities should aim to develop strategies for:

- √ encouraging New Zealand students to undertake doctoral research on Asian topics
- √ recruiting graduate students from the Asia-region to undertake postgraduate research on Asia-related topics in New Zealand universities
- √ providing many more scholarships and other forms of financial support for postgraduate Asianists, especially doctoral students.

PROPOSAL 3.8:

Build Asia research resources: The TAAG could play an important role in facilitating postgraduate student access to research resources by:

- √ compiling an inventory of Asia-related document and resource collections held by New Zealand libraries, museums and

“Who are we? Can we borrow the monarch of another country perpetually? Can we go to the region and say we've turned over a new leaf but, by the way, we have never got to a proper basis of reconciliation with our indigenes? How do we find our security in the region? How do we make our multiculturalism work better? How do we make everyone feel as though they belong, that the place truly is for all of us?

Former Australian Prime Minister Paul Keating, *The Age*, 4 September 2003
archives; such an inventory would serve as a valuable guide for graduates considering further study in the Asia field.

✓ sponsoring initiatives that will expand Asia resource collections in New Zealand libraries.

✓ broadening New Zealand students’ access to schemes that enable postgraduate Asianists to make research visits to Canberra, the nearest site of major Asia-related resource collections.

PROPOSAL 3.9:

**Address the special needs of postgraduate students working on Asian topics:** We propose that the TAAG submit a proposal to the Tertiary Education Commission relating to the special needs of postgraduate students working on Asia-related topics; a particular issue must be made of their need for language training, for periods of fieldwork in Asia and, therefore, for more time and financial support to complete their postgraduate projects.²³

PROPOSAL 3.10:

**Review the mainstreaming approach to teaching about Asia:** We recommend that TAAG commission a broad-based study of tertiary Asian Studies programmes and Institutes, in New Zealand and abroad, in order to establish best practice in relation to “mainstreaming” and “centering” the study of Asia and with a view to developing guidelines that take account of factors peculiar to New Zealand.

PROPOSAL 3.11:

**Achieve closer collaboration between Asian and Pacific studies:** The TAAG should initiate discussions with coordinators of Pacific Studies programmes at each university to consider ways in which Asian and Pacific Studies can be brought closer together as an Asia-Pacific enterprise with the aim of strengthening both areas of study, strengthening collaborative relationships between Asia and Pacific

“The challenges and opportunities of the Asian region affect every New Zealander, irrespective of occupation, city, ethnic background or political view”.

Prime Minister Helen Clark, July 2003
scholars and educators, and developing a uniquely New Zealand approach to research and teaching about our near neighbours.

Conclusion

This chapter has identified a wide range of problems pertaining to tertiary-level teaching programmes about Asia. As always, it is easier to pick the problems than to define practicable solutions to them. Our proposed solutions are tentative; more research and analysis is needed before we plunge into a programme of action. We also need to win the commitment of 145 Asian scholars and senior managers on all tertiary campuses to an action programme. That will require building stronger organisational networks than exist at present and the nurturing of collaborative relationships.

Proposal 3.10 flags possible collaborations between Pacific Studies and Asian Studies programmes, a contentious idea. Some people point to failed attempts at integration in the past and argue that the epistemological and substantive differences between the two fields make any kind of integration implausible. However, the same could be said of differences between, say, South Asian and East Asian studies, or between Thai and Indonesian studies. Under the label “Asia” is grouped a vast range of peoples, polities, economies and cultures that are more different than they are similar. We group ourselves as “Asianists” because only by working collectively, by organising, can we effectively dilute the Eurocentrism that still permeates the curriculum at every level of the education system. Specialists in the fields of Maori Studies and Pacific Studies face the same challenge; they are minority voices that have to shout loudly to be heard. Scholars in the three fields of study should organise and work together to shape a tertiary curriculum that better reflects New Zealand’s geographic location and better meets the needs of New Zealanders’ deepening engagements with peoples of the Asia-Pacific region.
In the words of the 1962 Hayter Report (UK), the need at the time was not for more linguists but “for more historians, lawyers, economists and other social scientists including geographers” to specialise in the study of Asia, Africa and Eastern Europe. Cited in F. W. Holmes & Leslie Palmier, “Proposal for the reorganisation of Asian Studies at VUW”, 16th January 1963. In broad terms, area studies aimed to “promote sites of interdisciplinary consensus between the humanities and the social sciences”. See Vincente Rafael, “The Cultures of Area Studies in the United States”, Social Text, Winter 1994, p. 93


4 See statements by Philip Burdon (1995) and Don McKinnon (1997) quoted in Keating, Studying Asia, p. 11


6 This fifth function is, of course, intrinsically linked to the first, but “nurturing” (undergraduates) and “grooming” (postgraduates) warrant separate attention. Maximising Australia’s Asia Knowledge, Table 3.7, p. 43

7 Ibid, p. 45

8 Auckland and Otago offer Asian Studies minors

9 An Asian Studies major at Otago must include an Asian language minor or at least one Asian spoken-language programme at 200-level.

