

Global Readiness Series

Courses may not be offered every semester. Please check curriculum plan in student portal, e-services on the presentation of the courses.

Students taking courses coded OEL will pay full-time student rate.

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| Political Economy | | | | |
| OEL325 Public Security in Asia-Pacific | 5 | <p>The objective of OEL325 Public Security in the Asia-Pacific is to provide students with the opportunity to understand and acquire the skills to address security-related concerns on a global scale. The complex, interconnected network of humans and their activities has resulted in a diverse range of security threats and multi-dimensional causes. These security-related challenges require inter-disciplinary collaboration and innovative approaches. Factors such as demographic change, technological breakthroughs, global power shifts, rapid urbanisation, climate change and resource scarcity have dramatic impact on public security management that transcends national boundaries. To achieve global security in a rapidly changing world, it is necessary to engage and collaborate with public, private and people sectors. This course is designed to highlight the different roles placed by the community in the ensuring public security. This is achieved through a combination of experiential learning, e-learning, classroom activities, and participation in overseas trips to countries based in Asia Pacific. By visiting law enforcement agencies and intervention centres, students will be able to examine and assess the effect of various programming and intervention strategies from a socio-cultural lens. These visits will allow the students to observe and critically consider the application of principles into practices. By working with researchers and experts from different universities, students will also be able to identify the differences in the administration of public security from economic and cultural perspectives. Part of this course aims for student to engage with local practitioners in host countries on public security related projects. With visits to educational, security and community agencies in host countries, students are exposed to various</p> | SUSS Core Unrestricted Elective, General Elective | Both |

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| | | <p>techniques and strategies to address a range of public security threats, from cybersecurity to violent extremism. By doing so, students will be able to deliberate the impact of historical, economic, and socio-cultural factors in the development of global public security and security strategies. The experiences intend to strengthen the students' ability to reflect on the universal value of public security and the need to work in unity to prevent catastrophic events.</p> | | |
| OEL326 The Chongqing Connectivity Initiative | 5 | <p>The main objective of OEL326 is to provide students with the environments and tools to develop a deeper understanding of the Chongqing Connectivity Initiative (CCI) -New International Land-Sea Trade Corridor - CCI-ILSTC, which serves as a bridge between the Silk Road Economic Belt and the 21st Century Maritime Silk Road as part of the Belt and Road Initiative (BRI).</p> <p>This is achieved through a combination of experiential learning, e-learning, classroom activities, and participation in an overseas trip to Chongqing, China. In November 2018, Singapore and China signed a Memorandum of Understanding (MOU) today to develop the New International Land-Sea Trade Corridor under the China-Singapore (Chongqing) Demonstrative Initiative on Strategic Connectivity (CCI-ILSTC) (中新(重庆) 战略性互联互通示范项目国际陆海贸易新通道). Under the MOU, the CCI-ILSTC will incorporate the four CCI priority sectors, namely; financial services, aviation, transport & logistics and information & communications technology and other modern services. It will facilitate trade through stronger data, digital and financial flows, standardisation of logistics practices and customs cooperation. The CCI-ILSTC will also lower international logistics cost, catalyse the development of modern industries and</p> | <p>SUSS Core Unrestricted Elective, General Elective</p> | Both |

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| | | <p>services, and provide companies with more options to transport goods. The development of CCI-ILSTC is expected to promote multimodal and multifaceted economic links that catalyse conventional trade connectivity and new dimensions of connectivity like finance and professional services in China's western region and Southeast Asia, resulting in greater integration of both regions. This course will encourage students to critically analyse the opportunities and complexities facing the conventional trade connectivity and new dimensions of connectivity like finance and professional services in China's western region and Southeast Asia, by comparing the trade ideologies and policies in both countries. Through the interactions with local practitioners and trade-related projects in Chongqing and Singapore, students will not only learn about the opportunities in the BRI/ CCI-ILSTC, but also get to critically reflect on the relationship between BRI/ CCI-ILSTC and trade connectivity.</p> | | |
| Modernisation and Social Change | | | | |
| OEL303 Moving Resources Across the Silk Road | 5 | <p>The objective of OEL303 is to provide students with the conceptual tools and learning experiences to develop a deeper understanding of the movement of resources across the Silk Road in the Gobi region.</p> <p>This is achieved through a combination of experiential learning, e-learning, classroom activities, and participation in an overseas trip to the Gobi Desert, China. In the recent times, the overland Silk Road has garnered much historical attention from researchers and its contemporary awakening through the ambitious initiative of Belt and Road Initiative (BRI) by China has attracted voluminous economic analyses in the international media. Historically, it is often visualised as a region with prominent historical sites like the</p> | SUSS Core Unrestricted Elective, Minor in International Trade Elective | Full-time |

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| | | <p>Dunhuang Grottoes in Gansu. The Gobi Challenge trek, pre-departure face-to-face seminar as well as fieldtrips to museums and religious sites analyses the formation of the world’s earliest global trading system and traces the roots of globalisation. These provide the context for the discussion one of the most well-read Chinese classics, “Journey to the West”. The hardships encountered, cultural metaphors found in the contents not only inspired the Gobi Challenge trek, but also serve as an example of how myths are used universally to structure, interpret, and share human collective experiences. This course seeks to showcase how the Chinese salvational narrative is used to make sense of the challenges faced in the movement of resources across the Gobi Desert, through introducing students to traditional Chinese worldviews, historical analyses of the Silk Road, and contemporary discussions of the BRI. Through a direct encounter with the experiences of traversing the Silk Road, reflecting on the relation between the movement of resources and the salvational narrative, students would have the opportunity to deconstruct preconceived notions about the Silk Road, the BRI, and Chinese myths. This would not only help further their understanding of themselves as modern subjects of global trade, but also acquire a deeper understanding of how traditional Chinese worldviews continue to shape their contemporary practices.</p> | | |
| OEL325 Public Security in Asia-Pacific | 5 | <p>The objective of OEL325 Public Security in the Asia-Pacific is to provide students with the opportunity to understand and acquire the skills to address security-related concerns on a global scale. The complex, interconnected network of humans and their activities has resulted in a diverse range of security threats and multi-dimensional causes. These security-related challenges require inter-disciplinary</p> | <p>SUSS Core Unrestricted Elective, General Elective</p> | Both |

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| | | <p>collaboration and innovative approaches. Factors such as demographic change, technological breakthroughs, global power shifts, rapid urbanisation, climate change and resource scarcity have dramatic impact on public security management that transcends national boundaries. To achieve global security in a rapidly changing world, it is necessary to engage and collaborate with public, private and people sectors. This course is designed to highlight the different roles placed by the community in the ensuring public security. This is achieved through a combination of experiential learning, e-learning, classroom activities, and participation in overseas trips to countries based in Asia Pacific. By visiting law enforcement agencies and intervention centres, students will be able to examine and assess the effect of various programming and intervention strategies from a socio-cultural lens. These visits will allow the students to observe and critically consider the application of principles into practices. By working with researchers and experts from different universities, students will also be able to identify the differences in the administration of public security from economic and cultural perspectives. Part of this course aims for student to engage with local practitioners in host countries on public security related projects. With visits to educational, security and community agencies in host countries, students are exposed to various techniques and strategies to address a range of public security threats, from cybersecurity to violent extremism. By doing so, students will be able to deliberate the impact of historical, economic, and socio-cultural factors in the development of global public security and security strategies. The experiences intend to strengthen the students' ability to reflect on the universal value of</p> | | |

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| | | public security and the need to work in unity to prevent catastrophic events. | | |
| OEL330 Innovation Spirit in Shenzhen | 5 | <p>The objective of OEL330 is to provide students with the conceptual tools and learning experiences to develop a deeper understanding of innovation spirit in Shenzhen vis-à-vis the progress of China's reformation plan.</p> <p>This objective will be achieved through a combination of experiential learning, elearning, classroom activities, and participation in an overseas trip to Shenzhen, China. 40 years ago, Shenzhen was called Baoan County (now a district of this city), nothing but only a barren village inhabited by farmers and fishermen. Its eventual designation as one of the four special economic zones in China saw its GDP climb to the 3rd place in the country within merely 4 decades, and establishing several Chinese "firsts": the first stock certificate, the first theme park, the first millionaire on mainland China, the first joint-stock commercial bank, the first real-estate agency, and the first McDonald's. This accomplishment was achieved through maintaining a fine balancing act between reformatory policies at the national level and innovative practices amongst its residents. In this course, students will have the opportunities to witness various manifestations of Shenzhen's innovative spirit, to observe how this spirit flows through the conduct of its residents, and most importantly, to reflect on its relationship to the larger reformatory movement that enveloped China over the past few decades. This would allow them to better appreciate what is meant by the Socialism with Chinese Characteristics".</p> | SUSS Core Unrestricted Elective, General Elective | Both |
| OEL331 Modernity vs. Tradition in Chengdu | 5 | The objective of OEL331 is to provide students with the conceptual tools and learning experiences to develop a deeper understanding | SUSS Core Unrestricted | Both |

