



**ASIAN STUDIES PROGRAM**  
**SCHOOL OF SOCIAL SCIENCES**  
**LA TROBE UNIVERSITY**



**HONOURS GUIDE**

**2010**

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## **Part One: Introduction**

An Honours degree from an Australian university is a justifiably respected qualification. It entails a rigorous course of study that includes advanced course-work, original research and the writing of a thesis. Those who complete it have proven their capacity for research, organisation, analysis and production to a tight schedule.

Fourth-year subjects should allow students to explore more deeply aspects of their studies that have interested them over their first three years at university. Students stand to benefit from acquiring a wider theoretical knowledge, greater experience in research and closer involvement with members of the Asian Studies Program and their special interests. In short, at the end of the Honours year, every student should have a clear idea of the demands and rewards of serious scholarship in their preferred field.

Honours results in fourth year range from third class honours to first class honours, roughly the equivalent of an A. Between a third and a first lie lower second-class honours (H2B) and upper second-class honours (H2A). (See the resources section for the criteria for determining honours grades.)

### **Honours in the Asian Studies Program**

The Asian Studies Program's honours year draws on the wide variety of Asian languages and studies offerings available across the School of Social Sciences and elsewhere in the University.

The Honours program is designed to enable high-achieving students to develop further research skills and expertise in languages and related disciplines. It is at once a very challenging program, demanding a high level of commitment, and potentially the most rewarding experience an undergraduate student can undergo at university.

Honours may be taken full-time over one year or part-time over two years. In some cases it may be possible to commence an Honours course in midyear.

Successful completion of the Honours year is a prerequisite for entry to postgraduate research degrees (MA and PhD).

The MA Preliminary course in Asian Studies is identical to the BA Honours. Entry is available to a broader category of applicants whose qualifications are approximately equal to those of entrants to the BA Honours Fourth Year. The MA Prelim specifically caters for individuals who have already taken out an undergraduate degree and now wish to proceed to postgraduate study.

The procedure for applying for entry into Honours is set out in the resources section.

## The Organisation of Honours in Asian Studies

The La Trobe University Asian Studies Program supervises three quite distinct honours streams:

For those students who have completed a Bachelor of Arts there are two streams available:

- Asian Studies Languages (ASL), which has a strong language emphasis, and
- Asian Studies Area of Study (ASAS), which has an Asian Studies or disciplinary emphasis.
- 

There is also an honours program for students completing a Bachelor of Asian Studies.

### 1. B.A. (Hons) Asian Studies Languages (ASL) Honours

Students intending to enter the honours year in Chinese, Indonesian or Japanese should normally have completed a 130 credit points (cp) major in the relevant language, including 60cp at third year level, and have attained suitable distinction in their grades. This generally means attainment of a good B-grade average in the later years of language study. Students wishing to do Honours in a Sanskrit related area should enrol in Asian Studies Area of Study (see next section).

In 2010, ASL Honours students are required to complete a total of 60 cp of coursework, or equivalent, plus a thesis of 10,000-15,000 words. The ASL honours may be undertaken in one year (full-time) or two years (part-time).

The *coursework* component normally involves:

- two semester length Honours subjects in the relevant language (worth 33.3% of total assessment). Students should consult the relevant Language Co-ordinator about the actual subjects on offer at IV year level in Chinese, Indonesian and Japanese.
- one semester length theory and method subject for students of all Asian language disciplines (worth 16.7% of total assessment).

The *thesis* component involves:

- a substantial research essay in English of around 10,000-15,000 words which draws to some degree on reading and interpreting primary and secondary sources in the relevant language *or* a substantial research essay in English, of no less than 7,000 words, plus annotated translation of an approved text in the relevant language, to a combined total of 10,000-12,000 words (worth 50% of total assessment).
- Completion and submission of 3 copies of the thesis by **the last working day of October**. Meeting the deadline is crucial, especially for students intending to apply for postgraduate scholarships.

The lecturers in charge of the subjects will assess course-work subjects. The thesis is graded by two examiners neither of whom are the thesis supervisor. A copy of the guidelines distributed to examiners to aid them in assessment is in the resources section.

## 2. B.A. (Hons) Asian Studies Area of Study (ASAS) Honours

Honours in Asian Studies (ASAS) is normally available to students who have completed a major in Asian Studies with a 'B' grade average, or higher, in their Asian Studies subjects, and who have achieved a level of fluency in an Asian language equivalent to two years of full-time study.