10 See Appendix 2, Table 7


13 See the DominionPost, Monday 7 June 2004, p. 2.

14 Government concern about the damage this dissatisfaction was doing to the export education industry resulted, in September 2003, in a visit to Beijing by what the New Zealand Herald called a “high-powered damage control team”, led by Education Minister Trevor Mallard. It aimed “to restore the flow of fee-paying students and to restore the image of New Zealand’s education system”. “Education Team to Target China”, New Zealand Herald, 28 August 2003.


17 For details, see http://www.nzasia.org.nz/awards/index.html

18 A breakdown of this figure is not available

19 Development Studies - taught-Masters programme

20 Master of International Relations (MIR) and Master of Asia-Pacific Affairs (MAPA); both are taught-Masters programmes

21 A breakdown of this figure is not available

22 Doctoral scholarships for students working on Asian topics that require proficiency in an Asian language and a period of fieldwork should be four-year scholarships.
The drive to develop Asia literacy among New Zealanders should start among the very young. Much more study of Asia in primary and secondary school classrooms could result in many more students choosing to study Asia at tertiary level. Higher tertiary enrolments would lead to the appointment of more Asia specialists to university lectureships. Should not primary education be our starting point, therefore? Why develop a top-down strategy if a bottom-up strategy is more pedagogically and logistically sound?

We need to adopt both strategies. We should work simultaneously from the top down and the bottom up, and have the two initiatives meet and merge, or work in tandem, as quickly as possible. Primary school pupils should indeed learn about Asia, but their teachers must do so first and, ideally, as part of their tertiary degree studies. The significant systemic differences between the primary, secondary and tertiary sectors require that practitioners in each sector design and assess their own programmes. But not in isolation from each other. At present there is some, but not nearly enough, collaboration between Asia educators in the tertiary and pre-tertiary sectors. A closer integration of our activities should be an aim of both projects.

In May 2003, the Asia 2000 Foundation commissioned a national survey of primary schools for the purpose of gauging “the level of awareness, practice and motivation of teachers for including Asian studies in classrooms”. The survey report was published in March 2004 and can be downloaded from the Asia 2000 website.¹ This is to be followed by a survey of Asia in secondary education, also an Asia 2000 initiative, and a report on the survey will be published in 2005. When the secondary school survey is completed, we will have a comprehensive picture of the state of Asian Studies in the New Zealand education system in 2003 - 04, the first of its kind. This is a very good time,
therefore, for Asia educators from all sectors to sit down together and plan how to move forward together.

The tertiary and pre-tertiary education systems intersect in a number of important areas. Of particular importance is the area of teacher education and training. Although the NZASIA national survey of Asian Studies in 2003 made a point of leaving a study of the school sector to experts in that sector, it did include an enquiry into teacher education. Only through the agency of committed teachers who are knowledgeable about Asia can we hope to get the study of Asia into primary and secondary school classrooms. Tertiary-level Asia specialists, therefore, have important responsibilities in the areas of pre-service and in-service teacher education and the development of Asia-related classroom resources.

In the pages that follow, we report and assess the results of a questionnaire, administered in mid-2003, that we called Classroom Asia and that was completed by 16 teacher educators based in four institutions across a good range of curriculum areas (administration and marketing is the only area from which a response was not received). Visits to each institution could have extended the reach of the survey, but time and funding constraints precluded site visits and face-to-face interviews. The findings of the survey, therefore, are based on the perceptions of an interested minority of college and school of education practitioners and should probably be read as an understatement of perception, policy and practice regarding Asia-related education in teacher training in New Zealand.

**Asia-related expertise among teacher educators**

The majority of lecturers in New Zealand’s colleges and schools of education are generalists; this is reflected in their academic qualifications. Lecturers who responded to the Classroom Asia questionnaire named, in total, twenty-three areas in which they claimed to have professional expertise, and practically none of those areas have even a tenuous connection with Asian studies. Of the 16 respondents, only two have undergraduate qualifications in an Asian language
A third lecturer has no formal qualifications in language, but has completed a doctoral thesis on an aspect of Japanese culture. For two-thirds of the responding lecturers, any Asia-related knowledge that they have and are able to share with their students has been garnered informally – largely through unstructured reading, supplemented by private travel in Asia.

