



School of Humanities and Languages

ARTS3210
Asian Studies Capstone: Contemporary Issues and
Debates
Semester 2, 2014

1. Course Staff and Contact Details
2. Course Details
3. Learning and Teaching Rationale
4. Teaching Strategies
5. Course Assessment
6. Attendance/Class Clash
7. Academic Honesty and Plagiarism
8. Course Schedule
9. Course Resources
10. Course Evaluation and Development
11. Student Support
12. Grievances
13. Other Information

1. Course Staff and Contact Details

Course Convenor and lecturer			
Name	Dr Haiqing Yu	Room	MB246
Phone	93852349	Email	h.yu@unsw.edu.au
Consultation Time	Monday 1pm - 3pm; Tuesday 11am -1pm		

2. Course Details

Units of Credit (UoC)	6 UOC		
Course Description	<p>This capstone course provides a supportive environment for students to reflect on their experiences and knowledge in the major of Asian studies, to consolidate what they had learnt previously, and to prepare their transition into the workforce or postgraduate study. Particular attention will be given to key issues and debates of contemporary relevance to Asian societies and in some cases to the international community. Emphasis is given to interdisciplinarity of approaches and methodologies in researching particular topics or regions in Asia. Upon completing the course, students will gain a reflective summary of their personal learning trajectories in Asian Studies and be able to use the theories and skills that they have learnt to reflect and debate on current and emerging issues in contemporary Asia.</p>		
Course Aims	1.	To reflect the contexts and ways in which Asian Studies has been approached.	
	2.	To review and update scholarship on Asian studies from an informed, critical and interdisciplinary perspective.	
	3.	To develop skills in analysis and writing on some of the key issues and debates in the area of Asian studies.	
Student Learning Outcomes	1.	engage in independent and reflective learning and research, utilising both primary and secondary material;	
	2.	successfully plan and complete a research project, adopting an interdisciplinary approach	
	3.	engage in critical enquiry and problem solving on issues of debates;	
	4.	develop information and multimedia literacy and use such skills for various projects.	
Graduate Attributes	1.	an ability to understand and explain Asian perspectives on the world	
	2.	a capacity to engage in and appreciate the value of reasoned and open-minded discussion and debate	
	3.	an understanding of the tools and methods used in the Humanities, social sciences, and media and film studies, including an awareness of the ways in which an interdisciplinary approach enhances the study of	

		the region
	4.	effective oral and written communication skills and an ability to apply these effectively in intercultural contexts

3. Learning and Teaching Rationale

This capstone course is the last course for students in BA (Asian Studies) and BInst (Asian Studies plan) majors. It is designed to provide an opportunity for students to reflect on their experiences and knowledge during the three or four years of undergraduate study, to consolidate what they have learnt previously, and to prepare their transition into the workforce or postgraduate study. It integrates knowledge gained through previous coursework and overseas experience and builds on that conceptual foundation through integrative analysis, practical application and critical thinking.

The course is also aimed to develop your project management skills and leadership skills. It is designed to connect with the 'real life' and contemporary challenges faced by Asian societies; or 'real life' issues of a specific organisation or community. It hence aims to develop your written and verbal communication skills and interpersonal relationships at the nexus between university and non-university settings.

This capstone course will be conducted as a 3-hour block seminar over 12 weeks, composed of a series of seminars, workshops and presentations. It is based on the principle of students' self-guided learning. The role of the course coordinator and lecturer is to create an intellectually stimulating and cooperative learning environment for students to engage in dialogues with each other and their mentors/supervisors in and outside the classroom. Students are encouraged to read generously and foster a productive relationship with the broader academic community.

4. Teaching Strategies

The course is composed of three major parts: seminars, workshops and presentations. All course-related materials will be uploaded or submitted online via Moodle.

Seminars aim to brainstorm and give students opportunities to (1) revisit earlier learning experiences, re-assess earlier works, and identify different streams of thoughts developed in particular areas in recent years; (2) explore interdisciplinary approaches and methodologies in researching particular topics or regions in Asian Studies.

Workshops aim to provide opportunities for students to exchange ideas with peers on their projects and raise any questions for debate. It is important for you to provide an update of your progress and discuss any issues and problems you face during your research.

The workshops focus on individual as well as group projects. It provides an opportunity for comparative studies and expanding one's knowledge framework. Students will work with peers and the lecturer to discuss key issues and debates in today's Asia. These topics may or may not be related to your research or interest areas, but will be pertinent to your understanding of and engagement with Asia and Asians in the global context.

You need to provide two key readings (book chapter or academic journal article)

related to your topic, in pdf or doc format, a week before your scheduled workshop, to share with the class. Apart from describing individual research, students of the same group must also discuss their group members' research and be able to draw comparative analysis. It is therefore essential that group members read all readings carefully, meet before class to discuss their thematic matters, and be prepared to share their findings and understandings at the workshops.

Presentations are ways for students to demonstrate their communication skills and share with peers their research findings. Students are encouraged to be creative and use any possible multi-media method to present their findings. Discuss with the lecturer if unsure of the media you use.

Individual appointments can be made with the course coordinator and lecturer during consultation hours.

Attendance is VERY important to this course because it is based on student-centred learning and collaborative approach which involves workshopping and interchange of ideas with the lecturer and other students.