The structure of Honours in Asian Studies (ASAS) is normally equivalent to that of the discipline in which a student completes a sequence (e.g. Politics, History, and Sociology). Hence coursework requirements vary from two to four semester length subjects, and the thesis varies accordingly from 15,000 words (with two units) down to 10,000 words (with four units). Each student needs to confirm his or her particular course structure with the Honours co-ordinator.

*Coursework* units normally include one Honours level theory and method subject in Asian Studies and may include existing fourth year subjects in another discipline and/or a 'free-reading' course with a particular staff member in Asian Studies. A lower-year level subject with additional work equivalent to Honours level may replace one of the required coursework subjects.

As noted, the *thesis* varies in length and discipline depending on a students' sequence in the Asian Studies major. The thesis is due for submission by **the last working day of October**. The thesis should conform to the guidelines for Honours theses as set out in their chosen discipline sequence (i.e. politics or sociology).

The lecturers in charge of the subjects will assess course-work subjects. The thesis is graded by two examiners neither of whom are the thesis supervisor. A copy of the guidelines distributed to examiners to aid them in assessment is in the resources section.

### **3. B.A.S. (Hons) Bachelor of Asian Studies Honours**

The Bachelor of Asian Studies is a specialist degree which recognises the increasing importance of knowledge of Asia for those persons who will work in Australian education, trade or government after graduation. It offers students the opportunity to gain an in-depth knowledge of at least one Asian language, and of one area of Asian Studies: linguistics, cultural studies or the social sciences.

The structure of the Honours year consists of coursework (50%) and the writing of a thesis (50%). The coursework component will reflect the student's previous training:

- (a) one subject in the appropriate language (Chinese, Indonesian or Japanese), 20cp;
- (b) one subject in the discipline area previously selected by the student, 20cp;
- (c) and one methodology subject relating to Asian Studies, 20cp.

Students will also complete a thesis in English of around 10,000 words on a topic related to Asian language, society or culture. With permission, students may alternatively submit a substantial research essay in English of no less than 7,000 words, plus an annotated translation of an approved text in a relevant language, to a combined total of 10,000 to 12,000 words. The thesis is due for submission **by the last working day of October.**

## Part Two: The Thesis

For most people, the honours thesis will represent the most extensive piece of research and writing that they have ever undertaken. It is in many ways a voyage of discovery during which you will learn a good deal about yourself - about how to motivate and discipline yourself and about where your tertiary literacy skills lie. All this takes time, something that will be in short supply once the academic year begins.

Most students are advised of their admission to honours in December of the year preceding their enrolment, and begin work on their theses in January. You must, therefore, explore possible topics with members of the Program as early as possible. You should have decided on a topic and secured the approval of your chosen supervisor well before term begins in March. Remember, the thesis is worth up to 50% of your total assessment depending on the structure of your particular honours program.

### What is the thesis?

The thesis should be the result of substantial, independent research. Often it may be possible to choose an area in which your work will be fairly original. Indeed, that is one of the excitements of research - the sense of opening up unexplored territory. On the other hand, you may wish to reappraise an area that has been treated by other writers and scholars. In that case, you will be attempting to revise, modify or expand their ideas or interpretations. In both instances, however, you are aiming to add to existing knowledge a contribution that bears your personal and distinctive stamp. You are not seeking simply to summarise the research of other scholars. This means that, wherever possible, you will look at primary sources - for example, the original writings of novelists, dramatists, poets or journalists, plus perhaps newspapers, documents or official reports and statistics. You should also know all that you can about previous research in your area. This will enable you to show how your research is original - how it 'fills a gap'; 'breaks new ground'; 'goes beyond'; 'differs from'; 'redefines'; or even 'tests', existing work in the field.

A thesis must have a 'thesis' - a coherent interpretation that you can support with evidence. You will be assessed on your ability to collect, organise, translate and interpret that evidence - and on the persuasiveness of the argument you advance about it.

In structure, a thesis consists of an *introduction*, a sequence of chapters that *analyse a problem and develop an argument*, and a *conclusion*.