The research activity of the 16 respondents to Classroom Asia reflects their generalist backgrounds. Some forty per cent said that they had undertaken Asia-linked research during the period 2002-2003. In almost every case, however, the focus of this research was generically educational. It focussed primarily on pedagogy, policy-making or pupil and student socialisation; “Asia” or, more typically, “Asian people in New Zealand”, served mainly as the context for the research. Only one of the 16 has made an Asian culture the primary focus of their research. We must conclude, therefore, that among the academic staff of New Zealand’s colleges and schools of education, there are practically no Asia specialists.

**Asia-related studies in teacher education**

Responses to the Classroom Asia questionnaire suggest an ambivalence among teacher educators about the direction and purpose of a policy relating to Asian studies in their respective institutions. The great majority (15 out of the 16) were critical of what they see as their institutions’ failure to equip student teachers with Asian knowledge; they judged the development of Asian content in teacher education programmes as static, insignificant or non-existent. Half of the respondents declined to, or could not, answer a question about their institutions’ “policy on Asia-related studies” and what the focus of such a policy might be if it existed.

Respondents acknowledged that their institutions were increasingly “engaged with Asia” through programmes designed for Asian-born students (fee-paying international students, in the main). Many are somewhat cynical about this trend, however, judging it to be driven only by revenue-raising imperatives (we might add that such
negative attitudes towards the so-called “internationalisation” of education exists on all tertiary campuses, and among students as well as teaching faculty). It would seem that the institutions are not taking their staff with them regarding their so-called Asian outreach.

What, then, should be the purpose and direction of a policy relating to Asia education in teacher education? A policy needs two foci. First, colleges and schools of education have a responsibility to prepare their students to teach Asia-linked content in New Zealand classrooms. Secondly, they must equip them to address the needs of Asian-born pupils (both international and resident) in New Zealand educational settings. Lecturers responding to the Classroom Asia questions judged their institutions’ performance in both of these areas as “patchy” or “inadequate”; none believe that their institution is doing well in either area. The following are specific points noted by respondents:

✓ Some study of Asia does happen in teacher education programmes, but it is unplanned and uncoordinated. Where there is Asian content in some of the electives available to students, it is invariably at the initiative of individual lecturers who happen to be interested in one or more regions of Asia. Happenstance, therefore, determines the degree to which the institutions’ students get any preparation for the teaching of Asia-related material in classrooms

✓ Colleges and schools of education prepare students to deliver a national curriculum which makes no mention of Asia. There is, therefore, little incentive for the institutions to include Asian content in their courses. Where institutions do attempt to address cultural issues, the emphasis falls on domestic biculturalism rather than an inclusive multiculturalism based on recognition of New Zealand’s increasing cultural diversity

✓ A precondition for the entrenchment of Asian studies in teacher education is some attitudinal changes among the institutions’ managers and lecturers – a change in the assumption that “Asia” is alien, “outside”, exotic and, even, irrelevant
√ The colleges and schools of education need to recruit more lecturers with knowledge of Asian languages and cultures, and much more professional development should be available to lecturers who are willing to inject Asia content into both core and elective teacher education courses.

√ It is certain that teachers entering the workforce today will teach Asian pupils in multiethnic classrooms; teacher education must systematically prepare student teachers for the challenges that this entails.

√ Pre-service training should provide all student teachers with the skills they will need to work with NESB (Non-English-Speaking Background) students; they should gain familiarity with, if not expertise in, ESOL (English for Speakers of Other Language) techniques, and with mainstream multicultural approaches.

√ A policy for getting Asia into teacher education will need to address the curricular and organisational obstacles to the delivery of Asia-related programmes in colleges and schools of education.²

**Addressing the needs of Asian-born education students**

As noted earlier, lecturers responding to *Classroom Asia* saw their institutions as more effective in addressing the needs of Asian-born students than in equipping all teacher-education students with Asia knowledge, and with techniques for transmitting this knowledge in classrooms. No respondents, however, saw their institution’s performance as consistently strong in its provisions for Asian-born students. They suggested that Asian students enrolled for short, one-off courses of a month or less, are better catered for than Asian students mainstreamed into New Zealand college and school of education programmes. Specifically they noted that:

√ Asian student teachers need more guidance than currently is provided in relation to the modes of learning and assessment that typify the approaches adopted in New Zealand schools.
Asian students need structured and guided help with the use of library systems in New Zealand, including resource and data search skills.

Language needs, especially those of mainstreamed Asian students, need to be properly catered for. Tuition in formal writing and the use of academic English should be formally incorporated into these students’ courses.

