

UGRD_SOSS_2520_IDIS110_YASMIN ORTIGA



Singapore Management University

COURSE INFORMATION

Course Code & Title	Academic Year / Term	Effective Start Date
IDIS110 - Social Science Practicum	AY2025-26 January Term	25/08/2025

Offering Unit / Department / School	Course Career
SOSS	Undergraduate

Course Units	Grading Basis
CU:	PNP - Pass/Fail

1

Course Description

The Social Science Practicum (SSP) is a compulsory module for all BSocSc students. The goal of the SSP is to encourage the development of students as creative and curious learners ready to adapt to the challenges of a complex world. Every SSP section will be organized around a specific real-world question or problem. Within this issue, students will have license to shape a team project around what they think is interesting and important. The SSP will culminate in a showcase where student teams share their findings with the SOSS community.

Course Learning Outcomes

This course is designed to explore knowledge in various disciplines.

The goals for this class are threefold:

1. Absorb knowledge from social issues presented by invited speakers

2. Foster confidence in disseminating information and interacting with speakers during the knowledge communication process

3. Use the knowledge you acquire in this class to identify critical societal issues and offer solutions from a perspective of choice architecture

SMU Graduate Learning Outcomes

Collaboration and leadership, Critical thinking & problem solving, Interdisciplinary knowledge, Intercultural understanding and sensitivity, Understanding of global and Asian perspectives

Discipline Specific Competencies

Cultural Awareness and Sensitivity, Critical Thinking and Analytical Skills, Human Behaviour and Social Structures, Social Change and Development, Social Justice and Inequality

Course Area(s)

AREA - PLE Core (Intake 2019 onwards), AREA - Political Science Core (Intake 2019 onwards), AREA - Psychology Core (Intake 2019 onwards), AREA - Sociology Core (Intake 2019 onwards), ENRL - SS Enrolment: Open from BOSS 2

CLASS SECTION INFORMATION

Instructor(s)

YASMIN ORTIGA - (yasmino@smu.edu.sg)

Instruction Mode

In Person

Consultations

Teaching Assistants

CONSULTATIONS

By appointment.

and

Office Location

School of Social Sciences
Level 5, Room 501

Assessment Components (New)

Category	Weightage
Class Participation and Activities	30

Category	Description	Weightage
Projects/Assignments	Field notes/Data tables (group)	10

Category	Description	Weightage
Projects/Assignments	Analytical memo (group)	25

Category	Description	Weightage
Projects/Assignments	Presentation (group)	10

Category	Description	Weightage
Projects/Assignments	Reflection (individual)	25

Instructional Methods and Expectations

Class process

So how will this work? HOME will identify the main themes for the class to investigate. I will assign student groups to conduct research on each of these issues (see Table below). Research methods will depend on the group's assignment. Both Prof. Yasmin and HOME will

provide guidance on narrowing the scope of your research. Each student group will be composed of 5 members. These groups will be created based on student preferences gathered in Week 1.

Assignment	Group	Method
Household Services Scheme	1 and 2	<ul style="list-style-type: none"> Content analysis of media reports 1-2 key informant interviews with HSS industry rep; OR 1-2 in-depth interviews with HSS workers
Respite Care and Elderly Day Care	3 and 4	<ul style="list-style-type: none"> Content analysis of media reports 1-2 key informant interviews with respite care industry reps; OR 1-2 in-depth interviews with respite care workers
Live-out option for migrant domestic workers	5 and 6	<ul style="list-style-type: none"> Content analysis of media reports Interviews with 2 domestic workers
Live-out option for migrant domestic workers	7, 8 and 9	<ul style="list-style-type: none"> Survey on migrant domestic workers

We are well aware that this practicum takes place over a limited period of time. As such, Prof. Yasmin will take charge of obtaining IRB approval and creating “skeleton” questionnaires for interviews and the survey. Student groups will then take on the work of amending and refining these research instruments, gathering data, and analyzing results. We will also have training sessions for conducting a document analysis.

The class provides ample time for data-gathering and analysis, as well as opportunities for students to check in with each other and learn more about issues of service and domestic work in Singapore. We will also invite representatives from academia and the migrant worker community to discuss the different issues we will be covering in class.

All final results will be presented to representatives from HOME at the end of the semester.

Assessment Methods*

There is no final exam for this course. The final grade will be a Pass/Fail grade based on the following course components. In order to pass the course, students must not be absent for more than 2 class sessions without valid reasons supported by documentations.

Class Participation/Work Tasks:	30 %
Field notes/Data tables (group):	10 %
Analytical memo (group):	25 %
Presentation (group):	10 %
Reflection (individual):	25%
Total	100%

Class Participation / Work Tasks (30%)

While students will be working mostly with their groups, the success of this class heavily depends on students providing feedback to peers, joining discussions, and sharing their findings with the rest of the class. There are also work tasks that students need to complete (by group) in order for us to move along the process of completing this practicum. All of these tasks require students' engagement, attendance, and commitment to making this project work.

Field notes/ Data tables (10%)

In Week 8, students will submit interview field notes or survey results (depending on your group assignment) that highlight interesting findings from the research. Guidelines for both types of notes will be provided via eLearn. Students must also be prepared to share their findings with the class in Week 9. These findings will be the basis for the analytical memo.

Analytical Memo (25%)

In Week 10, students will write an analytical memo which draws from their findings in addressing questions highlighted by HOME at the beginning of the sem:

- What are the costs and challenges of implementing safer transportation for migrant construction workers? What issues cause the most resistance among industry representatives?
- What factors affect the food security of migrant construction workers? What is the potential impact on migrant workers' physical and mental health?

Guidelines on writing the analytical memo will be available on eLearn. We will also discuss these guidelines in class.

Presentation (10%)

On Week 13, student groups will be share their findings and analysis with classmates and representatives from HOME. Students will also be encouraged to comment on their classmates' work and provide feedback to help HOME make sense of the class results. More guidelines will be added in eLearn.

Reflection (25%)

In Week 13, students will be asked to submit an individual 500-word reflection on the practicum. Guide questions and format guidelines will be provided via eLearn.

Academic Integrity

See “Codes of Academic Integrity” available at the web site of SMU Student Council of Discipline (<http://smuscd.org/>).

INSTRUCTIONAL Methods and expectations

The success of this course is based on a social contract between the student and instructor. Students must commit to doing the readings, and come to class prepared to discuss and debate the different arguments that shape contemporary immigration theory.

During class, students are expected to be active listeners, and respect the perspectives of both their instructor and peers. **Laptops are allowed in class, but only for note-taking and accessing pdf copies of the readings.** I will deduct participation points from students caught on Facebook, Whatsapp, or other forms of social media unrelated to class. **Mobile phones are not allowed during discussion.** For our online sessions, I expect students to still raise questions and contributions through our online platforms. I also expect active participation in discussion forums and other online activities.

In line with this social contract, the instructor will work to make each class engaging, interactive, and interesting. This class runs on continuous assessment – which serves to provide the instructor with a clearer understanding of how you are reacting to and approaching class readings, and also provides important opportunity to raise aspects of the reading that students would like the instructor to elaborate on or focus on in class.

USE OF AI TOOLS

The use of generative AI tools (e.g. ChatGPT, Dall-e, etc.) is permitted in this course for the following activities:

- Finding information on your topic;
- Creating an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts assigned to you or content that you put into a Zoom chat.
- Writing a draft response to an exam/assignment question.
- Writing entire sentences, paragraphs or papers to complete class assignments.

Weekly Lesson Plan

WEEKLY LESSON PLANS

Week No.	Topic	Other activities/ deadlines	Required Reading
1 15/1	Introductions <i>What's the point of a practicum?</i>	Class survey on student skills and interests Guest lecture: Dr. Stephanie Chok, Executive Director, HOME	Guthman, Julie. 2024. The Problem with Solutions. Berkeley, CA: University of California Press. [Read Introduction]. Watch: Inside Singapore's Eldercare Shortage: https://www.youtube.com/watch?v=BAOmZWxJfkE

2 22/1	What do we know?	<p>Group assigned to specific topics and methods</p> <p>Work task #1: Create a research plan based on your group's hunches</p>	<p>Ortiga, Yasmin Y., Kellynn Wee, and Brenda S. A. Yeoh. 2021. "Connecting Care Chains and Care Diamonds: The Eldercare Skills Regime in Singapore." <i>Global Networks</i>. 21(2): 434-454.</p>
3 29/1	Research refresher	<p>Grp 1-6: Conducting interviews and content analysis</p> <p>Grp 7-9: Developing questionnaire for survey</p> <p>Work task #2: Refine research instruments</p> <p>.</p>	None

4 5/2	Developing tools for research	<p>Groups will meet with HOME and Yasmin in designated time slots</p> <p>Work task #3: Each group to submit final set of interview questions/ plans for document analysis.</p>	None
5 12/2	Data gathering	No class meeting	None
6 19/2	Data gathering	<p>Guest lecture: TBA</p> <p>Work task #4: Provide the class with a 10-minute update on data-gathering.</p>	TBA
7 26/2	Beginning analysis: cleaning and coding	<p>Grps 1-6: Analyzing documents and interview data</p> <p>Grps 7-9: Analyzing and presenting survey data</p>	None
8	Mid-term Break		

9 12/03	Data analysis	Groups will meet with Yasmin in designated time slots	None
10 19/3	Data analysis	Share preliminary findings with the class (15 minutes each). Work task #4: Be prepared to provide feedback to your classmates.	None
11 26/3	Translation	Guest lecture: TBA Work task #5: Plan presentations Analytical memo due	None
12 2/4	Preparing presentations	No in-class meeting Time to develop poster presentations	None
13 9/4	Presentations	Reflection due	None

Recommended Textbooks and Readings

RECOMMENDED TEXT AND READINGS

There are no recommended textbooks for this class. All readings will be found in eLearn.

Other Information

Tel: 6828 0299

COURSE GOALS*

This practicum aims to provide students from different social science majors an opportunity to draw from their disciplinary knowledge in addressing the needs of partner clients working on real-world problems. This semester, the class will be working with Humanitarian Organization for Migration Economics (HOME), a Singapore-based charity dedicated to supporting migrant workers through welfare, empowerment and advocacy. In fulfilling this work, HOME actively seeks to gain insight into issues that impact migrant workers' everyday lives within Singapore. Our class will be helping HOME conduct research on two specific issues involving migrant care workers: 1) The experiences of different care and household service workers in Singapore; and 2) The live out option for migrant domestic workers. Specifically, HOME seeks help in:

- Understanding the experiences of workers who are supposed to provide alternatives to live-in domestic work in Singapore (eg. Household Services Scheme, respite care programs, etc).
- Investigating the sentiment towards the live out option for migrant domestic workers in Singapore.

Findings from this practicum will inform HOME's advocacy efforts for migrant workers. This information will also help HOME determine how to approach these issues when appealing to policymakers and members of these industries.

Specific Learning Objectives

By the end of this course, students will be able to:

- Understand the complex issues surrounding the experiences of migrant workers in Singapore
- Implement social science research methods in making sense of a particular social problem.
- Reflect on how one's social location shapes personal perspectives on particular social issues
- Communicate research findings to peers and partner client

UNIVERSITY POLICIES

Academic Integrity

All acts of academic dishonesty (including, but not limited to, plagiarism, cheating, fabrication, facilitation of acts of academic dishonesty by others, unauthorized possession of exam questions, or tampering with the academic work of other students) are serious offences.

All work (whether oral or written) submitted for purposes of assessment must be the student's own work. Penalties for violation of the policy range from zero marks for the component assessment to expulsion, depending on the nature of the offence.

When in doubt, students should consult the instructors of the course. Details on the SMU Code of Academic Integrity may be accessed at <https://smu.sharepoint.com/sites/oasis/SitePages/DOS-WKLSWC/UCSC.aspx>.

Responsible Use of AI

The University recognises the importance of equipping students with the skills to navigate an AI-driven world. While AI tools may support learning, they must be used judiciously and responsibly. Students must not present AI-generated output as their own work.

Each course may set specific guidelines on the use of AI in assessments. Students are required to follow these guidelines carefully and should seek clarification from the instructors if uncertain.

Misuse of AI constitutes a breach of academic integrity and will be subject to the same penalties as other acts of academic dishonesty.

Copyright Notice

Please note that all course materials are meant for personal use only, namely for the purposes of teaching, studying and research. You are strictly not permitted to make copies of or print additional copies or distribute such copies of the course materials or any parts thereof, for commercial gain or exchange.

For the full copyright notice, please visit <https://researchguides.smu.edu.sg/copyright>.

Accessibility

SMU strives to make learning experiences accessible for all. Students who anticipate or experience physical or academic barriers due to disability are encouraged to inform the course instructor as soon as possible. Students may also contact the university's disability services team if they have questions or concerns about academic provisions:

accessibility@smu.edu.sg. Please be aware that the accessible tables in our seminar room should remain available for students who require them.

Digital Readiness for Teaching and Learning (DRTL)

As part of emergency preparedness, instructors may conduct lessons online via the Zoom platform during the term, to prepare students for online learning. During an actual emergency, students will be notified to access the Zoom platform for their online lessons. The class schedule will mirror the current face-to-face class timetable unless otherwise stated.