#### *Introduction:*

In the introduction you need to do at least three things:

Assess the general (or "macro") significance of your specific (or "micro") topic. Why have you chosen to write on an obscure Sichuanese novelist, a mining disaster on Hokkaido, or a flamboyant Balinese actor? As you probe your topic you will find general significance in what you are doing. In focussing on an obscure Sichuanese writer, for example, you might ask whether she is a precursor of modern Chinese vernacular writing. Does this have any bearing on the decline of the classical Chinese language? Can it be linked to broader events in China's modern history, such as the growth of nationalism, the May Fourth Movement, or literacy and the growth of reading publics? Did she help fashion a distinctively local or provincial culture, or sense of local cultural identity? Similar kinds of questions might be asked of any given topic. Be modest in your claims, but show an awareness of broader issues and the relevance of your particular topic to issues of genuine significance.

Assess the importance of research at the "micro" level as well. What information have you managed to uncover about this topic? What hitherto neglected/obscure but nonetheless interesting aspects have you brought to light? What has been done so far on your topic?

Here you will need to summarise all known scholarship on your topic (within reason, of course!) and highlight gaps in current knowledge. Point out, too, whether your work will help fill some of these gaps or whether it will challenge prevailing interpretations of known data.

Identify your primary sources and explain your methodology. It is important to let the reader know what sources you will be consulting in the course of your research. You must also locate your argument in a particular genre of writing or field of research (for example in literary studies, international relations, development studies etc.) and specify your favoured methods within the field for conducting your research and framing your argument.

*Analysis and Development:*

Subsequent chapters are the “meat” in your sandwich and will generally consist of your original contribution to your topic. It is important to set out the information clearly with careful citation of your sources. Foreign language sources should be summarised or translated (in an appendix if necessary, alongside the original). Make sure to give the correct English transliteration of Chinese and Japanese names, and to include characters or kanji on the first appearance of any given name. In endnotes (or footnotes) and bibliography give English transliteration and characters/kanji for all original sources.

*Conclusion:*

The main function of the conclusion is to convince the reader of the persuasiveness of your argument. Restate your case, recall the major evidence, and evaluate your own contribution. This includes an awareness of what you were not able to accomplish in your (limited) study.

*A few more tips:*

Remember, whatever claims you choose to make in your introduction must be backed up in the development of your argument (over subsequent chapters) and argued persuasively in your conclusion.

Watch out for plagiarism, which can often be unconscious and unintended (See resources section).

Remember that a very high standard of English presentation is expected in an honours thesis. Check all grammar and spelling. Ask a friend (preferably a native English speaker) to read through and comment on your thesis toward the end. Your supervisor cannot be expected to revise your English for you.

## Your Topic

To define a topic, you should ask yourself which aspects of Asian Studies have interested you most in your studies so far. What problems or texts would you have liked more opportunity to investigate or explore? You may wish to consider which members of the Program have proved most stimulating to you. The answers to such questions should give you a broad idea of the area in which you wish to work. It is also a good idea to talk to a number of members of the Program about areas that they feel would repay study. Do not hesitate to approach members of the Program; all will be pleased to discuss thesis topics with you.

Having decided generally on the area in which you would like to work, you and your supervisor will need to come up with a viable topic. In the early stages, you may well want to explore questions that are too broad to be dealt with in the time you have available. A comparison (for example) of the popular novel in China, Japan and Indonesia since the seventeenth century is not a viable topic for an Honours thesis. The groundbreaking piece of work that history will remember you for may be better kept for a postgraduate thesis. Narrowing down or refining is part of the whole process, and more specific questions on a similar theme may be preferable (for example the popular novel in eighteenth century China). Members of the Program will be glad to advise you about what may or may not be a possible topic, and your supervisor will be at pains to keep your ambitions within the realm of the possible. You may wish to look at theses from previous years to help you to form an idea of what is involved. See the section "Sample honours thesis topics in Asian Studies" for a list of previous Asian Studies Honours thesis topics. Theses from previous years' students are available for currently enrolled students to borrow from the Asian Studies enquiries office.

You must also consider whether the sources on which you want to work are available in Melbourne or on inter-library loan. Remember that Asian language materials are not always readily accessible in Melbourne, and that some files are closed to researchers (most archives, for example, have a rule that closes files for a minimum of 30 years after deposit). Or people whom you may wish to interview or survey may not be willing to co-operate. Many interviews require prior approval by an ethics committee, interviewees may be busy and vital books may be unavailable when you want them, an important body of literature may take a long time to master, and the writing of some crucial section of your work may prove more difficult than you anticipated. Even if your topic is 'do-able' and resources are available, remember also that the writing of a thesis will take longer than you expect it to - especially if you want to do it well.