Institutions need to make a deliberate commitment to the pastoral care of their overseas, including Asian, students. This should entail the appointment of coordinators of pastoral care and support services for international students and for New Zealand resident NESB students.

Mainstreamed Asian students need higher levels of support than are currently provided during the early weeks and months of their programmes. Pre-course induction programmes that include introductions to local social mores and help with socialisation skills will help to lift the academic performance of recently-arrived Asian students.

In their Asian outreach, colleges and schools of education, for market reasons, focus on Northeast and Southeast Asia. More recruitment from South and Central Asia would help redress this imbalance.

**Integrating Asian-born students into the mainstream**

*Classroom Asia* respondents suggest that not nearly enough is being done to ensure that Asian-born teacher-education students are successfully integrated into the mainstream student body. This problem, the virtual segregation of Asian students on tertiary campuses, was noted in Chapter 3 as one that the universities also need to address. The failure to draw Asian students into the broad student body represents lost opportunities for cross-cultural learning experiences – the kind of shared learning that occurs within well-integrated student communities.
What explains the semi-isolation of Asian students? Crowded timetables, assignment pressures and the congregation of Asian students in a limited range of courses are one set of factors. Perhaps the major problem, however, is student attitudes. We have "cultural walls" to dismantle. Asian students can pre-judge their non-Asian fellow students as much as non-Asian students do; the prejudices on both sides need to be addressed and demolished.

Social interaction in informal situations can help to overcome barriers of shyness and foster the development of friendships. The colleges and schools of education need to make a special point of encouraging and facilitating Asian student participation in the range of extracurricular social, sporting and cultural activities that typically constitute an important part of campus life. The student hostels that cater for international students also have a significant role to play in helping to ease the resettlement pains of newly-arrived students, providing "homes away from home" and creating opportunities for the development of cross-cultural friendships.

We need also to design and develop integration strategies that can be applied in formal learning contexts. By building cooperative learning strategies into projects and assignments and requiring that the learning groups are multicultural, we are establishing frameworks in which Asian and New Zealand students can work together collaboratively and productively. Particularly successful interaction occurs if Asian students are invited to contribute the special knowledge and experience they bring from worlds that New Zealand students perceive as distant and strange. This provides an opportunity to acknowledge and celebrate the culture of "others" and very effectively dismantles cultural barriers.

Equipping teachers with Asia knowledge and skills

Should our main target be teachers just at the beginning their careers? Is the injection of Asian content into the pre-service degree and diploma programmes the best way of getting studies of Asia into primary and secondary school classrooms? As the Classroom Asia survey showed, pre-service education students have, at present, the opportunity to study Asia only if a lecturer chooses to incorporate Asian content into the
electives they offer. Until the school curriculum makes more room for Asian Studies, and until the New Zealand Teachers Council (NZTC) specifically emphasises the need for new teachers to be equipped with Asian knowledge and skills, this situation will not change.

But is pre-service teacher training really the best place to start? Dugald Scott, Principal of the Wellington College of Education, warns against trying to make the training of new teachers “the panacea for all ills of the education system”. He points out that we do not “expect to have to wait for medical students to carry new practices and ideas out into the medical community. ...(T)he consultant physicians and surgeons do that”. By corollary, he says, we should not depend on new teachers, fresh from pre-service training, to lead the drive to get Asian Studies into schools. Our target should more sensibly be the experienced teachers, the classroom professionals who help train the trainee teachers during their teaching experience visits to schools.

Worth noting here is the Australian NALSAS project’s substantial investment in the in-service area of teacher education. The project has developed a range of “Studies of Asia” resources, workshops, training modules and on-line courses specifically designed for practising teachers. And at least one department, school or college of education in most Australian states and territories have trialled and delivered the NALSAS Studies of Asia modules over the last six years. There is nothing in New Zealand to match this. In fact, hardly any of the New Zealand colleges or schools of education formally incorporate Asian content into the professional development courses they offer. Why not? Are they blind to the need for much more study of Asia in the school curriculum?

Dugald Scott suggests that, before the colleges and schools of education can make room for Asia in their curricula, change is needed in two spheres – in the schools, and among the educational funding and regulatory bodies. The guidelines administered by the NZTC largely determine the content of pre-service teacher education; as Scott observes, “if we were to put too much emphasis on Asian studies in our programmes to prepare teachers we would run the risk of the Teachers
Council not approving them. And in the absence of demand from the schools for teachers with Asian knowledge and skills, the colleges have no good reason to develop and deliver in-service programmes with Asian content. School principals must actively seek that kind of professional development for their teachers before teacher training establishments can efficiently provide it. If the colleges took the lead and offered workshops or courses that helped teachers take Asia into their classrooms, they would probably not be paid for them.