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| | | <p>of modernity vs. tradition in Chengdu vis-à-vis the Chinese modernisation project.</p> <p>This objective will be achieved through a combination of experiential learning, e-learning, classroom activities, and participation in an overseas trip to Chengdu, China. Due to the fertile Chengdu plain and good irrigation, Chengdu is known as “the heavenly land of abundance”, having supported the rise of ancient Chinese empires with its agricultural surpluses. Over the past few decades since China’s market reform, it has rapidly transitioned into a technological, transportation, and communication powerhouse. Besides bearing the reputation of being the home of the giant panda and Sichuan peppercorn, Chengdu has thus also become one of the fastest growing cities in the world, having risen from the status of a 2nd-tier to that of a 1st-tier city. Having been named China’s best performing city economy three years in a row (defeating even Shenzhen and Beijing), Chengdu exemplifies the achievement of China’s rapid modernisation project and showcases the political will of the Chinese government. The western experience has shown that the modernisation project often pits modernity against tradition, with the rapid erosion of the latter as a consequence. Chengdu demonstrates the possibility that this is not an inevitability, as it seeks to harmonise natural and cultural heritage with rapid economic expansion. In this course, students will have the opportunities to witness various manifestations of how modernity faces off against tradition and their subsequent homeostasis. From visiting museums that detail Chengdu’s 2400 years of history, to its ancient towns, to its bio-research bases, and to its financial centres, students will get to see one particular expression of China’s</p> | Elective, General Elective | |

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| | | developmental ambition. By reflecting on the relationship between modernity vs. tradition and the Chinese modernisation project, students will be able to better appreciate how modernisation takes on different forms in different historical and cultural milieus. | | |
| OEL335 Business Organisations in Myanmar | 5 | <p>The objective of OEL335 is to provide students with the conceptual tools and learning experiences to develop a deeper understanding business organisations in Myanmar.</p> <p>This is achieved through a combination of experiential learning, e-learning, classroom activities, and participation in an overseas trip to Yangon, Myanmar. As one of the largest country in mainland Southeast Asia with an area of 676,578 km² and a population of over 60 million people, Myanmar represents a very large domestic consumer and labour market for the world. In recent years, Myanmar has gained much attention globally – in part, with the political development with the National League for Democracy (NLD) under Aung San Suu Kyi, signalling a return to formal political (and democratic) processes; and in part, with the abundant untapped resources the country has to offer, now open to the world market. While still underdeveloped in the major industrial and economic sectors and infrastructure, Myanmar is undeniably a land of opportunities. This course seeks to expose students to the broader theme of “modernisation” and its impact on how businesses operate in Myanmar. As a global force that originated from Europe in the 1700s, components of modernisation like industrialisation, urbanisation, the scientific revolution, and colonialism continue to shape the rest of the world in different ways. Through a direct encounter with how modernisation manifests itself in the domain of commerce in an ex-colony of the British that underwent military</p> | SUSS Core Unrestricted Elective, General Elective, Minor in International Trade Elective | Both |

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| | | rule, students would be able to better appreciate how the local contexts interact with a historical force to produce indigenous solutions to global challenges. | | |
| Technology and Commerce | | | | |
| OEL302 Overseas Experiential Learning (Shanghai/Hangzhou) | 5 | Disruptive technologies refer to the advances in technologies that will transform life, business and the global economy. Several emerging and disruptive technologies have the potential to reshape our world, commerce, jobs, livelihoods and lives. These include big data, artificial intelligence, the Internet of Things, autonomous vehicles, advanced genomics, and other emerging technologies that support the next digital revolution and enhance the quality of our lives (like “Smart Nation”). As a consequence, there is a strong need for individuals who understand the value and distinct functions of these cutting-edge technologies and are able to harness the full power of these breakthrough innovations, in order to tap into all the potential changes. In line with this need, this course is about understanding the new trends and disruptive technologies from a technical and managerial point of view. Emphasis will be given to the way technologies create a competitive edge and generate business value. Participants will study the technologies behind the innovations and their implications for business models and the geometry of markets. | SUSS Core Unrestricted Elective, General Elective, Minor in International Trade Elective | Both |
| OEL324 Startup Culture in India | 5 | The objective of OEL324 is to provide students with the conceptual tools and learning experiences to develop a deeper understanding of Indian startup culture vis-à-vis the experience of unequal development. This objective will be achieved through a combination of experiential learning, e-learning, classroom activities, and participation in an | SUSS Core Unrestricted Elective, General Elective | Both |

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| | | <p>overseas trip to Bangalore and Mumbai. Bangalore became known as the Silicon Valley of Asia for the ubiquity of firms and educational institutions that churn out quality IT products and talents. Many of these talents began with dreams of working for western tech giants like Google, but in recent years, they have gravitated towards entrepreneurial ideas that seek to address the problem of scarcity/unequal development. Just like many other global cities where entrepreneurs gather, Bangalore is highly internationalised and cosmopolitan, and hence no longer presents an accurate representation of Indian cultural pragmatics. Mumbai fills in this learning gap for its “Jugaad (innovative fix)” mind-set that the locals employ to overcome day-to-day challenges associated with unequal development like ground logistics, water & waste management, and selling-buying in retail market. Mumbai offers a great challenge to all entrepreneurs as well as a unique learning opportunity on how to fix these problems in a cost effective and sustainable manner, keeping in mind the self-interest imbalance between people who will benefit from a solution and people who uses the inefficiencies as a means of daily livelihood. Through reflecting on the relationships between Bangalore’s startup culture and unequal development in India, students would be able to better appreciate how a cultural invention like Jugaad not only evolved from having to deal with the inequalities of everyday life, but also how it has seeped into the domains of commerce and technology.</p> | | |
| OEL333 Entrepreneurial Spirit in Israel | 5 | <p>The objective of OEL333 is to provide students with the conceptual tools and learning experiences to develop a deeper understanding of the entrepreneurial spirit exemplified by Israelis, taking into account the political, historical, and cultural landscape.</p> | <p>SUSS Core Unrestricted Elective, Minor in International Trade Elective</p> | <p>Full-time</p> |

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| | | <p>This is achieved through a combination of experiential learning, e-learning, classroom activities, and participation in an overseas trip to Israel. Israel is a small nation surrounded by larger countries that greatly distinguish themselves culturally, politically, and economically. By visiting Israeli historic and cultural sites, meeting organisations, and speaking to the locals, our students will be able to witness how followers of three world religions live together in one small nation, how entrepreneurs are constantly innovating and able to scale beyond their borders, and how Israelis celebrate life despite threats from the immediate region. All these experiences are framed by the object of an entrepreneurial spirit displayed by the Israelis in the face of the theme of “balagan”, a Hebrew term that refers to a state of chaos, disarray, and confusion. The focus on relevant skills and conducive conditions for successful start-ups in this course is used as a more tangible example of the entrepreneurial spirit: how Israelis have harnessed limited resources to deal with the instability, chaos, and uncertainty in the nation’s history, and the current economic and political climate. Through a direct encounter with the Israeli entrepreneurial spirit in all spheres of life, and reflecting on its relation to the theme balagan, students would have the opportunity to deconstruct preconceived notions about Israel, its people, and themselves compare between the circumstances facing Singapore and Israel, and consequently further develop themselves as adept inhabitants in a world characterised by VUCA.</p> | | |
| OEL336 Technological Innovation in Jakarta | 5 | <p>The objective of OEL336 is to provide students with the conceptual tools and learning experiences to develop a deeper understanding of technological innovation in Jakarta.</p> <p>This is achieved through a combination of experiential learning, e-learning, classroom activities, and participation in an overseas trip</p> | SUSS Core Unrestricted Elective, Minor in International Trade Elective | Full-time |