5. Course Assessment					
Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
'State of the field' major essay	2500 words excluding references	40%	1, 2, 3, 4, 5	1,2,3,4,5,6	28 October 2014
Essay proposal/short essay	Roughly 1000 words	20%	1, 2, 3, 4, 5	1,2,3,4,5,6	Friday, Week 4
Online discussion	Varies	20%			Weekly (weeks 4-13)
Presentation	15 minutes each person	20%	1, 2, 3, 4, 5	1,2,3,4,5,6	Weeks 10-12

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

Details on Assessment Requirements:

Online discussion:

Students must contribute to the online forum, starting from week 4. For general discussion, the lecturer will start a topic. Your contribution will be demonstrated through your reply/replies to the thread. For discussion specific to the thematic matter of your group, you should write and upload your research findings, comments on readings and other members' writings, and comparative analysis within your group.

Essay Proposal/short essay:

You need to submit a neatly written proposal describing the research project you have negotiated with your lecturer and/or project supervisor, and how you plan to undertake it. It should include the following:

1. Project title
2. Background information on the topic
3. Description of the proposed task
4. Methodology for completing the proposal project

Optional:

5. Key ethical and practical challenges and how you plan to manage them
6. Relevant skills to be developed or challenges likely to be faced

All comments are in written form and communicated to students during individual appointments or seminars so students can use them to develop their final essays.

It is ok to change or modify your research project after submitting the proposal. But you need to consult the lecturer first, before week 6.

'State of the field' Major Essay:

This is your major assessment task for this course. The course coordinator and lecturer will identify 2-4 major topics for you to choose from, based on your discussions in weeks 1 and 2. At the submission of this essay, you would have liaised with the lecturer in deciding the scope, shape and specific title of your essay. Your major essay will be assessed not only on your academic research and writing skills, but also on your performance throughout the semester as indicated by your contribution to the online task.

Presentation:

Your presentation should cover the following:

1. A review/brief background of your topic to help your audience make sense of your project;
2. An outline of your key findings and arguments;
3. A critical assessment of the 'behind the scenes' challenges and learning;
4. A summary/statement of what you have learned from doing this capstone course.

Your seminar presentation may be video recorded to form part of your portfolio that you can take away from the Asian Studies Capstone course.

Important Note:

You should submit your essay through the 'turnitin' assignment system via Moodle, AS WELL AS in hard copies with appropriate cover sheets to the assignment box outside the school office on 2nd floor, Morven Brown building. Attach a stamped self-addressed envelope for the return of your work. Otherwise, it can be collected from the course coordinator (in the pocket outside MB246) before March 2015.

Grades

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

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

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

Submission of Assessment Tasks

Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. The Coversheet can be downloaded from

<https://hal.arts.unsw.edu.au/students/courses/course-outlines/>. It is your responsibility to make a backup copy of the assignment prior to submission and retain it.

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

Late Submission of Assignments

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

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

6. Attendance/Class Clash

Attendance

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

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

Class Clash

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

- a. The student must provide the Course Convenor with copies of lecture notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student.
- b. If a student does attend a lecture for which they had secured a permitted clash they will still submit lecture notes as evidence of attendance.
- c. **Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty's course attendance requirement. Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.**
- d. Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

7. Academic Honesty and Plagiarism

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

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

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

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

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

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

8. Course Schedule

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

Week 1 Introduction

What is this capstone course all about? What is required of you? We will discuss the objectives and structure of the course, how to negotiate and design a suitable research project, and resources available for you. We will also discuss the possible topics/areas of interest to be covered in the course. (Please refer to the Teaching Strategies section for further information.) You need to start thinking of your research project and doing some preliminary research now.

Assessment details will be discussed, and online tools will be demonstrated.

Weeks 2 and 3 Project design seminar

We will discuss how to design an effective and realistic project given the varied interests and resources available to individuals. We will also discuss how to write your proposal. You should report how you would like to proceed with your project (even if it's just in the preliminary stage).

Students will be divided into small groups to have group brainstorming sessions.

Week 4 Project workshop

This is a project progress workshop to help you gain a clear sense of your project. The lecturer will present her own research and explain how a particular research can be inter-disciplinary and how it can be done.

We discuss the ways in which common project management problems play out in different projects and in different settings, problems such as communication difficulties, lack of resources, timeframe stress, and lack of synergy between the course requirements and those of real-life challenges. We will work together to come up practical problem-solving strategies that can be useful to all.

Students will be divided into small groups based on the thematic areas of research they have chosen, and get ready for sharing their ideas with the class in the following weeks.

Essay proposal/short essay is due by the end of Week 4.

Online forum discussion starts this week.

Weeks 5-8 Student project workshops

Students will discuss their project topics with the class and brainstorm with peers and the lecturer on how to define and refine their research

projects. You need to provide two key readings (book chapter or academic journal article) related to your topic, in pdf or doc format, a week before your scheduled workshop, to share with the class.

Apart from describing individual research, students of the same group must also discuss their group members' research and be able to draw comparative analysis.

.....[mid-semester break].....

Weeks 10-12 Project presentations

The lecturer will allocate your presentations into specific days and time slots. The presentations will be peer marked by 2-3 students and marked by the lecturer.

Major essay due 28 October 2014

9. Course Resources

Textbook Details

To be announced throughout the course

Journals

Additional Readings

Websites

10. Course Evaluation and Development

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

11. Student Support

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

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

12. Grievances

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

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

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

13. Other Information

myUNSW

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

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

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

OHS

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

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

Special Consideration

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

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

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

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

Student Equity and Disabilities Unit

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

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