We need, therefore, a two-pronged strategy. We must work from the top down, with MOE and NZTC authorities, for the purpose of promoting the development of curricula and guidelines that provide for compulsory studies of Asian in schools and teacher education programmes. At the same time, we need to work at cultivating enthusiasm for Asia knowledge among classroom teachers and sponsor the development of classroom resources that help them to teach about Asia. The bottom-up strategy is premised on the understanding that the great majority of primary and secondary school teachers have made little or no formal study of Asia themselves, and need a lot of support. In other words, until the universities get more study of Asia into the curriculum mainstream, and until teacher education programmes make room for Asian content, the task is to develop Asia-related resources, teaching kits and classroom guides of a quality that will ensure their ready utilisation by teachers who would otherwise not have the confidence to teach about Asia.

**Asia resources for teachers and students**

The adequate preparation of Asian language teachers for primary and secondary classrooms is a responsibility shared by the tertiary Asian language programmes and the colleges and schools of education. To get more Asian content into the non-language school curriculum, the universities need to graduate more of those “middle-level” Asian specialists described in Chapter 3, and the schools need to recruit them as teachers. Until the universities get more study of Asia into the curriculum mainstream, however, the task is to develop Asia-related
resources, teaching kits and classroom guides of a quality that will ensure their ready utilisation by teachers.

The development of Asia-related teaching kits and resources for primary and secondary school teachers has been undertaken with great energy, resourcefulness, imagination and ingenuity in different parts of the world. The initiatives are the result of collaborations among Asia scholars, teacher educators, classroom teachers and education managers. All rely on generous injections of funding from governments or the private sector, and very often from both.

Here in New Zealand, the Asia 2000 Foundation has taken the lead with its “Educating for Asia” initiative. It is a “website of Asia-related unit plans, information and ideas for teachers” that relate directly to the New Zealand curriculum guidelines for social science and the arts.\(^8\) Currently the site offers teacher unit plans on 19 topics. As well as providing information and resource support to teachers, each unit plan includes suggestions about classroom delivery and activities, a set of activity sheets for students and links to other electronic resources on the study topic. Various other initiatives such as teacher in-country experiences and support for Asia-related activities in regional centres make up Asia 2000’s education programme.\(^9\)

In Australia the Asia Education Foundation (AEF) and the Curriculum Corporation (a government body) have together developed “Access Asia”, a website that provides resource support and lesson plans for teachers in the pre-tertiary sector.\(^10\) An adjunct of “Access Asia” is “Asia EdNet”, an electronic information and discussion network of “educators interested in studies of Asia and Asian languages”.\(^11\) The NALSAS website, among other useful things, advertises Asia-related curriculum material produced by the NALSAS project and lists the in-service Teacher Education courses, both Asian language teaching and studies courses, that give Australian teachers a postgraduate qualification in the Asia field.\(^12\)

In the United States we find a rich range of Asia-material resource banks, the initiative of educational bodies committed to getting more study of Asia into American schools, colleges and universities.\(^13\) A
few deserve special mention. The “Columbia Project on Asia in the Core Curriculum” has an extremely useful “Asia For Educators” website. So has the “National Consortium for Teaching about Asia”. “AsiaNetwork” targets the liberal arts colleges. And the magazine, *Education About Asia*, published by the Association for Asian Studies since 1997, is a valuable resource for teachers who seek to expand their Asia knowledge.

Asia scholars have collaborated closely with pre-tertiary educators in the development of all of these initiatives. And they all provide teachers in New Zealand schools with very accessible Asian knowledge, resource material and teaching guides. But particularly useful are the materials designed specifically for the New Zealand curriculum by the Asia 2000 Foundation. We must strongly support the further development of the Foundation’s “Educating for Asia” project. The university Asia specialists need to get solidly behind it, serve as advisors to unit designers, and contribute their Asia knowledge to in-service and postgraduate courses for teachers who want to take studies of Asia into their classrooms.

Moving Forward
The *Classroom Asia* survey exposed three broad sets of problems:

1. a school curriculum that gives little attention to Asia and that, therefore, gives little incentive to teachers to learn and teach about Asia;

2. the near-absence of Asia specialists among the academic staff of colleges and schools of education and very little study of Asia in teacher education degree and diploma programmes;

3. inadequate provision for Asian-born students – both international and resident Asian students, and Asian students in both teacher-education and the school system.

The incorporation of issues related to teacher education and the schools radically broadens the TAAG’s agenda, and so we propose the establishment of, in the first instance, a Subcommittee with special

“There has been a tendency to measure the value of international education simply in terms of current foreign exchange earnings. …In these difficult international times more than ever we need to recognise the value of education as a bridge builder”.