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| | | <p>to Jakarta, Indonesia. Indonesia, the world's fourth most populous country, has been enjoying tremendous growth for nearly two decades and named as the new tiger of Southeast Asia. It has not only risen to be the largest economy in Southeast Asia, but also into the ranks of the world's top 16 and is projected to be among the world's top ten largest by 2025. Between now and 2030, the middle class in Indonesia is expected to rise to 23.9 million, presenting vast potential for investments and economic opportunities, hence making this group a key driving force in the country's economy. This course will expose students to different aspects of Indonesia, from its economic environment, socio-cultural and political environment, to its key industries and business culture. It will focus on showcasing how economic development of the country has shaped the deployment of technology that shapes not only businesses, but also the domain of everyday life. Through visits to companies, universities, and shuttles between urban and rural areas, students would not only get to extend their personal networks and develop a deeper understanding of doing business in Indonesia but also gain insights into Indonesia's business landscape, tracing her transition from a low-income to middle-income economy and from a resource-exporting economy to one with new and exciting possibilities.</p> <p>At the end of the course, students would be able to better appreciate how the relationships between technological innovations and the needs of the economy play out in different countries.</p> | | |
| Socio-ecological Well-being | | | | |
| OEL308 Social Work and Social Welfare Strategy in Hong Kong | 5 | The objective of OEL308 is to provide students with the conceptual tools and learning experiences to develop a deeper understanding of social work and social welfare strategy in Hong Kong. | SUSS Core Unrestricted Elective, Minor | Full-time |

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| | | <p>The objective is achieved through a combination of service-learning, e-learning, classroom activities, and participation in an overseas trip to Hong Kong, SAR. Hong Kong’s way of life is very much shaped by its industrial growth and its complex political landscape such as its relationship with mainland China and its multiple political parties. There are close similarities between Singapore and Hong Kong in their experience of rapid modernization, including an aging population, change of family structure, declining birth rate, and rising inequality. Through witnessing social work and social welfare strategy in Hong Kong, and critically reflecting on its relationships with the consequences of rapid modernization, students would be able to better compare between Singapore and Hong Kong, and hence aid in their development as future professionals in the social service sector. In this course, students will learn about best practices in program implementation and design, training and professional development through visits to social work organizations, NGOs and various welfare and foundations. Apart from purposeful exchange and dialogues with social workers, university students, and faculty members, students will also be exposed to different service units and how they function within the larger profession. The agency and community-based visits will also further deepen their knowledge and application of related social work theories and concepts. While the focus is predominantly on social work, social policy and human development, students will also experience the historical, political and economic forces that constitute the modernisation pathway taken by Hong Kong, and how these led to the social issues that are being tackled by the social service sector.</p> | in International Trade Elective | |

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| OEL332 Social Innovation in Hanoi | 5 | <p>The objective of OEL332 is to provide students with the conceptual tools and learning experiences to develop a deeper understanding of social innovation in Hanoi. This is achieved through a combination of experiential learning, e-learning, classroom activities, and participation in an overseas trip to Hanoi, Vietnam.</p> <p>Vietnam's reforms over the past 30 years has transformed it from one of the world's poorest nations into a lower middle-income country today. Despite reducing the poverty rate from 70% to 7%, Vietnam continues to work on socio-economic development towards achieving UN's Sustainable Development Goals (SDG) through its 'whole-of-society' approach which emphasises the engagement of the private sector and civil society. Hanoi is at the forefront of such developments, having more social enterprises than other provinces. This is due to the strong ecosystem of support available in capacity building, financing, networking, training, and incubation of social businesses.</p> <p>Hanoi is thus ideal for exploring the role of the state in encouraging social innovation in Vietnam, and the role that social enterprises and start-ups play in Vietnam's socio-economic development. This course will expose students to different aspects of Vietnam, from its economic, socio-cultural landscape, social entrepreneurship and start-up culture, to ethnic minority communities in Vietnam. It will focus on examining the role and participation of the state, private sector, and civil society in contributing to Vietnam's sustainable development goals. Through visits to universities, social innovation centres, start-ups and businesses, hands-on activities with social enterprises, and field learning with ethnic minority communities in</p> | SUSS Core Unrestricted Elective | Full-time |

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| | | <p>Sapa, students will extend their personal networks with individuals and organisations across different fields, and develop a deeper appreciation of Vietnam's dynamism as a landscape of opportunities.</p> <p>At the end of the course, students would be able to better appreciate how the relationships between social innovation and the sustainable development play out in Vietnam, and extend their understandings to other countries.</p> | | |
| OEL334 Civic Altruism in Taiwan | 5 | <p>The main objective of OEL334 is to provide students with the conceptual tools and learning experiences to develop a deeper understanding of civic altruism in Taiwan.</p> <p>This is achieved through a combination of experiential learning, e-learning, classroom activities, and participation in an overseas trip to Taiwan. Anchored by rather conservative Asian values, the Taiwanese have widely been known to possess a sense of belonging and a strong community spirit despite their encounter with the deleterious effects of modernity. They have been observed to engage in self-directed acts of helping one another - without looking to the authorities for guidance. This form of "civic altruism" stands out as a unique Taiwanese trait, especially in comparison to the nature of civil society in other authoritarian societies. Students can look forward to opportunities for experiential learning through visits to social work organizations, NGOs and interactions with groups of various demographic profiles, and witness how they mobilise themselves to deal with various social problems, from a greying population, stagnating wages, and rising income inequality. Through comparing how Taiwanese, Singaporeans, and other members of</p> | <p>SUSS Core Unrestricted Elective, Minor in International Trade Elective</p> | Full-time |

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| | | modern societies throughout the world engage in civil movements, students will get to critically reflect on how cultural variations shape both the definition and development of altruistic | | |
| Early Childhood Education | | | | |
| OEL322 Developmentally Appropriate Early Childhood Practices in Beijing | 5 | <p>The main objective of OEL322 is to provide students with the conceptual tools and learning experiences to develop a deeper understanding of developmentally appropriate early childhood pedagogies in Beijing.</p> <p>This is achieved through a combination of experiential learning, e-learning, classroom activities, and participation in an overseas trip to Beijing, China. The approaches to early childhood education in Beijing are quite varied although kindergartens all follow the Beijing Ministry of Education’s framework and learning goals for kindergarten, reflecting a focus on child-centric, active learning curriculum that is in line with current international trends in ECE curriculum. Each of the three schools that have been identified has adopted very different practices in their interpretation of this framework within the city of Beijing. As such, they offer good opportunities for our students to see how a child-centric curriculum that is developmentally appropriate, is translated into practice within socially and culturally diverse settings, allowing them to compare between these Chinese practices and that of Singapore. As an elective in the Early Childhood Education (ECE) programme, OEL322 builds upon its pre- and co-requisite courses in requiring students to review, consolidate and apply knowledge acquired from such courses and from selected assigned readings for the trip to broaden and deepen their understanding about teaching and learning for young children. The immersion in a different socio-</p> | SUSS Core Unrestricted Elective, General Elective | Both |

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| | | <p>cultural context helps to strengthen the development of the link between theory and practice for early childhood pedagogies, through getting students to observe and interact with teachers and children in ECE settings in the host country, and through their participation in the latter's communities of learning (COL). By working with local practitioners on education-related projects in Beijing, students will get to port over what they have learnt not only through comparing how historical, economic, and socio-cultural factors shape educational development and early childhood education practices in the host country and in Singapore, but also through reflecting on the relationships between developmentally appropriate practices and cultural vs. universal conceptions of childhood development.</p> | | |
| <p><u>OEL323 Developmentally Appropriate Early Childhood Practices in Hong Kong</u></p> | <p>5</p> | <p>The main objective of OEL323 is to provide students with the conceptual tools and learning experiences to develop a deeper understanding of developmentally appropriate early childhood pedagogies (DAP) in Hong Kong.</p> <p>This is achieved through a combination of experiential learning, e-learning, observations and reflective conversations with professionals, and participation in an overseas trip to Hong Kong, China. The approaches to early childhood education in Hong Kong are quite varied although kindergartens all follow the Hong Kong Ministry of Education's framework and learning goals for pre-primary education, reflecting a focus on child-centric, active learning curriculum that is in line with current international trends in ECE curriculum. The study trip will provide opportunities for our students to see how Hong Kong's kindergartens work towards developing localised, child-centric curriculum that is developmentally</p> | <p>BECEM programme restricted electives</p> | <p>Both BECEM Full-time and Part-time Programme</p> |