**Please be aware that the Asian Studies Program cannot supervise all topics.** For example, if a topic requires sources that are not readily available, sources that need to be borrowed from overseas at cost, or if there is no one with expertise in your chosen area, then you will need to reconsider your topic. If in doubt, discuss your topic with your supervisor and, if need be, with the Honours Co-ordinator.

Honours students from previous years would be almost unanimous about three things:

- that there is never enough time at the end;
- that they wish they had achieved more before subject work began in March;
- that course work in First Semester should not result in neglecting work on the thesis.

You cannot begin too soon to write about your thesis, even if this means composing only a brief outline of what you hope to achieve. Writing concentrates the mind wonderfully. The more you do it, the less frightening it becomes and the more polished the final version of your thesis is likely to be.

## Your Supervisor

Your supervisor's role is to help you in this task, and you should not feel inhibited about seeking his or her guidance on such matters as a manageable topic, source materials and research and writing techniques. Your supervisor has certain responsibilities towards you, which include reading and returning any drafts you submit in a reasonable period of time. The Program has adopted the following guidelines for the supervision of Honours theses, based on practices common in other Programs in the School of Social Sciences:

- Responsibility for setting up regular meetings lies with the supervisor. As a rule of thumb, such meetings should at least be fortnightly. They might last only 10 or 15 minutes early in the year, but could well become weekly and of longer duration towards the end of the year.
- Supervisors should be willing, particularly in the early stages, to facilitate a student's research. This might involve helping a student gain access to sources (a Japanese magazine, a Chinese novel, a set of documents) or simply introducing a student to key people in our, or another, library. Remember that the University Library will not normally borrow books overseas for Honours students because of the prohibitive cost.
- Supervisors should be willing to suggest possible, 'do-able' topics. A common pattern is for a student to express an interest in a particular genre or body of literature, or a more general problem; a supervisor may then help to identify specific texts, notable events, or sources on the topic which may help students research their topics within the limited time available in fourth year Honours.
- Supervisors should be willing to read chapters closely and provide detailed advice and suggestions about writing and organisation. 'Sub-editing' - pointing out where prose, grammar and spelling are inadequate and suggesting corrections - is a proper activity for a supervisor, but a supervisor is not expected to 'co-author' a thesis.
- Supervisors should encourage students to think about their writing timetable. Most students need to be asked to start writing sooner rather than later.
- Supervisors should be alert to help students focus on the broad 'argument' or 'thesis' of their thesis. The Fourth Year thesis is likely to be the largest piece of research work students will have attempted. They will usually need help in becoming aware of the need for overall cohesion and the techniques by which such cohesion can be achieved.

## Reading and Note-taking

Since your thesis will probably be the most substantial piece of writing you have undertaken, you will need to think carefully about a note-taking system. You have heard stories about great scholars scribbling notes on the backs of envelopes. Perhaps that works for great scholars; the rest of us need a system.

There is no 'right' system of taking research notes. But there must be a system. Ask members of the Program to explain their research methods to you. You will find that some take notes on sheets of paper and later file these in manila folders. Others may use index cards (5x3, 4x6 or 5x8) which they arrange into subject categories. Others may take their notes in ordinary notebooks with numbered pages and later index their notes in a separate master index. There are fast and effective computer indexing programs.

The important thing to remember is that you must be able to retrieve information collected months beforehand and be able to footnote it properly. You must *always* record the source, relevant dates and page references of a particular source. One of the great time-wasters at the end of a thesis is to find that sources for some notes are missing.

You must also be precise about keeping a bibliography. Most scholars make a separate index card for every book or article they look at. The information on the card should include full publication details, how useful you found the item, and most important, the library or collection in which you found it (and the call number). Trying to find a book or article again wastes time. If you write your bibliography cards carefully and systematically, you can often prepare the final bibliography directly from the cards.

## Writing

The American writer Truman Capote is said to have remarked that ‘writing is easy - you just sit down at a typewriter and open a vein.’

The task of explaining complex ideas requires a subtle vocabulary and a confident sense of how to write coherent sentences and paragraphs. As you begin to write your thesis, you may discover that you want to improve your command of language.

How? First, you can become conscious of how writers you admire perform their craft. Why is a particular essay interesting or helpful? Why does a particular sentence or phrase stick in your mind? Second, you can read about writing technique. Strunk and White, *Elements of Style* is a small paperback that has been around for more than fifty years; but it remains entertaining (e.g., consider the confusion caused by the Dangling of a Participle) and helpful (e.g., what does a semi-colon do?). Third, you may wish to talk to people in the Faculty Academic Skills Unit - HASU located on Level 4 of the Humanities 3 Building, rooms 414 and 412, phone 9479 2535. Finally, you will find good advice about writing in the *La Trobe University Style Guide*, available from the bookshop.

On how to carry out research, the following book is highly recommended: Wayne C. Booth, G. Colomb & J Williams *The Craft of Research*, University of Chicago Press, 1995.

Ethics approval: it is University policy that all research involving interviews must conform to certain ethical guidelines. Check with your supervisor about this, or consult the School representative on the Faculty Ethics Committee.

## Using Internet Sources

Internet resources can be cited in your essays and class papers but adopt the same care that you would in the case of any other source. Ask yourself, is this item authoritative? For example, does it come from a noted specialist in the field or is it just the opinion of someone whose qualifications are unknown? Generally, university sites and some corporate sites are good sources of information, bearing in mind that many sites contain an element of advertising. Your lecturer can direct you to authoritative vetted sites for Asian Studies.

It is also important that you properly cite your electronic sources. For a list of useful guides on citing electronic sources see <http://www.lib.latrobe.edu.au/help/style-guides.php#Other>

## Computers and Word-Processing

Remember the five Golden Rules of word-processing:

- 1. Never end a session without backing up your work to a disk or memory stick.**
- 2. Print out regularly.** You can't grasp the connections in your writing if you see it only one screen at a time. You have to read whole segments of your writing over and over again in hard copy.
- 3. Don't expect to create the final version of your thesis in a few hours.** You must allow at least two days for the final spell-checking, formatting, printing and binding. **DO NOT BELIEVE YOU CAN DO ALL THIS IN A MORNING.**
- 4. Run the spell check before you print out.**
- 5. Proof read...proof read and proof read.....and then get someone else to proof read your work.**

## Presentation of the Thesis

Early in October you will be asking your supervisor about how to format your thesis for submission. The answer will be: it's in your honours booklet. Again, it is a good idea to look at theses from previous years to serve as guides to presentation. You must present **three** copies of the thesis. After marking, two will be returned to you and the other will be kept on file in the School.

**The thesis should be typed, double-spaced, on one side of the page only, on A4-size paper.** It should be neatly bound; a spring-back folder is a good method. It should include a title page, table of contents and a bibliography. Ideally, notes should be at the bottom of each page, numbered consecutively throughout each chapter. Less desirably, they may be placed together at the end of the thesis in front of the bibliography.

If you are employing a typist, even the best will not type more than four pages (about a thousand words) an hour. Bibliographies and proofreading also take time. It is important, therefore, to make a booking with a reliable typist in late August or September and to get the manuscript to the typist from early October. Many people make the mistake of thinking that once their writing is finished, the typing will take only a day or two. To get an attractive, **meticulously proofread** manuscript, you must allow a typist at least a week of full-time work (and many typists may not be able to give your thesis their undivided attention for a week).

**Work out these technical details in advance. It is a great pity to have a year's hard work come to fruition in a careless final form.**

The title page should be set out as follows:

Title of thesis

By

Name of Student

Thesis submitted as partial fulfilment  
of the requirements for the degree of  
Bachelor of Arts (Hons)  
*OR* Bachelor of Asian Studies (Hons)

Asian Studies Program  
School of Social Sciences  
La Trobe University

Month Year

The following statement should appear on the second page as well as any necessary acknowledgments:

This thesis is my own work containing, to the best of my knowledge and belief, no material published or written by another person except as referred to in the text.

Signed.....

Date.....

The Table of Contents should be set out on the third page. It should include pagination for chapter headings, subheadings where relevant, tables, illustrations, appendices, and bibliography. An abstract (summary of work) should be on the fourth page.

### The Grading System for Honours

You will possibly not be familiar with the grading system used for honours. The results for the thesis and the final overall results given are expressed in the following terms:

80-100%	First Class Honours	H1
70-79%	Second Class Honours Division A	H2A
60-69%	Second Class Honours Division B	H2B
50-59%	Third Class Honours	H3
0 -49%	Honours Degree not awarded	N

The criteria used by your examiners to assess your thesis are set out in the resources section below.

**Remember:** to be accepted for **Post-Graduate work** you will require a high H2A grade overall, and, these days, to get a **scholarship** an H1 grade is imperative - and even all those achieving H1s do not secure a scholarship for Post-Graduate work.

## Part Three: Resources

### The Library

The Borchardt Library has excellent holdings in a number of areas in which members of the School specialise. Ask your supervisor about holdings related to your thesis; the library may have much more than you would expect. Fourth-year students are eligible to book a carrel in the library. The Fourth-year Co-ordinator can advise you.

The library also has facilities enabling you to do computer searches of holdings throughout Australia. The Baillieu Library at the University of Melbourne houses the widest collection of Asian language materials in the metropolitan area. You may access and borrow these using a special inter-library borrowing card available from the Borchardt library. Consult the Borchardt Reference Librarian for details.

### Important Dates for the 2010 Academic Year

Monday March 1st	First semester begins Honours Briefing Session in Week 1
Friday June 4th	First semester teaching ends Draft of 1st chapter due to supervisor
Monday July 26th	Second semester begins.
Monday September 13th	Draft of thesis due to supervisor
Last working day of October	Thesis due!
NOTE:	The University is closed at Easter on Good Friday, ANZAC Day and on the Queen's Birthday. The University remains open on Labour Day, and Melbourne Cup Day.

## Sample Honours Thesis Topics in Asian Studies

In the past, students have written on topics such as:

- 2005 Inclusive Education Ideals in China and the West: A cross-cultural perspective  
Corey Assender
- 2005 Yoga and the Yoga Upanishads  
Roger Bodman
- 2005 Abortion Debate in Indonesia  
Grace Bull
- 2005 Foreign Aid in Post-Tsunami Aceh: Weighing Up the Pros and Cons  
Alison Capp
- 2005 Codeswitching in Indonesian Interviews  
Hannah Knight
- 2005 Intratextuality in the Poetry of Dorethea Rosa Herliany  
Laura Munro
- 2005 A Tri-Partisan Explanation of Taijin Kyofusho – Is it Truly a Culture-Bound Syndrome?  
Vanessa Murray
- 2005 The Concept of Face in Chinese: A Study of Teacher-Student Interaction in an Education Classroom Setting in Australia  
Lauren Riley
- 2005 A Translation of Rindu Dendam by J.E. Tatengkeng  
Luigi Zappone
- 2004 In Remembrance of God: The Religious Dimensions of the Poetry of Emha Ainun Nadjib  
Gillian McLoughlin
- 2004 Fictionalised Representations of Family Relationships in *Sarashina Nikki*  
Chiemi Daicho
- 2004 The Education of Nikkei Brazilian Children in Japan: An Evaluation of its affect and their Reciprocal effects on the Japanese Education System and Society  
Robert Kerrigan
- 2004 Japanese Students in Australian Universities: An examination of their Motivations in the light of the Effects of Globalisation  
Rebecca Reggars
- 2003 Hamzah Fansuri: Heretic or Victim of Traditional Ways?  
Gregory Dudgeon
- 2003 Dorothea Rosa Herliany: The Nikah Poems: Translation and Commentary  
Cherie Smithells

- 2003 Li Bai and Adam Mickiewicz – Centuries and Continents Apart, United in Spirit of Romantic Poetry  
Justyna Piechutowska
- 2003 The West Papuan Independence Movement  
Kim Corless
- 2003 Dao De Jing and the Modern Life  
Siv Taing
- 2003 Gender, Nationalism & Islam: Family Planning as a Subversive Space for Muslim Women in Indonesia  
Ceridwen Box
- 2002 Weaving the Red Thread: Grey Saturday and the Scapegoating of the People's Democratic Party  
Natasha McKenzie
- 2002 Prejudice towards the Chinese Minority in Modern Japan: A Forgotten Past or On-going Stigma?  
Gary Wang
- 2001 Understanding Non-Standard Indonesian: A Study of the Language of Indonesia's Youth  
Karen Edwards
- 1999 A Comparison of the Representation of Females in the Novel "Atheis" by Achdiat Karta Mihardja and the Film Based on the Novel by Sjuman Djaya  
Anna Talliopoulos
- 1996 Femininity: An Ethnography of Subcultures in a Women's University in Japan  
Michelle Price

## **Enrolling in Asian Studies Honours**

Enrolment in all Honours programs in the Faculty of Humanities and Social Sciences is by invitation from the Faculty on the recommendation of the Honours Co-Ordinator of the Program through which the student is applying. The Honours Coordinators for the Asian Studies Program is Dr Lidia Tanaka (2009) and Dr James Leibold in 2010.

In the Honours program, the Honours Co-ordinator consults closely with each of the relevant Language Co-ordinators before making recommendations for enrolment in Honours to the Faculty. The Language Co-ordinators for each of the three languages that offer Honours programs are Dr. Xu Yuzeng (Chinese), Dr Zane Goebel (Indonesian) and Dr. Kaori Okano (Semester one) and Dr. Lidia Tanaka (Semester two) (Japanese). Students intending to enrol for Honours are advised to consult with their appropriate Language Co-ordinator in addition to the Honours Co-ordinator.

To apply for consideration for enrolment in Honours, students should:

- begin thinking seriously about the matter over the latter half of your third year
- consult with the appropriate Language Co-ordinator about a possible thesis topic and appropriate thesis supervision.
- submit the following to the Honours Co-ordinator, Asian Studies Program.
  - a completed expression of interest form (attached)
  - a written thesis proposal of around 500 words
  - copies of two essays in English of 1,500 words or more that you have submitted for assessment in any university subject.

These enable the Honours Co-ordinator to assess a student's capacity to handle the substantial thesis component of the Honours program.

Students wishing to commence Honours in 2010 should submit a one to two page thesis proposal to Dr Lidia Tanaka or via the Asian Studies General Office, Social Sciences.

Admission to the Honours program will be considered after annual academic results are available. If admitted, students will receive an authority to enrol from the Faculty of Humanities and Social Sciences. Enrolling students need only indicate Asian Studies 4, or Chinese 4, or Japanese 4, or Indonesian 4 on the formal university enrolment form. No subjects should be listed.

They should also consult with the Honours Co-ordinator to determine coursework components and thesis supervisors. Students are urged to discuss their proposed thesis topic with the prospective supervisor or with the Honours Co-ordinator, the Convenor of Asian Studies, or with any other Asian Studies staff member.

**LA TROBE UNIVERSITY  
ASIAN STUDIES PROGRAM**

**EXPRESSION OF INTEREST IN HONOURS 2010**

Please complete and attach the following form to your thesis proposition and sample essays and submit them to Dr Lidia Tanaka or the Asian Studies General Office **before 30<sup>th</sup> October 2009.**

NAME: \_\_\_\_\_

STUDENT NO: \_\_\_\_\_

ADDRESS: \_\_\_\_\_  
\_\_\_\_\_

TEL: \_\_\_\_\_

EMAIL: \_\_\_\_\_

WHICH HONOURS STREAM ARE YOU INTERESTED IN APPLYING FOR (tick as appropriate)

- B.A. (Hons) Asian Studies Languages (ASL) Honours
- B.A. (Hons) Asian Studies Area of Study (ASAS) Honours
- B.A.S. (Hons) Bachelor of Asian Studies Honours

LANGUAGE MAJOR, if appropriate (tick your major):

- Chinese
- Indonesian/Malay
- Japanese

HAVE YOU READ AND UNDERSTOOD THE GUIDELINES FOR HONOURS IN THE ASIAN STUDIES PROGRAM? (tick as appropriate)

- Yes
- No

HAVE YOU CONSULTED A STAFF MEMBER OR THE APPROPRIATE LANGUAGE COORDINATOR AS SUGGESTED IN THE GUIDELINES? (tick as appropriate)

- Yes
- No

WHOM DID YOU CONSULT?

HAS HE/SHE APPROVED OF YOUR THESIS TOPIC? (tick as appropriate)

- Yes
- No

WHAT IS YOUR THESIS TOPIC?

\_\_\_\_\_

HAVE YOU ATTACHED A 500 WORD THESIS PROPOSITION AND TWO SAMPLE ESSAYS (IN ENGLISH) AS REQUESTED? (tick as appropriate)

- Yes
- No

IF NOT, WHY NOT?

## Criteria for Assessing Honours Thesis

Below is a copy of the form circulated to examiners to assist in assessing your thesis.

**Student's name :** \_\_\_\_\_

**Title of thesis:** \_\_\_\_\_

**Date of submission:** \_\_\_\_\_

**Date of expected return of thesis report:** \_\_\_\_\_

**Examiner's name:** \_\_\_\_\_

The following scale applies to honours results:

First class	80% +
Second class division A	70-79%
Second class division B	60-69%
Third class	50-59%

The following are the gradations within the H1 band agreed to by the La Trobe University Faculty of Humanities Research and Graduate Studies Committee

95 plus	Outstanding achievement equivalent to the best scholarship in the academic field.
90-94	Truly exceptional. Publishable in a quality refereed journal (with perhaps minor revision). Makes an original contribution to knowledge. Shows exceptional grasp of current critical and theoretical approaches to topic, and of research methodology. Exhibits great interpretative subtlety. Very well written.
85-89	Outstanding work of a quality well above average for the Honours grade. Has potential for publication in a quality refereed journal, with revision. Substantially original. Strong grasp of current critical and theoretical approaches to topic, and of research methodology. Exhibits great interpretative subtlety. Very well written.
80-84	Accomplished work which demonstrates some capacity for originality and sound research potential. Sure grasp of current critical and theoretical approaches to the topic and of sustained research methodology. Exhibits some interpretative subtlety and genuine research capacity reflected in the level of analytic insight. Well written.

The H2A grade (70-79) applies to a thesis that demonstrates originality and sound research methodology and practices, yet falls somewhat short of the A band. The H2B grade (60-69%) is applied to theses which show satisfactory research methodology and practice. An H3 grade (50-59) is awarded to a thesis which manages to satisfy the minimum requirements for a pass.

Recommended mark and grade for the dissertation:

\_\_\_\_\_ % \_\_\_\_\_ Honours.

Significant disagreements (10% or more) will be referred to a third examiner; otherwise examiners may agree on a mark after consultation, or their individual marks will be averaged. If your mark was altered as a result of consultation with the other examiner, what is the agreed final mark?

\_\_\_\_\_ %

Examiner's signature \_\_\_\_\_

## What is plagiarism?

One form of academic cheating is plagiarism, the reproducing of someone else's words, ideas or findings and presenting them as one's own without proper acknowledgment.

There are many forms of plagiarism, including the following:

- (a) direct copying of sentences, paragraphs or other extracts from someone else's published work (including on the Internet and in software) without acknowledging the source;
- (b) paraphrasing someone else's words without acknowledging the source;
- (c) using facts and information derived from a source without acknowledging it;
- (d) using ideas directly derived from an identifiable author without acknowledging the source;
- (e) producing assignments which should be the student's own, independent work in collaboration with and/or using the work of other people (e.g. a student or tutor).

Assisting another person to plagiarise material may be punished as severely as is plagiarism itself. Assisting plagiarism may involve a student lending work (or by posting it on the Internet for sale) which is intended for submission for assessment, or which has already been submitted, so that it can be copied and handed in by another student as that student's own work.

Students may find it helpful to discuss assignments with other students and their tutors. The University encourages students to communicate with one another in constructive ways about the learning process. Students may choose to assist each other, for example in discussing the approaches that might be taken to assignment topics, or helping with the availability of reading materials. They should, however, write their assignments independently, except when they are asked to work on a project as a member of a group which is to submit a joint report, as equal contributors. In this case, except where the final written work consists of sections for which particular individuals take sole responsibility, the group as a whole assumes responsibility for it and the proper acknowledgment of any use made of the words or ideas of people outside the group.

The increased vigilance of the University in regard to plagiarism is in response to the perceived growing incidence of plagiarism. The new recommended penalties reflect the value the University places on academic honesty and how seriously it regards plagiarism offences. The University will protect its reputation for academic integrity by ensuring that serious and serial offenders, who wish to obtain an unfair advantage through cheating, are given penalties proportionate to the offences committed.

The full University policy is at [www.latrobe.edu.au/policies/](http://www.latrobe.edu.au/policies/) (click on 'academic misconduct'). A more complete discussion of plagiarism called "Using Sources in Your Writing" can be found at the web site of the Humanities Academic Skills Unit [www.latrobe.edu.au/humanities/supportunits/hasu.html](http://www.latrobe.edu.au/humanities/supportunits/hasu.html)