Simon Murdoch, Secretary of MFAT, “Raising New Zealand’s Engagement with Asia”, 5 September 2003
responsibility for teacher education and the school sector. This subcommittee should serve as a bridge between the tertiary and school sectors, be composed of representatives from each sector, and work at better integrating the drive to strengthen the study of Asia at each level of the New Zealand education system.

The special needs of Asian students are now being given serious attention by policy makers and practitioners both inside and outside government and at several levels. This does not mean, however, that we leave the “Asian student problem” for the export education sector to solve. For one thing, many Asian-born students are now New Zealand residents. And secondly, we want to involve all Asian students, both visitors and residents, in our Knowing Asia project, and to make the point that the internationalisation of education in New Zealand means much more than the recruitment of fee-paying students. The design of strategies for better integrating Asian-born students, therefore, should be included in TAAG’s set of objectives.

The findings of the Classroom Asia enquiry lead us to propose the following initiatives:

**Proposal 4.1:**

*Establish an Education Subcommittee:* An Education Subcommittee within the TAAG will have responsibility for all matters relating to Asia-related teacher-education.

**Proposal 4.2:**

*Strengthen linkages between the tertiary, secondary and primary sectors:* We need to establish formal channels through which the TAAG can collaborate with associations of primary and secondary school teachers committed to the promotion of classroom and extracurricular studies of Asia.
PROPOSAL 4.3:

Contribute to national curriculum stocktaking, review and development: The Subcommittee should immediately position itself to participate in national curriculum stocktaking, review and development processes for the purpose of establishing Asian literacy as a learning objective in, at a minimum, the arts, languages and social studies curriculum statements. It should also make representations for the inclusion of Asian literacy as an objective in the National Administration Guidelines [NAGs] for the New Zealand education system.

PROPOSAL 4.4:

Formulate a strategy for the primary and secondary sectors: On the basis of the Asia 2000 Foundation surveys of Asian Studies in primary schools (completed) and in secondary schools (scheduled for late 2004), the TAAG Education Subcommittee can oversee the mapping of areas and pathways through the schools curriculum into which studies of Asia can be injected and sequentially developed. This project will build on the Asia 2000 Foundation’s “Educating for Asia” initiative.

PROPOSAL 4.5:

Liaise with teacher education authorities: The Subcommittee will begin discussion with senior managers in the colleges and schools of education about ways of introducing Asia-related studies into the teacher education degree and diploma programmes. Consideration should be given to ways in which some of the university Asia courses might be incorporated into Bachelor of Education degrees, or taken as part of professional development programmes for teachers.

PROPOSAL 4.6:

Development of Study of Asia modules for teachers: The Subcommittee will undertake or commission the development of Asian
Studies modules that can be incorporated into pre-service and in-service programmes for teachers.

**PROPOSAL 4.7:**

**Plug into Australian networks:** The Subcommittee can facilitate the creation of a "virtual cluster" of New Zealand teacher educators with expertise, or an interest, in the study of Asia and position that cluster within the Australian "Asia EdNet" network.

**PROPOSAL 4.8:**

**Develop or use distance-study modules for teachers:** The Subcommittee should sponsor the development of "Studies of Asia" distance-study modules similar to those taught jointly by the University of Tasmania and Flinders University, or explore ways in which completion of the Australian modules might be credited towards a New Zealand teaching qualification.¹⁹

**PROPOSAL 4.9:**

**Devise way of expanding cross-cultural immersion opportunities for teachers:** The Subcommittee should work with college and school of education senior managers to devise ways of providing both pre-service and in-service teachers with opportunities to spend time in Asian localities. For example, partnerships with local government authorities and use of the exchanges based on "sister city" relationships could be two avenues through which "home stays" in Asia for teachers could be arranged.

**Conclusion**

Programme planning and delivery by colleges and schools of education needs to be responsive to demographic, social and cultural change much more than is currently the case. The institutions have to take account of
New Zealand’s growing economic interests in Asia, the expanding trade and cultural relationships with Asian partners, the growing number of Asia-born students in school and college classrooms and the need, therefore, for a broad dissemination of Asian knowledge to the extent that it becomes common knowledge among New Zealanders. Knowledge of Asia should be communicated in classrooms at all levels of the New Zealand education system. For this to happen the pre-service and in-service education of teachers must, at the very least, include electives with substantial Asian content. It must also equip Asian language teachers with the skills they will need in classrooms.