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| | | <p>appropriate, amidst an educational culture that is academically competitive. By working with local practitioners on education-related projects, students will get to port over what they have learnt not only through comparing how historical, economic, and socio-cultural factors shape educational development and early childhood education practices in the host country and in Singapore, but also through reflecting on the relationships between developmentally appropriate practices and cultural vs. universal conceptions of childhood development.</p> | | |
| OEL327 Play-based Early Childhood Education in Anji | 5 | <p>The main objective of OEL 327 is to provide students with the opportunity to clarify and deepen their understanding of the role of play in development by examining how play-based education is carried out in Anji County, China, and reflect upon its relationships with broader cultural distinctions between the domains of work and play. This learning journey will involve a combination of experiential learning, classroom activities, and participation in the week-long Anji Play Study Tour in Anji County, China.</p> <p>Anji Play preschools use an outdoor play-based approach as the core of their curriculum – one that is different from any other programmes around the world. In the past several decades, it has been the western, Euro-centric approaches that were being ‘imported’ for adoption in the Asian countries. Anji Play has however, emerged as an Asian programme that is being explored by the West.</p> <p>For early childhood education, play holds a central role in children’s development. Yet, when does play and work happen within purposeful play activities is unclear to most practitioners. Anji</p> | BECEM programme restricted electives | Both BECEM Full-time and Part-time Programme |

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| | | <p>preschool schools offer an insight into this clarification with their differentiations between no play, false play and true play, and probes early childhood educators to reflect more profoundly on conventional conceptions of work vs. play in all domains of life.</p> <p>The immersion in this intensive week-long study tour, coupled with daily debriefs by faculty, will strengthen students' developing construction of the notion of play-based education for young children. Students will get to port over what they have learnt not only through comparing how historical, and socio-cultural factors shape educational development and early childhood education practices in Anji County, in China as a whole, and in Singapore, but also through critical reflections on the relationships between play-based education and cultural conceptions of work vs. play.</p> | | |
| OEL328 Developmentally Appropriate Early Childhood Practices in Taiwan | 5 | <p>The main objectives of OEL328 and OEL329 are to provide students with the conceptual tools and learning experiences to develop a deeper understanding of developmentally appropriate early childhood pedagogies (DAP) in Taiwan and Japan. This is achieved through a combination of experiential learning, e-learning, observations and reflective conversations with professionals, and participation in an overseas trip to Hong Kong, China.</p> <p>Students will have the opportunities to cultivate a broader and deeper understanding of the trends and issues in early childhood education through engagement as participant observers in early childhood settings in selected host countries. Students' participation in such communities of learning (COL) involves shared reflections on experiential learning activities, during which they apply the</p> | Elective in the FT and PT BECE(M) programmes | Both BECEM Full-time and Part-time Programme |

| Course Code/Title | Credit Unit (CU) | Course Synopsis | Category | Available for Part-time /Full-time students |
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| | | <p>“hermeneutic circle” within the context of early childhood education practices in the host country.</p> <p>By working with local practitioners on education-related projects, students will get to apply what they have learnt not only through comparing how historical, economic, and socio-cultural factors shape educational development and early childhood education practices in the host country and in Singapore, but also through reflecting on the relationships between developmentally appropriate practices and cultural vs. universal conceptions of childhood development.</p> | | |
| OEL329 Developmentally Appropriate Early Childhood Practices in Japan | 5 | <p>The main objectives of OEL328 and OEL329 are to provide students with the conceptual tools and learning experiences to develop a deeper understanding of developmentally appropriate early childhood pedagogies (DAP) in Taiwan and Japan. This is achieved through a combination of experiential learning, e-learning, observations and reflective conversations with professionals, and participation in an overseas trip to Hong Kong, China.</p> <p>Students will have the opportunities to cultivate a broader and deeper understanding of the trends and issues in early childhood education through engagement as participant observers in early childhood settings in selected host countries. Students’ participation in such communities of learning (COL) involves shared reflections on experiential learning activities, during which they apply the “hermeneutic circle” within the context of early childhood education practices in the host country.</p> | Elective in the FT and PT BECE(M) programmes | Both BECEM Full-time and Part-time Programme |

| Course Code/Title | Credit Unit (CU) | Course Synopsis | Category | Available for Part-time /Full-time students |
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| | | By working with local practitioners on education-related projects, students will get to apply what they have learnt not only through comparing how historical, economic, and socio-cultural factors shape educational development and early childhood education practices in the host country and in Singapore, but also through reflecting on the relationships between developmentally appropriate practices and cultural vs. universal conceptions of childhood development. | | |
| OEL-YEP (Global Service-Learning) | | | | |
| OEL316 Educational Opportunities and Challenges in Yunnan | 5 | <p>The objective of OEL316 is to provide students with the conceptual tools and learning experiences to develop a deeper understanding of the educational opportunities and challenges in Yunnan.</p> <p>The objective is achieved through a combination of service-learning, e-learning, classroom activities, and participation in an overseas trip to Yunnan, China. According to Yue, Tang, Shi, et al (2018), rural educational provision in China has improved by leaps and bounds in the past 40 years. Only a small number of children attended preschool in the 1980s, whereas more than 90 percent of rural children are now receiving formal education. After the implementation of the compulsory education policy, more students are able to complete their grade six training and move on to junior high school. However, achieving educational equity still faces many challenges in rural areas, including high dropout rate, poor learning environments, and a low quality of campus life. To deal with these problems, many non-profit organisations have tried to organise activities and teacher training programmes in order to improve upon the existing education system. This course encourages students to critically analyse the complexities facing the provision of quality</p> | SUSS Core Unrestricted Elective, General Elective | Both |

| Course Code/Title | Credit Unit (CU) | Course Synopsis | Category | Available for Part-time /Full-time students |
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| | | <p>education to rural residents in China. Students will work with local youth organisations to design a series of service-learning activities in a school located in a rural area of Yunnan. They will get to explore the education system in the city of Yunnan and immerse themselves in its remote areas to better understand the educational needs, challenges and opportunities from the perspective of the locals. Through such comparative collaborations, students will have the opportunity to reflect on the relationships between educational challenges and opportunities and the issue of educational equity</p> | | |
| OEL317 Business Skills Amongst Communities in Vientiane | 5 | <p>The main objective of OEL317 is to provide students with the conceptual tools and learning experiences to develop a deeper understanding of how business skills can be developed amongst various Lao communities.</p> <p>This objective will be achieved through a combination of team-based experiential learning, e-learning, classroom activities, and participation in an overseas trip to Vientiane, Laos. In Singaporean tertiary institutions, students are highly encouraged to apply their values, knowledge and skills to contribute meaningfully to the community as socially responsible citizens. The practice of responsible citizenry in other countries has also grown in importance, because of unequal development that results from participating in global capitalism. As Laos attempts to modernise itself through encouraging its people to partake in non-traditional economic activities, it faces obstacles not only in improving the business skills of various Lao communities, but also in ensuring that they contribute to the progress of the nation. This course urges students to critically reflect on the balance between upgrading the business skillsets of citizens and the well-being of the nations the latter belong to. This includes addressing responsible citizenry</p> | <p>SUSS Core Unrestricted Elective, General Elective</p> | Both |

| Course Code/Title | Credit Unit (CU) | Course Synopsis | Category | Available for Part-time /Full-time students |
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| | | globally, as well as corporate social responsibilities locally. Using their knowledge and skills in their business major disciplines to contribute in community-based projects in Laos and Singapore respectively, students will be able to reflect on the individual's contribution to the commercial viability of their selected organisations, and analyse opportunities and challenges in exercising responsibility towards others in society. | | |
| OEL318 Educational Opportunities and Challenges in Vientiane | 5 | The main objective of OEL318 is to provide students with the conceptual tools and learning experiences to develop a deeper understanding of educational opportunities and challenges in Laos. This objective will be achieved through a combination of team-based experiential learning, e-learning, classroom activities, and participation in an overseas trip to Vientiane, Laos. As one of the 17 UN Sustainable Development Goals, an inclusive and quality education is seen to be the key to break out of the poverty cycle, and to empower people to have a more sustainable and healthy lifestyle. While the government of Lao PDR recognises the importance of education in achieving national development goals and has made significant progress in eradicating illiteracy and enhancing equity in education, there are still many challenges facing the provision of equitable educational opportunities between genders, ethnic groups and social classes. Comparatively, the Singaporean government has placed enormous resources and emphasis on education since independence, making it one of the most highly regarded in the world, but educational equity remains a challenging issue. This course urges students to critically analyse the complexity in achieving quality education in the context of Laos and Singapore, through comparing how historical, political, social and economic factors shape educational development, ideologies, and policies in | SUSS Core Unrestricted Elective, General Elective | Both |

| Course Code/Title | Credit Unit (CU) | Course Synopsis | Category | Available for Part-time /Full-time students |
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| | | both countries. By working directly on education-related projects in Laos and Singapore, students will not only learn about the challenges and opportunities in educational development in both Laos and Singapore, but also get to reflect critically on the relationship between such developments and educational equity. | | |
| OEL319 Conservation and Development Practices in Lombok | 5 | <p>The main objective of OEL319 is to provide students with the conceptual tools and learning experiences to develop a deeper understanding of conservation practices in Lombok.</p> <p>This objective will be achieved through a combination of team-based experiential learning, e-learning, classroom activities, and participation in an overseas trip to Lombok, Indonesia. Due to subsistence activities such as dynamite fishing, the natural habitats along the coastal areas of North-East Lombok have been seriously damaged. Prime amongst the habitats are mangroves and coral reefs, which serve as essential nurseries for young fish. As a result, one of the villagers' primary food source is being threatened, leading to economic losses and hence transformation in economic practices that disrupt traditional ways of life. The conservation of aquatic food sources is also part of the United Nation's Sustainable Development Goal (SDG) 14, which focuses on the sustainable governance of oceans and coasts and which also recognises the mangroves' immense value. Restoring mangrove forests also supports the achievement of many other SDGs, including eliminating poverty and hunger (SDG 1 and SDG 2), ensuring livelihoods and economic growth (SDG 8), taking actions against climate change impacts (SDG 13) and halting biodiversity loss (SDG 15). In order to maintain harmony between the pursuit of economic development and traditional cultural practices, several NGOs have cooperated with the locals to step up the conservation of the mangrove forests and</p> | SUSS Core Unrestricted Elective, General Elective | Both |

| Course Code/Title | Credit Unit (CU) | Course Synopsis | Category | Available for Part-time /Full-time students |
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| | | coral habitats. This course encourages students to critically analyse the complexity in achieving developmental sustainability in the context of Lombok and Singapore, and how environmental, social and economic factors shape conservation practices in both countries. Through working directly on conservation-related projects in Lombok and Singapore, students will not only learn about the challenges and opportunities in environmental conservation, but also get to reflect critically on the latter's relationship to the impact of economic development on traditional ways of life. | | |
| OEL321 Women's Empowerment in India | 5 | <p>The main objective of OEL321 is to provide students with the conceptual tools and learning experiences to develop a deeper understanding of women's empowerment in India.</p> <p>This objective will be achieved through a combination of team-based experiential learning, e-learning, classroom activities, and participation in an overseas trip to Kinnaur, India. Achieving the empowerment of women is seen as one of the key UN Sustainable Development Goals. While the world has progressed tremendously towards greater gender equality, women continue to be subjected to discrimination and violence in many parts of the world. While the Indian government has tried to take positive steps to address the issue of gender inequality, the long-standing cultural preference for sons continues to result in pervasive discrimination against females, resulting in unequal access to education, healthcare, work and representation in political and economic decision-making processes. Comparatively, while Singaporean women are able to attain high levels of education, female representation in top leadership positions in both businesses and politics remain small, and the phenomenon of gender wage gap persists. This course urges</p> | SUSS Core Unrestricted Elective, General Elective | Both |

| Course Code/Title | Credit Unit (CU) | Course Synopsis | Category | Available for Part-time /Full-time students |
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| | | students to critically analyse the complexity in achieving gender equality in the context of India and Singapore, through comparing how cultural, religious, social and economic factors shape institutions, ideologies, and policies governing women's access to resources in both countries. By working in a community-based project related to women in India and Singapore, students will get to learn and reflect critically about the relationship between the practice of empowering women and the issue of gender equality in both India and Singapore. | | |
| OEL337 Community Empowerment Practices in Cambodia | 5 | <p>The objective of OEL337 is to provide students with the conceptual tools and learning experiences to develop a deeper understanding of community empowerment practices vis-a-vis United Nation's Sustainable Development Goals in Cambodia.</p> <p>This objective will be achieved through a combination of experiential learning, e-learning, classroom activities, and participation in an overseas trip to Cambodia. Cambodia is one of Asia's fastest growing economies with an average 7% growth in GDP over the last decade, and in 2016 graduated from one of the world's Least Developed Countries to a Lower Income Country. Since Cambodia's endorsement of the Sustainable Development Goals (SDGs) in 2015, it has reported good progress with many targets in its Voluntary National Review. The review also emphasised the importance of socioeconomic inclusion and environmental sustainability. This presents a good learning opportunity for students to observe how developmental strategies interact with local circumstances to engender unique social policies and community practices. This course will expose students to the complexities in trying to actualise SDGs in Cambodia.</p> | SUSS Core Unrestricted Elective, General Elective | Both |

| Course Code/Title | Credit Unit (CU) | Course Synopsis | Category | Available for Part-time /Full-time students |
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| | | <p>Through working on a community empowerment project, students will learn about the challenges faced by locals and the country in negotiating with international bodies in the practices of ethical interventions. Through reflecting on the relationships between community empowerment practices in the local context and sustainable development ideals, students will develop an appreciation of how particular ethical conduct are shaped by global and often Eurocentric conceptions of “sustainable development”.</p> | | |
| OEL338 Food Security Practices in Asia Pacific | 5 | <p>The objective of the course is to provide students with the conceptual tools and learning experiences to develop a deeper understanding of food security practices vis-à-vis sustainability strategies in Asia Pacific. This objective will be achieved through a combination of experiential learning, e-learning, classroom activities, and participation in an overseas trip to a selected city in the Asia Pacific region.</p> <p>Pre-trip local learning journeys will expose students to Singapore’s food security strategies, which will prepare them to analyse and make comparisons between Singapore and the host country, and consider the applicability of new food technology, practical policy options, and best practices in both countries.</p> <p>Students will learn about the challenges and strategies adopted by the host country in meeting the UN Sustainable Development Goal (SDG) 2 of “Zero Hunger”, which is to end hunger, achieve food security and improved nutrition, and promote sustainable agriculture. Through an in-depth study of SDG 2, students will recognise the interlinkages among the need to support sustainable</p> | SUSS Core Unrestricted Elective, General Elective | Both |

| Course Code/Title | Credit Unit (CU) | Course Synopsis | Category | Available for Part-time /Full-time students |
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| | | <p>agriculture, empower small farmers, promote gender equality, end rural poverty, ensure healthy lifestyles, and tackle climate change, in the pursuit of food security.</p> <p>Through interactive sessions with individuals from the private sector, government bodies, and non-governmental organisations, students will gain insights to the social, political, cultural, and economic dimensions that influence the host country's food security policies and programmes. They will uncover the considerations of the host country in decision-making about food security and sustainability policies.</p> <p>These experiences will strengthen students' ability to reflect on the importance of food security for sustainable development and to recognise the interconnectedness of local, regional, and global food security networks.</p> | | |
| Entrepreneurship | | | | |
| <p>CDO303 SUSS Impact Startup Challenge</p> <p>CDO303GER - Impact Startup Challenge in Gerontology</p> <p>CDO303JKT SUSS-PIAGET Impact Startup Challenge (Jakarta, Indonesia)</p> | 5 | <p>SUSS Entrepreneurship Boot Camp offers a platform to generate ideas; allow students to test, validate and pivot their proposals; and immerse them into Singapore's start-up scene to potentially meet co-founders, connect with expert advisors and learn from the ecosystem. Good ideas do not automatically translate into good businesses. The process of testing, validating and pivoting is critical for aspiring entrepreneurs looking to develop ideas that translate into value adding businesses.</p> <p>Students will gain deeper understanding of the problem they are trying to solve, teams will get to put their ideas and assumptions to the test, and modify them along the way through the feedback they</p> | <p>SUSS Core Unrestricted Elective, General Elective, Marketing Major elective</p> | Both |

| Course Code/Title | Credit Unit (CU) | Course Synopsis | Category | Available for Part-time /Full-time students |
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| CDO303KHH SUSS-FORMOSA Impact Startup Challenge (Koahsiung, Taiwan) CDO303MDN SUSS-WBI Impact Startup Challenge (Medan, Indonesia) CDO303MNL SUSS-GCIC Impact Startup Challenge (Manila, Philippines) CDO303PNH SUSS-AUPP Impact Startup Challenge (Phnom Penh, Cambodia) CDO303SGN SUSS-FETCH Impact Startup Challenge (Ho Chi Minh, Vietnam) CDO303SZX SUSS-SZU Impact Startup Challenge (Shenzhen, China) | | <p>garner. Students will be able to evaluate if their ideas are worth pursuing and design their first prototype. Entrepreneurs have a higher chance to succeed if they belong to an ecosystem. Learning from those who have successfully built and grown companies, as well as from those who failed, and seeking opportunities to connect with experts in deep domain areas, are key to successfully build a business.</p> <p>Students will be able to engage with Singapore’s start-up community during study trips to Fuckup Nights, Impact Hub, JTC Launchpad @ One North and Echelon. This course provides opportunities to meet potential co-founders, learn how to work in a team and seek advice from the ecosystem.</p> | | |
| Experiential Teambuilding | | | | |
| ETB101 Experiential Teambuilding (Singapore) ETB102 Experiential Teambuilding (Kunming, China) | 2.5 | <p>Experiential Team-building is to provide students with an experiential platform to cultivate a common SUSS identity, and to develop foundational aptitudes in self-awareness, community mindedness, and environmental consciousness.</p> | SUSS Core Unrestricted Elective | Full-time |

| Course Code/Title | Credit Unit (CU) | Course Synopsis | Category | Available for Part-time /Full-time students |
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| <p>ETB103 Experiential Teambuilding (Shenzhen, China)</p> <p>ETB104 Experiential Teambuilding (Medan, Indonesia)</p> <p>ETB105 Experiential Teambuilding (Bogor, Indonesia)</p> <p>ETB106 Experiential Teambuilding (Qui Nhon, Vietnam)</p> <p>ETB107 Experiential Teambuilding (Gopeng, Malaysia)</p> <p>*ETB102 to ETB107 courses are paired with OGP101</p> | | <p>This is achieved through a combination of e-learning, experiential learning, and on-site training. Through engaging in activities like group performances, community mindedness workshops, and experiential sessions, students would become attuned to the interdependence between the self, community, and physical environment. This 2.5cu ETB10X will count towards SUSS Core Unrestricted Electives (out of a total requirement of 20cus).</p> | | |
| Transnational | | | | |
| <p>OGP101 Transnational Reflexivity</p> | 2.5 | <p>The objective of OGP101 is to provide students with the conceptual tools and learning experiences to overcome their stereotypes of unfamiliar communities, develop the competencies to live and work amongst them, and be able to reflect on their own conducts as consequences of being Singaporeans.</p> | SUSS Core Unrestricted Elective | Full-time |

| Course Code/Title | Credit Unit (CU) | Course Synopsis | Category | Available for Part-time /Full-time students |
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| | | <p>This is achieved through combining the core teachings of social research methods with that of cultural anthropology, to cultivate amongst students, the habit of treating human thoughts, emotions, and behaviours as consequences of their environments rather than expressions of innate immutable traits. Holding this course with ETB10x offers students a blend of team-based experiential learning, e-learning, classroom activities, and participation in field trips during which they could not only apply the social sciences in real-world contexts, but also practise self-directed and experiential learning. Students would first be introduced to the basic social scientific framework, i.e. the hermeneutics circle, via pre-trip e-learning that showcases how the larger forces of colonialism, modernisation, and globalisation has shaped traditional practices. They would then be exposed to basic social research methods of gathering and organising data, which would be deployed during the field trip. The assignments would require students to conduct research about the external forces shaping the destination, interact with the communities in order to gather data, and employ social scientific perspectives to make sense of the data. During pre-trip self-study sessions, students would first have to conduct research on media stereotypes of the city and its residents. During the trip, they would then have to seek out those stereotyped phenomena by interacting with the members of the communities and documenting the meanings behind such practices, using methods like participant observation and interviews. The data gathered would then be interpreted and explained by relating it to the dominant structures that shaped those practices.</p> | | |

| Course Code/Title | Credit Unit (CU) | Course Synopsis | Category | Available for Part-time /Full-time students |
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| | | At the end of the course, students would not only acquire a basic understanding of the social sciences but also develop an open-minded attitude towards all unfamiliar groups of people. Most importantly, they would develop the habit of empathising with the others and reflecting on how the Singaporean society has similarly shaped how they have become what they are. | | |
| OGP102 Transnational Chinese Business Networks | 5 | <p>This online course introduces students to the origins, evolution, and development of transnational overseas Chinese networks and businesses within the contexts of Southeast Asia. It adopts a multidisciplinary approach that incorporates the disciplines of history, political economy, area studies, diasporic studies and East Asian studies to analyse the integration and evolution of Chinese businesses into regional societies and economies.</p> <p>The course will discuss the role of overseas Chinese businesses in terms of political-economic and political-cultural impacts on production networks, regionalism, and ASEAN economic integration. It relates transnational overseas Chinese businesses to the central role of being intermediaries and 'pathfinders' between the ASEAN region, existing Western/Japanese production networks and incoming mainland Chinese investments (including those under the rubric of Belt and Road Initiative). It also looks at the coping mechanisms in overseas Chinese business practices for managing constantly-evolving complex geopolitical trends in sectors such as commodities, banking, and property investments. The course shows the indigenisation of overseas Chinese businesses in Southeast Asia over generations and the emergence of nativised identities of the business owners. Analyses of debates over regional schemes in the</p> | SUSS Core Unrestricted Elective, General Elective | Both |

| Course Code/Title | Credit Unit (CU) | Course Synopsis | Category | Available for Part-time /Full-time students |
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| | | integration of ASEAN itself as well as Chinese ambitions in BRI will also be contextualised in the studies of overseas Chinese businesses. | | |
| OGP103 Introduction to ASEAN | 5 | OGP103 ASEAN Studies is an online course that frames political-economic interests, US-China relations, information technology, and HES trends as the emerging parameters of commercial practices in the region. It adopts a multidisciplinary approach that incorporates the major disciplines of history, political economy, area studies, diasporic studies, and East Asian studies. In analysing the integration and evolution of ASEAN10 as it grapples with new threats in HES, the US-China trade war, the Chinese belt-and-road initiative, and other long-standing socio-cultural differences, this course seeks to shed light on how, despite its diversity, ASEAN continues to search for a common path that could better position itself in dynamic geo-political circumstances. | SUSS Core Unrestricted Elective, General Elective | Both |
| OGP105 Introduction to Vietnam | 5 | OGP105 Introduction to Vietnam is a course that discusses the political and economic developments of Vietnam. It introduces unique features of Vietnam from various perspectives, namely socio-cultural, historical, geographical and commercial. It also examines THES (technology, health, environment, and security) trends in Vietnam as the emerging parameters of development and sustainability. In addition, the course investigates and identifies some key determinants of Vietnam's growth that offer opportunities and challenges to businesses and foreign direct investors, and facilitate its integration with ASEAN member countries. This course adopts an interdisciplinary approach that incorporates the major disciplines of history, politics, policy, economics, development studies, management and cultural studies. Overall, this course provides insights to Vietnam and seeks to shed light on how Vietnam | SUSS Core Unrestricted Elective, General Elective | Both |

| Course Code/Title | Credit Unit (CU) | Course Synopsis | Category | Available for Part-time /Full-time students |
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| | | could better position itself in the dynamic geo-political circumstances and the current economic situations. | | |
| Industry-Based Study Programme | | | | |
| <u>Industry-based Study Programme (IBSP)</u> Current Themes: <ul style="list-style-type: none"> • eCommerce • Blockchain • Cyber Security • Machine Learning and Data Science | 5 | Industry-based Study Programmes (IBSPs) offer students the opportunity to acquire, practise and apply new knowledge and skills through an immersive experience of the subject matter within the specific industry. Students will take university-level equivalent courses. They will learn from industry thought leaders and practitioners, and through observations during company/industry visits. They will apply their new knowledge and skills to real-world cases and serve as catalysts for knowledge transfer across geographical borders, for example, e-commerce knowhow from a leading Chinese e-commerce company to a local one. IBSPs are jointly offered by SUSS and partner organisations that have a collaborative agreement with the university. | Credit recognition available for specific courses/General Electives, depending on IBSP theme | Both |
| Language Courses | | | | |
| OGP161 Business Chinese I | 5 | OGP161 Business Chinese I aims to provide students with the necessary vocabulary and skills for business communication and to enable them to become effective and confident users of Mandarin in work settings in China. The focus, content, objectives, materials, teaching and assessment in the course will be based on specific language needs in the business context. Themes and topics will center on language and communication skills that are appropriate and required in business activities. The course will comprise real-time, online instruction and post-assessment verbal feedback with native Mandarin-speaking tutors. Students will be assessed on their ability to write a resume and a | SUSS Core Unrestricted Elective, General Elective | Both |