All Classroom Asia respondents strongly affirmed the fundamental importance for New Zealand of Asia-related education in the professional training of teachers and in schools. None, however, felt themselves well qualified to teach about Asia, and all judged that their institutions are not doing nearly enough to train and equip Asia educators. The goal of expanding Asian literacy among New Zealanders, therefore, remains a challenge. It is also a dynamic opportunity.


2 The obstacles result, to a significant extent, from the cost-cutting reduction of pre-service teacher training courses since 1997. The typical B.Ed. programme has shrunk from four years to three. Most pre-service training for degree holders remains locked in single-year, post-graduate diploma courses. Teacher pre-service training therefore, has become narrowly focused on educational theory and a limited range of curricular imperatives. The time constraint, and the content guidelines prescribed by the New Zealand Teachers Council (NZTC), result in degree and diploma programmes that provide little opportunity for trainee teachers to acquire a well-rounded educational experience, including an educational experience of Asia.

3 Dugald Scott, presentation to Asia 2000 Foundation Educating for Asia Workshop, 9 July 2004


6 Scott, ibid.

7 Scott, ibid.


13 For a fairly comprehensive list of American associations and electronic resources, see “Useful links for teaching about Asia”, http://spice.stanford.edu/asialinks.html
14 Asia For Educators (AFE), http://afe.easia.columbia.edu/
15 National Consortium for Teaching about Asia (NCTA): http://www.nctasia.org/
16 AsiaNetwork: http://www.asianetwork.org/
17 Education About Asia: http://www.asianst.org/EAA/about.htm
19 See the “Asia for Teachers” web site: http://asia-for-teachers.educ.utas.edu.au/
Conclusion

The aim of this report is to demonstrate that a lot of building work is still to be done if we are to equip New Zealanders with the Asia knowledge needed to meet the challenges of this country’s engagements with Asia in the twenty-first century. And although we have a foundation on which to build, some repair and reinforcement of the foundations is also needed.

Studies of Asia, particularly language study, grew quickly in the 1990s, but it was an uncoordinated and ill-balanced growth. Japanese and Chinese language programmes grew strongly on almost all tertiary campuses, but they remain less than adequately supported by courses about Japan and China in the non-language disciplines. Furthermore, growth has been confined to Japanese and Chinese language. No tertiary institution now offers a degree programme in any South Asian or Southeast Asian language. Any non-language studies of countries in Southeast, South or West Asia are randomly scattered across disciplines and campuses, and are usually taught by Asia specialists who were recruited for their disciplinary expertise, not because they are Asia specialists.

Does it matter that only Japanese and Chinese studies have much solidity? In a country of barely four million people, should we not concede the impossibility of studying all of “Asia” properly and make a strategic decision to narrow our focus to Northeast Asia? Some respondents to the NZASIA survey made that argument. Others suggested that the Asia programmes of just two or three New Zealand universities be targeted for development, that we concentrate on ensuring that their programmes achieve a proper balance of language and “studies” courses, and that South and Southeast Asian Studies be properly developed on just one campus each.

The idea of developing a small number of universities as centres of excellence in Asian Studies has been around for a long time – since...
the 1950s, in fact, when Asianists at Victoria University began to talk about setting up a Centre of Asian Studies there. The idea of just a few centres was supported by the NZASIA Society in its early years, the 1970s and ‘80s, but it was swamped by the deregulating “market forces” that were released in the late 1980s. Competition among the tertiary institutions then became the norm, and the idea of a “national policy” premised on coordination and cooperation was emphatically sidelined. Japanese and Chinese language programmes mushroomed on almost all campuses, and we now must factor into our planning that legacy of the 1990s.

We must also accommodate PBRF pressures – the tertiary funding system that is forcing tertiary institutions to make strategic decisions about research foci and development. In a number of important ways, the PBRF regime is changing the tertiary education environment. Perhaps it is now time to revisit the idea of concentrating Asian Studies in just a few centres. But how does such a strategy accommodate the mainstreaming principle? The relative merits of “centring” and mainstreaming, and how the two approaches might be blended, needs further analysis and debate among New Zealand’s Asia educators. The proposed Tertiary Asia Action Group should lead that discussion, and then design a strategy that, while building on legacies, achieves a good deal of coordination and cooperation.

There is also the question of whether we should be promoting “Asian” studies at all! The word “Asia” is a fiction. And even if it was ever valid to see the countries we call “Asia” as forming a region, the processes of globalisation are breaking down old regional constructs and demanding that we broaden the contexts in which we place “local” studies. Might it not be better to discard the term “Asian Studies” and bring studies of, for example, Indonesia or India or Japan out of the “Orientalist” cold by mainstreaming them within “World Studies”?