| Course Code/Title | Credit Unit (CU) | Course Synopsis | Category | Available for Part-time /Full-time students |
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| | | <p>business email, and to engage in a conversation on a business/work-related topic.</p> <p>At the end of the course, students will be more aware of Chinese communicative norms and be proficient in business communication in Mandarin.</p> | | |
| OGP261 Business Chinese II | 5 | <p>OGP261 Business Chinese II aims to provide students with the necessary vocabulary and skills for business communication and to enable them to become effective and confident users of Mandarin in work settings in China. The focus, content, objectives, materials, teaching and assessment in the course will be based on specific language needs in the business context.</p> <p>The course will be delivered through synchronous, online instruction with small groups of students to ensure an optimum learning experience. Feedback on individual performance in each lesson helps students correct their errors immediately. Pre-lesson and post-lesson tasks help students focus on new knowledge gained, and reinforce and practise new vocabulary and grammatical structures learned.</p> <p>At the end of the course, students will be more aware of Chinese communicative norms and be proficient in business communication in Mandarin. The course assessments include a quiz assessing students' cultural knowledge, a group-based assignment, an individual assignment and an oral exam.</p> | <p>SUSS Core Unrestricted Elective, General Elective</p> | Both |
| OGP361 Business Chinese III | 5 | <p>OGP361 Business Chinese III aims to provide students with the necessary vocabulary and skills for business communication and to enable them to become effective and confident users of Mandarin</p> | <p>SUSS Core Unrestricted</p> | Both |

| Course Code/Title | Credit Unit (CU) | Course Synopsis | Category | Available for Part-time /Full-time students |
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| | | <p>in work settings in China. The focus, content, objectives, materials, teaching and assessment in the course will be based on specific language needs in the business context.</p> <p>The course will be delivered through synchronous, online instruction with small groups of students to ensure an optimum learning experience. Feedback on individual performance in each lesson helps students correct their errors immediately. Pre-lesson and post-lesson tasks help students focus on new knowledge gained, and reinforce and practise new vocabulary and grammatical structures learned.</p> <p>At the end of the course, students will be more aware of Chinese communicative norms and be proficient in business communication in Mandarin. The course assessments include a quiz assessing students' cultural knowledge, a group-based assignment, an individual assignment and an oral exam.</p> | Elective, General Elective | |
| OGP162 Business Bahasa Indonesia I | 5 | <p>OGP162 Business Bahasa Indonesia I aims to provide students with the necessary language skills and cultural knowledge to live and work in Indonesia. The course offers comprehensive training in conversational skills, grammar and vocabulary, with an additional focus on language used in business settings. It will also introduce students to aspects of the Indonesian culture such as its food, customs and acceptable etiquette in social interactions.</p> <p>Students will be assessed on their participation in class, their ability to engage in dialogue with a native Bahasa Indonesia speaker and their performance on written assignments.</p> | SUSS Core Unrestricted Elective, General Elective | Both |

| Course Code/Title | Credit Unit (CU) | Course Synopsis | Category | Available for Part-time /Full-time students |
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| | | At the end of the course, students will be more aware of Indonesian culture and norms of speech and behaviour, and be proficient in basic social and business communication in Bahasa Indonesia. | | |
| OGP262 Business Bahasa Indonesia II | 5 | <p>OGP262 Business Bahasa Indonesia II aims to provide students with the necessary language skills and cultural knowledge to live and work in Indonesia. It offers comprehensive training in conversational skills, grammar and vocabulary, with an additional focus on language used in business settings. It will also introduce students to aspects of the Indonesian culture such as its food, customs and acceptable etiquette in social interactions.</p> <p>The course will be delivered through synchronous, online instruction with small groups of students to ensure an optimum learning experience. Feedback on individual performance in each lesson helps students correct their errors immediately. Pre-lesson and post-lesson tasks help students focus on new knowledge gained, and reinforce and practise new vocabulary and grammatical structures learned.</p> <p>At the end of the course, students will be more aware of Indonesian communicative norms and be proficient in business communication in Bahasa Indonesia. The course assessments include a quiz assessing students' cultural knowledge, a group-based assignment, an individual assignment and an oral exam.</p> | SUSS Core Unrestricted Elective, General Elective | Both |
| OGP362 Business Bahasa Indonesia III | 5 | OGP362 Business Bahasa Indonesia III aims to provide students with the necessary language skills and cultural knowledge to live and work in Indonesia. It offers comprehensive training in conversational skills, grammar and vocabulary, with an additional focus on language used in business settings. It will also introduce students to aspects | SUSS Core Unrestricted Elective, General Elective | Both |

| Course Code/Title | Credit Unit (CU) | Course Synopsis | Category | Available for Part-time /Full-time students |
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| | | <p>of the Indonesian culture such as its food, customs and acceptable etiquette in social interactions.</p> <p>The course will be delivered through synchronous, online instruction with small groups of students to ensure an optimum learning experience. Feedback on individual performance in each lesson helps students correct their errors immediately. Pre-lesson and post-lesson tasks help students focus on new knowledge gained, and reinforce and practise new vocabulary and grammatical structures learned.</p> <p>At the end of the course, students will be more aware of Indonesian communicative norms and be proficient in business communication in Bahasa Indonesia. The course assessments include a quiz assessing students' cultural knowledge, a group-based assignment, an individual assignment and an oral exam.</p> | | |
| OGP163 Business Vietnamese I | 5 | <p>OGP163 Business Vietnamese I aims to provide students with the necessary language skills and cultural knowledge to live and work in Vietnam. The course offers comprehensive training in conversational skills, grammar and vocabulary, with an additional focus on language used in business settings. It comprises real-time, synchronous, online instruction with native Vietnamese-speaking tutors. The online lessons, which will include feedback segments, will enhance students' proficiency in speaking, listening, reading and writing in Vietnamese. In addition, the course will familiarize students with aspects of the Vietnamese culture such as its food, customs and acceptable etiquette in social and business interactions. Students will be assessed through their participation during lessons, their ability to engage in dialogue with a native</p> | <p>SUSS Core Unrestricted Elective, General Elective</p> | Both |

| Course Code/Title | Credit Unit (CU) | Course Synopsis | Category | Available for Part-time /Full-time students |
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| | | <p>Vietnamese speaker, and their performance on written assignments.</p> <p>At the end of the course, students will be proficient in social and business communication in Vietnamese and be more aware of Vietnamese culture and social norms.</p> | | |
| OGP263 Business Vietnamese II | 5 | <p>OGP263 Business Vietnamese II aims to provide students with the necessary language skills and cultural knowledge to live and work in Vietnam. It offers comprehensive training in conversational skills, grammar and vocabulary, with an additional focus on language used in business settings. It will also introduce students to aspects of the Vietnamese culture such as its food, customs and acceptable etiquette in social interactions.</p> <p>The course will be delivered through synchronous, online instruction with small groups of students to ensure an optimum learning experience. Feedback on individual performance in each lesson helps students correct their errors immediately. Pre-lesson and post-lesson tasks help students focus on new knowledge gained, and reinforce and practise new vocabulary and grammatical structures learned.</p> <p>At the end of the course, students will be more aware of Vietnamese communicative norms and be proficient in business communication in Vietnamese. The course assessments include a quiz assessing students' cultural knowledge, a group-based assignment, an individual assignment and an oral exam.</p> | <p>SUSS Core Unrestricted Elective, General Elective</p> | <p>Both</p> |

| Course Code/Title | Credit Unit (CU) | Course Synopsis | Category | Available for Part-time /Full-time students |
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| OGP363 Business Vietnamese III | 5 | <p>OGP363 Business Vietnamese III aims to provide students with the necessary language skills and cultural knowledge to live and work in Vietnam. It offers comprehensive training in conversational skills, grammar and vocabulary, with an additional focus on language used in business settings. It will also introduce students to aspects of the Vietnamese culture such as its food, customs and acceptable etiquette in social interactions.</p> <p>The course will be delivered through synchronous, online instruction with small groups of students to ensure an optimum learning experience. Feedback on individual performance in each lesson helps students correct their errors immediately. Pre-lesson and post-lesson tasks help students focus on new knowledge gained, and reinforce and practise new vocabulary and grammatical structures learned.</p> <p>At the end of the course, students will be more aware of Vietnamese communicative norms and be proficient in business communication in Vietnamese. The course assessments include a quiz assessing students' cultural knowledge, a group-based assignment, an individual assignment and an oral exam.</p> | SUSS Core Unrestricted Elective, General Elective | Both |
| OGP164 Business Thai I | 5 | <p>OGP164 Business Thai I aims to provide students with the necessary language skills and cultural knowledge to live and work in Thailand. The course offers comprehensive training in conversational skills, grammar and vocabulary, with an additional focus on language used in business settings. It will also introduce students to aspects of the Thai culture such as its food, customs and acceptable etiquette in social interactions.</p> | SUSS Core Unrestricted Elective, General Elective | Both |

| Course Code/Title | Credit Unit (CU) | Course Synopsis | Category | Available for Part-time /Full-time students |
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| | | <p>The course will be delivered through synchronous, online instruction with small groups of students to ensure an optimum learning experience. Feedback on individual performance in each lesson helps students correct their errors immediately. Pre-lesson and post-lesson tasks help students focus on new knowledge gained, and reinforce and practise new vocabulary and grammatical structures learned.</p> <p>At the end of the course, students will be more aware of Thai communicative norms and be proficient in business communication in Thai. The course assessments include a quiz assessing students' cultural knowledge, a group-based assignment, an individual assignment and an oral exam.</p> | | |
| OGP264 Business Thai II | 5 | <p>OGP264 Business Thai II aims to provide students with the necessary language skills and cultural knowledge to live and work in Thailand. It offers comprehensive training in conversational skills, grammar and vocabulary, with an additional focus on language used in business settings. It will also introduce students to aspects of the Thai culture such as its food, customs and acceptable etiquette in social interactions.</p> <p>The course will be delivered through synchronous, online instruction with small groups of students to ensure an optimum learning experience. Feedback on individual performance in each lesson helps students correct their errors immediately. Pre-lesson and post-lesson tasks help students focus on new knowledge gained, and reinforce and practise new vocabulary and grammatical structures learned.</p> | SUSS Core Unrestricted Elective, General Elective | Both |

| Course Code/Title | Credit Unit (CU) | Course Synopsis | Category | Available for Part-time /Full-time students |
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| | | At the end of the course, students will be more aware of Thai communicative norms and be proficient in business communication in Thai. The course assessments include a quiz assessing students' cultural knowledge, a group-based assignment, an individual assignment and an oral exam. | | |
| OGP364 Business Thai III | 5 | <p>OGP364 Business Thai III aims to provide students with the necessary language skills and cultural knowledge to live and work in Thailand. It offers comprehensive training in conversational skills, grammar and vocabulary, with an additional focus on language used in business settings. It will also introduce students to aspects of the Thai culture such as its food, customs and acceptable etiquette in social interactions.</p> <p>The course will be delivered through synchronous, online instruction with small groups of students to ensure an optimum learning experience. Feedback on individual performance in each lesson helps students correct their errors immediately. Pre-lesson and post-lesson tasks help students focus on new knowledge gained, and reinforce and practise new vocabulary and grammatical structures learned.</p> <p>At the end of the course, students will be more aware of Thai communicative norms and be proficient in business communication in Thai. The course assessments include a quiz assessing students' cultural knowledge, a group-based assignment, an individual assignment and an oral exam.</p> | SUSS Core Unrestricted Elective, General Elective | Both |
| OGP165 Business Hindi I | 5 | OGP165 Business Hindi I aims to provide students with the necessary language skills and cultural knowledge to live and work in India. An | SUSS Core Unrestricted | Both |

| Course Code/Title | Credit Unit (CU) | Course Synopsis | Category | Available for Part-time /Full-time students |
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| | | <p>official language in India, Hindi is the most widely spoken language in India and the fourth most spoken language in the world.</p> <p>The course offers comprehensive training in conversational skills, grammar and vocabulary, with an additional focus on language used in business settings. It will also introduce students to aspects of the Indian culture such as its food, customs and acceptable etiquette in social interactions.</p> <p>The course will be delivered through synchronous, online instruction with small groups of students to ensure an optimum learning experience. Feedback on individual performance in each lesson helps students correct their errors immediately. Pre-lesson and post-lesson tasks help students focus on new knowledge gained, and reinforce and practise new vocabulary and grammatical structures learned.</p> <p>At the end of the course, students will be more aware of Hindi communicative norms and be proficient in business communication in Hindi. The course assessments include a quiz assessing students' cultural knowledge, a group-based assignment, an individual assignment and an oral exam.</p> | Elective, General Elective | |
| OGP265 Business Hindi II | 5 | <p>OGP265 Business Hindi II aims to provide students with the necessary language skills and cultural knowledge to live and work in India. An official language in India, Hindi is the most widely spoken language in India and the fourth most spoken language in the world.</p> <p>The course offers comprehensive training in conversational skills, grammar and vocabulary, with an additional focus on language used</p> | SUSS Core Unrestricted Elective, General Elective | Both |

| Course Code/Title | Credit Unit (CU) | Course Synopsis | Category | Available for Part-time /Full-time students |
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| | | <p>in business settings. It will also introduce students to aspects of the Indian culture such as its food, customs and acceptable etiquette in social interactions.</p> <p>The course will be delivered through synchronous, online instruction with small groups of students to ensure an optimum learning experience. Feedback on individual performance in each lesson helps students correct their errors immediately. Pre-lesson and post-lesson tasks help students focus on new knowledge gained, and reinforce and practise new vocabulary and grammatical structures learned.</p> <p>At the end of the course, students will be more aware of Hindi communicative norms and be proficient in business communication in Hindi. The course assessments include a quiz assessing students' cultural knowledge, a group-based assignment, an individual assignment and an oral exam.</p> | | |
| OGP365 Business Hindi III | 5 | <p>OGP365 Business Hindi III aims to provide students with the necessary language skills and cultural knowledge to live and work in India. An official language in India, Hindi is the most widely spoken language in India and the fourth most spoken language in the world. The course offers comprehensive training in conversational skills, grammar and vocabulary, with an additional focus on language used in business settings. It will also introduce students to aspects of the Indian culture such as its food, customs and acceptable etiquette in social interactions.</p> <p>The course will be delivered through synchronous, online instruction with small groups of students to ensure an optimum learning experience. Feedback on individual performance in each lesson</p> | SUSS Core Unrestricted Elective, General Elective | Both |

| Course Code/Title | Credit Unit (CU) | Course Synopsis | Category | Available for Part-time /Full-time students |
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| | | <p>helps students correct their errors immediately. Pre-lesson and post-lesson tasks help students focus on new knowledge gained, and reinforce and practise new vocabulary and grammatical structures learned.</p> <p>At the end of the course, students will be more aware of Hindi communicative norms and be proficient in business communication in Hindi. The assessments include a quiz assessing students' cultural knowledge, a group-based assignment, an individual assignment and an oral exam.</p> | | |
| OGP171 Chinese Culture: From Traditional to Contemporary | 5 | <p>OGP171 Chinese Culture: From Traditional to Contemporary is an introductory-level course. The course introduces students to traditional Chinese culture and its place in modern Chinese society, as well as essential topics on Singaporean Chinese culture and Singapore's multi-cultural heritage. At the end of the course, students will be able to describe and discuss the relationship between traditional and contemporary Chinese culture, local Chinese culture, and Singapore's multicultural heritage, as well as communicate effectively and show cultural depth in interactions with their Chinese counterparts.</p> <p>The topics in the course will be covered in 18 hours of online, synchronous sessions and another 18 hours of online, asynchronous learning. The course is conducted in Chinese. Students will be assessed through their participation during lessons, a quiz, an individual assignment, a group-based assignment and an end-of-course assessment.</p> | <p>SUSS Core Unrestricted Elective, General Elective</p> | Both |