That might well be the ultimate goal of our mainstreaming drive. But we must first organise to dilute the Eurocentrism that permeates World Studies. The need to take a strong stand and push hard is one of the main justifications for organising ourselves as “Asianists”. And it is a
major reason why we should join hands with our colleagues in Maori and Pacific Studies, people whose interests in decolonising the tertiary curriculum are as strong as ours. We need to work at exposing the fact that many university disciplines are still shaped by "age of empire" assumptions, that "Orientalist" attitudes and prejudices persist very strongly in some places. Before, therefore, Asian and Pacific and Maori studies join World Studies, we must ensure that "world" is allowed to have many meanings and that World Studies has shed some of its hegemonising habits.

This report’s central proposal, therefore, is that we get organised. We must work collectively to secure funding for and then establish a national body that can coordinate those programmes and activities in the field of Asian Studies that will benefit from central direction and coordination. We have proposed that this body be called the Tertiary Asia Action Group, that it be based within the New Zealand Asian Studies Association, that it work closely with the Asia 2000 Foundation’s Knowledge Working Group, and that it be commissioned to design and oversee a programme for strengthening and expanding the formal study of Asia in New Zealand’s universities, colleges and schools. The proposals listed at the end of each chapter in this booklet are offered as suggestions for the kinds of actions and initiatives that a national body might undertake. The Tertiary Asia Action Group’s first task will be to continue the discussion about these proposals, and to bring many more New Zealanders into the discussion.
APPENDIX 1

Select Bibliography


Butler, Christopher, “Seriously Asia achieves objectives”, Asia 2000 Foundation of New Zealand Review, Summer 2004


Kember, James, “Know your neighbours”, DominionPost, 21 January 2004


Tarling, Nicholas, International Students in New Zealand: Policies and Prospects Auckland: NZAI, 2004

APPENDIX 2:

Tables

Table 1: Japanese Language EFTs, 2003

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<th>Unitec</th>
<th>VUW</th>
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Table 2: Chinese Language EFTs, 2003

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Table 5: Asian Language Programme Staffing: Chinese, 2003

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* 0.75 of 1 Chinese lectureship is funded by the Chinese Ministry of Education

Table 6: Asian Language Honours: EFTs, 2003

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* The figures in this column are for all 700 to 751 courses, and so include MA Part 2 as well as MA Part 1 (Honours) figures.
Table 7: Non-language Asia courses

Total number of undergraduate non-language courses with more than 50% Asia content, the number of courses taught in 2003, and the programmes in which they are taught

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* The non-language courses offered by the Asian Languages/Studies departments and schools usually deal with “culture and society” themes that can include history, politics, religious studies, film studies, philosophy, music, and so on.

* Not taught, or not all taught, in 2003
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APPENDIX 3:

Asian Studies Networks and Links

A. Networks of Asia Scholars and Specialists:

Asia EdNet (Australia):

Asia Education Foundation (Australia):

Asian Studies Association of Australia:
   http://coombs.anu.edu.au/ASAA/

Asian Studies in Asia Network (Australia):
   http://asianet.anu.edu.au/about.html

Association of Asian Studies (USA):
   http://www.aasianst.org/

Canadian Asian Studies association:
   http://canadianasianstudies.concordia.ca/

European Alliance for Asian Studies (Holland):
   http://www.iias.nl/host/alliance/about.html

German Asian Studies Association:
   http://www.asienkunde.de/

International Institute for Asian Studies (Holland):
   http://www.iias.nl/

National Consortium for Teaching about Asia (USA):
   http://www.nctasia.org/

National Institute for Asia and the Pacific (Australia):

New Zealand Asian Studies Society:
   http://www.nzasia.org.nz/

New Zealand Association of Japanese Language Teachers:
   http://www.japanese.ac.nz/

New Zealand Chinese Language Association:
   http://www.chinaclick.co.nz/Language_Schools/Wellington/Ext/
   NewZealand_Chinese_Language_Association.htm
B. Links to resources

Access Asia (Australia):

Access Asia (USA):
http://www.accessasia.org/

Asia Educational Media Services (USA):
http://www.aems.uiuc.edu/index.las

Asia for Educators (USA):
http://afe.easia.columbia.edu/

Asian Studies Development Program (USA):
http://library.kcc.hawaii.edu/external/asdp/

Ask Asia – Instructional Resources for Educators (USA):
http://www.askasia.org/for_educators/fe_frame.htm

Educating For Asia (New Zealand):

E-Journal of Asian Linguistics and Language Teaching:
http://languages.arts.unsw.edu.au/asaa_ejournal/

National Asian Languages and Studies in Australian Schools (NALSAS):
http://www.curriculum.edu.au/nalsas/

Stanford Program on International and Cross-Cultural Education: