UNIVERSITY OF REDLANDS
ASIAN STUDIES PROGRAM

PLAN OF STUDY, STUDY ABROAD AND SENIOR CAPSTONE GUIDELINES

EFFECTIVE FALL 2007

TABLE OF CONTENTS

SECTION 1--PLAN OF STUDY (POS) GUIDELINES

General Description…….1

Getting Started…….1

POS Timeline……...1-2

Required Contents for POS…….....2-6

POS Examples…….…...6-10

POS Worksheet……..11

SECTION 2--STUDY ABROAD GUIDELINES

General Description……..…...1

Important Facts……....1

Advising Guidelines…….…2-3

Flow Chart of Application & Advising Process…….….4

List of Participating Schools……...….5

Scholarships…….…6

SECTION 3—SENIOR CAPSTONE REQUIREMENT GUIDELINES

General Description of two options for capstone……1

Option 1……1-3

Option 2……3-4

Senior Year Timeline……5-6

Grading Guidelines……..7

Asian Studies
"Plan of Study" Guidelines

General Description

2007-09 Catalog describes the Plan of Study (POS) as follows:

"The Plan of Study is a tool designed to help AST majors set their own learning goals and map out the course of study toward those goals. Upon declaring AST major, the student will work closely with his/her AST advisor and develop an individualized plan, which is submitted to the AST Advisory Committee for approval. He/she is strongly encouraged to have his/her Plan of Study approved by the end of the second year, and periodically reviews and adjusts the Plan, in consultation with AST advisor."

Plan of Study is not a binding contract. It is expected and encouraged that POS is modified and updated throughout the student's course of study. Minor adjustments, such as course substitution and the change of study abroad program within same geographical area, require consultation and approval by the AST advisor. Significant alteration in POS, including the change of the area of focus, requires consultation and approval by the director. The up-to-date POS must accompany the student's Capstone project.

Getting Started

The student should contact his/her AST advisor immediately upon declaring major, and start working on his/her POS. The student works closely with his/her advisor to create a plan that best suits his/her interests and needs.

Each academic year, the AST director will set a deadline in mid-November for students to submit their draft POS. The student will meet with a review committee, which consists of AST advisor, one other AST/AST advisory committee faculty, and one advanced AST student. The committee will review the draft POS, provide further suggestions and feedback, and approve, if appropriate, the POS on behalf of the AST advisory committee. This review meeting is open to the AST community.

POS Timeline

First year:

Beginning language courses; intro-level courses to learn about AST program and start forming ideas for area of emphasis

September – sophomore year:

Contact AST director and declare major. Director assigns AST advisor (if not assigned yet).
Meet with AST advisor and start drafting POS

Mid-Nov – sophomore year:

Submit draft POS to AST advisory committee (through AST advisor)
POS review committee is appointed

Mid-Nov. - Dec. – sophomore year:

Meet with review committee and finalize POS

Finalize study abroad plans and submit application (see study abroad guide)

Jr.-Sr. Years

Periodical review and adjustment of POS

Complete all requirements according to POS

End of Sr. Year

Final up-to-date POS submitted to AST advisory committee (through AST advisor) with Capstone project

Required Contents

1) **Area of Emphasis**

Student needs to define particular aspects of Asian Studies that s/he wishes to emphasize in her/his course of study as an AST major. Student may begin developing her/his area of emphasis by considering the following questions:

Q. 1: Am I interested in one particular geographic/cultural area within Asia?

If you are, you may choose a "Geographic Area Emphasis," which allows for the comprehensive study of a specified geographic/cultural area within Asia.

Q. 2: What geographic/cultural areas can I study?

Japan and China are well-established geographic/cultural areas in our program. We also have a wealth of resources for the study of Southeast Asia and South Asia (see POS Examples 1 and 2 below).

Q. 3: Do I want to focus on a particular topic/subject that is not specifically associated with a particular geographic area?

If you are, you may choose a "Topical Emphasis," which "benefits students who want to focus on a significant topic or theme in Asian Studies that reaches across geographic/cultural boundaries.

Q. 4: What are the examples of topical emphasis available in our program?

AST and AST advisory committee faculty are interested in many subjects involving Asia, which include (but not limited to): diaspora, globalization, women's issues, feminist studies, Confucianism, Buddhism, world literature and comparative literature (see Examples 3 and 4 below).

Q. 5: Do I have to stick to either a geographic area emphasis or a topical emphasis?

No. There are many ways of combining the two and individualizing the area of focus. For example – If you wish to place an emphasis on a particular area, we recommend that

you choose a geographic area emphasis, and add a secondary emphasis on the topic of your interest. See Example 1 below in which a student chose Japan is the geographic area emphasis, and combined it with the secondary topical interest in visual culture within Japan studies.

Also, see Example 3, which is primarily a topical emphasis in which the student is looking comparatively at social change and Asian films broadly. However, the student chose China as the geographic focus within the topical focus, studying Chinese language and studying abroad in China.

Q. 6: Do I want to make language study a major part of my area of emphasis?

You may choose a "Language Focus Option." Catalog describes, "Students who are pursuing an area of emphasis that may benefit from a greater focus on advanced Chinese or Japanese language study may petition to the AST Advisory Committee to include more than 6 language courses in their major course work." Consult the AST advisor whether this option is feasible and/or beneficial for your area of emphasis.

Q. 7: Our program does not offer courses in the language in my geographic area. What should I do?

Although we offer only Chinese and Japanese language courses, there are many other ways to fulfill the language proficiency requirement (i.e., third-year completion level in an Asian language). You may be able to find language courses of your interest in nearby universities; there are intensive summer language programs. Studying abroad for a year (instead of one semester) will also help, too.

Please refer to the "Asian Studies Study Abroad Guide" for more information on language programs and study abroad programs in your area, and consult with your AST advisor and other faculty knowledgeable about your geographic area, as you prepare your POS.

2) **Language Proficiency Fulfillment Plan**

Identify the Asian language of the student's choice, and briefly describe how the student intends to fulfill language proficiency requirement, e.g., language courses at UOR, language courses at another institution, "testing out," etc.

3) **Study Abroad Plan**

Go over the "Study Abroad Guide for Asian Studies Majors" and select a study abroad program that is most suited for the area of emphasis.

AST and AST advisory committee faculty regularly offer May Term travel courses. If taken early in the student's course of study, they are great opportunities to visit different parts of Asia to decide whether you would like to focus on the geographic area and study abroad later. Student can also use May Term travel courses to broaden exposure to parts of Asia outside your

area of emphasis.

One or more semesters of study abroad is integral part of Asian Studies major. Even if the student had prior experience staying/living in Asian countries, s/he may benefit greatly from an extended study in Asia for many reasons.

Asian Studies advisory committee will consider petition to alter or to be exempt from this requirement only in extraneous circumstances (e.g., medical condition that prohibit student from participating in a study abroad program). Consult with the AST advisor if you have concerns about this requirement.

4) **Major Course Work Plan**

Asian Studies major consists of a total of 16 AST/AST cross-listed courses. At least 7 of these courses must be in the student's "depth" area, while a minimum of 6 must be in her/his "breadth" area. Up to six language courses at 200 and higher levels may be counted toward the major (also see language focus option above). Capstone projects (1-2 courses) are also counted toward major.

Create a preliminary list of "depth" courses, which are directly related to the student's area of emphasis, and "breadth" courses to broaden the student's exposure to Asian Studies. The student should also indicate her/his preliminary choice of Capstone options. Consider the following when building your course work plan:

- **Individualization**: There are no set rules for course selection. The most important criterion is how each course relates to the student's area of emphasis and how it contributes to her/his over all course of study. This means that the same/similar courses may be classified differently by different students. For example, "Modern Chinese Literature" is included in Examples 3 as one of the depth courses, as it is directly relevant to the student's area of emphasis, while in Example 4, it is on the breadth list, because it helps diversify the student's course of study.

- **Interdisciplinary Approach**: AST emphasizes the interdisciplinary approach to the study of Asia. Whether your area of emphasis is geographically defined or topically defined, try to approach it from many disciplinary perspectives. See Example 1, in which the student include several different disciplinary approaches in her/his emphasis on Japan, including literature, anthropology, history, economics, government, and business.

  Even when the student's area of emphasis leans toward a particular discipline, it is important to incorporate other disciplinary approaches. In Example 4, the student with an Asian film studies emphasis incorporates courses on history, sociology and economy, to learn about the broader context in which films are produced and consumed. Similarly, Example 5 includes humanities courses in the breadth course list to augment the student's social science emphasis.

- **Diversity**: Asia is a region of considerable geographic reach with vast cultural diversity.

Make sure to include courses that feature various geographic and cultural areas within Asia. For instance, if the student's emphasis is on China or Japan, it is very important to include Southeast and South Asian components in your breadth courses, as in Example 1, whose breadth courses cover many parts of Asia other than Japan.

- **Historical Depth**: Asia has a long and complicated regional history; it is also a dynamic region that continues to transform itself. Consider how to incorporate historical depth in course selection. Taking history courses is just one of the many ways to do this. In Example 4, as the student's emphasis is on contemporary social change, courses on religious and philosophical traditions are included in the breadth list.

Example 1:

Area of Emphasis:

Japanese cultural studies, with a strong interest in contemporary visual culture

Language: Japanese

Language Background: N/A

Course work completed: JPNS 101, 102

Course work needed: JPNS 201, 202 (UOR); 2 third-year Japanese in Tokyo

Study Abroad:

Reitaku University, two semesters in junior year

Course Work:

Depth Courses (8 courses):

SOAN Japanese Society and Culture

AST Modern Japanese literature

AST Japanese Popular Culture

4 courses (Japanese economy, politics, business and history) from study abroad

Capstone Option A (individual research - 1 course)

Breadth Courses (8 courses):

FYS Eagle and Crane

ENG S. Asian Lit in English

REL World Religions

GOV Asian Politics

4 Japanese language courses at second to third year levels

Example 2:

Area of Emphasis:

Religion & the Arts in South/Southeast Asia

[Note: as UoR does not currently offer formal instruction in any S/SE Asian languages, this Plan of Study should be undertaken by extremely motivated students only, with specific plans of how to achieve required advanced proficiency.]

Language: any S/SE Asian language

Intensive summer program (UW-Madison, Univ. of Washington, or other)
2 semesters advanced study during junior year abroad
Advanced independent study in senior year

Study Abroad: One full-year in junior year

Course Work:

Depth Courses (11 courses)

AST Masterpieces of Asian Literature
AST Independent study in Asian performance traditions
ENGL Postcolonial Literature and Theory (AST cross listed)
REL Intro to South Asian Religions (AST cross listed)
REL Buddhisms (AST cross listed)
REL Buddhist Literary Imaginations (AST cross listed)
4 topical courses during study abroad
Capstone project

Breadth Courses (6 courses)

ART Ritual and Belief
AST Chinese or Japanese lit/culture class
HIST Classical Asian Civilizations (AST cross listed)
PHIL Chinese Buddhism (AST cross listed)
REST Race, Ethnicity, Religion
SOAN World Ethnographies (AST cross listed)

Example 3:

Area of Emphasis:

China Studies with language focus

Student requests permission for language focus, and count 8 language courses toward her/his major. Advanced language training is crucial for the student's plan to pursue a career as Chinese literary translator.

Language: Chinese

Language Background: 1 year of Chinese in high school; placement in CHNS 201
Course work completed: CHNS 201, 202
Course work needed: CHNS 301, 302 (UOR)

Study Abroad:

Two semesters of junior year in Beijing
2 advanced language courses and 4 other courses

Course Work:

Depth Courses (10 courses):

2 courses of 4th year Chinese (Beijing)
2 independent studies – advanced Chinese reading and writing
AST Modern Chinese Lit
4 study abroad courses (Chinese society, history, economy, government)

Capstone Option A (translation project – 1 course)

Breadth Courses (6 courses):

REL Buddhism
ENG S. Asian Lit
CHNS 201, 202, 301, 302

Example 4:

Area of Emphasis:

Comparative study of Asian films, with a particular focus on how social change is reflected in contemporary Chinese and other Asian films.

Language: Chinese

Language Background: N/A
Course work completed: CHNS 101, 102, 201 (UOR)
Course work needed: CHNS 202, 301 (UOR); third year second semester (Shanghai)

Study Abroad:

Spring of junior year in Shanghai
1 third-year language course and 3 other courses

Course Work:

Depth Courses (7 courses):

AST Contemporary Chinese Film
AST Japanese Film
1 independent studies on S/SE Asian films
1 Johnston seminar on film analysis, contracted w/emphasis on Asian films
1 film or media related course during study abroad

Capstone Option B – Honors thesis on social change and contemporary Asian films (2 courses)

Breadth Courses (9 courses):

AST Modern Chinese Lit
REL Buddhism
PHIL Confucianism
2 courses on cont. Chinese society and economy from study abroad
4 Chinese language courses at second to third year levels

Example 5:

Area of Emphasis:

Sustainability & Development in China

Language: Chinese

Course work completed: CHNS 101, 102

Course work needed: CHNS 201, 202 (UoR), study abroad, CHNS 301, 302

Study abroad: spring of junior year in Beijing

Course Work:

Depth Courses (11 courses)

- GOVT Asian Politics and Development (AST cross-listed)
- GOVT The Chinese State (AST cross-listed)
- HIST China since 1949 (AST cross-listed)
- HIST The Pacific Rim (AST cross-listed)
- ECON Environmental and Resource Economics
- EVST Environmental Policy
- EVST Global Environment
- BUS Government and Business in China (AST cross-listed)
- Two topical courses in Beijing
- Capstone

Breadth Courses (6 courses)

- AST Chinese or Japanese literature/culture course
- REL World Religions (AST cross-listed)
- SOAN Globalization and its Critics (AST cross-listed)
- CHNS language courses at 200-300 levels

Asian Studies Major Plan of Study Worksheet

Name	Student ID#
Area of Emphasis	Secondary Focus (if any)

Language Proficiency

Language Selected:

Placement:

Course Work Completed:

Course Work Needed:

Study Abroad Plan

Country/Area:

Program:

Semester/Year:

Asian Studies
Study Abroad Guidelines

General Description

Study Abroad is required for an AST major, along with Course Work Requirement (16 courses all together including a Capstone project) and Asian Language Proficiency. Our current Catalog describes the Study Abroad Requirement as follows:

> *One semester of study abroad in an Asian location relevant to the student's plan of study is required. Relevant courses from study abroad may be counted toward AST course work, within the restrictions on Course Work Requirement as stated above.*

Study Abroad is not required for an AST minor.

Important Facts

AST faculty generally recommends Study Abroad program during the student's junior year. This means the student must begin the application process during the fall semester of the sophomore year.

The location of study is not limited to China or Japan. Other study programs in South or Southeast Asia are also possible options.

According to the current Catalog, the student's Plan of Study, which is ideally approved by the end of the second year, must include Plan for Study Abroad.

The Study Abroad requirement is designed to enable the student to have learning experience that is not available on Redlands campus. It is not solely about learning a foreign language.

Some students may hesitate to declare AST major because of the unfamiliarity with the Study Abroad requirement. In such a case, taking a May Term travel course to an Asian location is one way to explore one's options in advance.

All the paper work is handled through the Study Abroad Office at Admin. #101 (x 8044)

Those who wish to study abroad for a full year need to fill out the petition form, which is available at the Study Abroad Office.

Exemptions: A student whose medical and/or physical conditions make it impossible to embark on a Study Abroad program should petition to adjust the requirement. However, a student who has lived in an Asian country, regardless of his/her proficiency in the language, still must complete the Study

Abroad requirement. A foreign student from an Asian nation is also required to study overseas according to his/her academic interest expressed in his/her Plan of Study.

Advising Guidelines

***Begin the process early*:**
Because the paperwork takes a year or even longer, **the student must begin the application process in late-September of his/her sophomore year** for a study abroad program in the junior year. The Study Abroad Office holds two kinds of informational meetings ("General Session" and site-specific "Focus Meeting") about study abroad programs in late-September. An interested student should attend these meetings to begin the application process. During the regular fall semester advising period, the interested student (particularly in his/her sophomore year) must discuss a Study Abroad plan with his/her advisor if he/she plans to study abroad the following academic year. The interested student must act quickly since an important deadline is set immediately after the advising period.

***Remember the two important deadlines*:**
The first one is for Preliminary Applications, set in mid-November shortly after the fall advising period. By this date, the student must indicate his/her intention to go overseas during the following year by submitting an essay and various supporting documents, including the Academic Advisor Approval for Study Abroad form[§] which the advisor must sign. After the Preliminary Application is submitted, the academic program is determined, and the student should begin application process with his/her host institution. The student must complete and turn in the application packet to the Study Abroad Office by the second deadline, usually set sometime in December or January for a fall program, or spring for a spring program.

§ Academic Advisor Approval for Study Abroad form is included in the Preliminary Application packet. (It is also available at myRedlands. After logging in, go to "Forms," then "College Forms.")

***Discuss with the Advisor which courses you are going to take before your departure*:**
Ideally, this advising should be done after the second deadline mentioned above. Consult with the course lists in program catalogs available at the Study Abroad Office. Some programs have useful information on their web sites.

***Obtain pre-approval for your courses if necessary*:**
Credit earned at a program of study officially approved by the Study Abroad Office will automatically be transferred to U of R. However, the advisor needs to pre-approve the courses that are going to be counted toward the major. Use the "Transfer/Study Abroad Approval Request" form available at the Registrar's Office (blue sheet). The student also must petition the Registrar before departure for courses intended for LAF requirements. The "University of Redlands Study Abroad Policies" states:

> *It is the responsibility of all students to **petition the Registrar** for any course they wish to satisfy a Liberal Arts Foundation requirement and the **major/minor department** if they wish a course to apply toward the major. Not only should this petition be completed **in advance** of departure, but any "understandings" reached should be secured in writing. Students should keep*

everyone informed of changes that occur in their academic program throughout their time studying abroad.

The student must obtain a signature from the Advisor on the "Transfer/Study Abroad Approval Request" form by the end of the spring semester for the fall abroad program, and by the end of November for the spring abroad program.

***Keep your advisor informed of changes once you begin your program*:**
As stated in the "University of Redlands Study Abroad Policies" above, the student must keep everyone involved updated about his/her study at the host institution. In some cases, for instance, you may find out once you arrive there that the scheduled courses at the host institution are not offered. You must make necessary adjustments and notify your advisor of the changes. If such changes are made, you must petition your advisor upon your return to Redlands in order to count the unplanned courses toward your major. Therefore, **it is imperative that you meticulously keep all assignments and records from your courses** (course syllabi, papers, homework, registration slips, etc.).

***Organize your materials and reflect on your experience after Study Abroad*:**
Upon return, review your experience overseas and assess how it enhanced your intellectual growth. Put your thoughts in writing before your memories begin to fade. If you choose to take the Capstone Portfolio option in your senior year, you will need to include a 3-4 page summary report of the Study Abroad experience in it.

***A note on credit transfer*:**
Usually your transcript shows your grade and credit for each course you took at the host institution, but in some rare cases the host institution may only post aggregate grade and credits for a group of (related) courses, instead of giving grades and credits course by course—an example would be an intensive language program consisting of various different components. In such cases, AST will break up the given credits and determines the number of courses, based on the in-class instructional hours, using the Redlands standard (1 course = 240 hrs x 13 week = 4 credits).

Flow of Application and Advising Process

Year	Month	Study Abroad Office	Student	Advisor
Freshman			Consider taking a travel course during May Term to explore your interests.	Inform potential majors of the necessity of early planning of study abroad. • 1st-year language classes • FYS classes • Open House, etc.
Sophomore	Late September Late September Mid-late October	"General Session" for interested students Study Abroad Fair at the Commons "Focus Meetings" for different regions	Attend informational events. Obtain the Preliminary Application Packet from the Study Abroad Office and assemble required documents.	
	Oct—Nov (Regular advising period)		Discuss your plan with the Advisor Ask the Advisor to fill out the Academic Advisor Approval Form	Discuss study abroad plan in general for the following year. Fill out the Academic Advisor Approval Form for application.
	Mid-November	Preliminary Application due date	Turn in required documents to Study Abroad Office	
	Nov—	Program determined for each student.	Begin application process with the host institution. Work closely with the Study Abroad Office	
	[For fall program] Dec—Jan	Program Application due date		
	[For spring program] Spring—summer?	Program Application due date		
	[For fall program] March (Regular advising period) & By end of spring semester		Discus with the Advisor which courses to take Obtain a signature if planning to take courses for the major. (Use "Transfer/Study Abroad Approval Request" form)	Advise on courses. Sign a registration card for "Study Abroad" (16 units) Sign the "Transfer/Study Abroad Approval Request" (blue form from the Registrar's Office).
	[For spring program] Oct—Nov (of junior year) (Regular advising period) & By end of November		Discus with the Advisor which courses to take Obtain a signature if planning to take courses for the major. (Use "Transfer/Study Abroad Approval Request" form)	Advise on courses. Sign a registration card for "Study Abroad" (16 units) Sign the "Transfer/Study Abroad Approval Request" (blue form from the Registrar's Office).
Junior	Study Abroad period		Keep the Advisor informed of changes	
	After Study Abroad		Petition for credits toward major if you took unplanned courses. Reflect the experience and write an essay.	

List of Schools Participating in the Study Abroad Program

The list includes both official exchange programs and privately run study abroad programs with which the University has established relationships. Please also remember that a student can go to a school that is not an official exchange program partner or a privately run program not on this list. For instance, some students have studied at Waseda University in Japan through this option (See below*). In Japan, Kansai Gaidai University and Temple University, among others, have established study abroad programs.

As of September, 2007

Name	Location	Available semester(s)	Notes
China:			
Beijing University (The Beijing Program of Asian Studies)	Beijing	Fall, Spring, Year	Strong in Humanities and Social Sciences
Associated College of China (ACC)	Beijing	Fall, Spring, Year	Competitive program
National Taiwan University (Int'l Chinese Lang. Program)	Taipei	Year	
Nanjing Univeristy (Hopkins Nanjing Program: Center for Chinese and American Studies)	Nanjing	(Summer Program)	Recommended for language study Access to the Johns Hopkins Nanjing Center
IES	Beijing or Shanghai	Fall, Spring†, Year	Recommended for language study † From February to May
CET Study Abroad	Beijing or Harbin	Fall, Spring†, Year [Not used now]	Recommended for language study † From February to June
Chinese University of Hong Kong	H.K.	Fall, Spring	Many courses offered in English
Ocean University	Qingdao	Fall, Spring†, Year	Recommended for language study Also Chinese business courses † From March to TBA
Japan:			
IES Makuhari (Kanda University)	Tokyo	Fall, Spring†, Year	Internship available † From late March to July
IES Meikai	Tokyo	Fall, Spring†, Year	Language intensive courses † From late March to July
IES Nagoya (Nanzan University)	Nagoya	Fall, Spring, Year	
Reitaku University	Kashiwa	Fall‡, Spring†, Year※	※ Scholarship available ‡ From September to January † From late March to July
Hokkaido University	Sapporo	Year	
*Waseda Univeristy	Tokyo	Fall‡, Spring†, Year	Direct Enrollment ‡ From September to February † From April to July
South and Southeast Asia			
School for International Training (SIT)	India, Nepal, Indonesia, Vietnam, etc.	Fall, Spring	
Univ. of Wisconsin International Academic Programs	India (various locations) & other countries	Varies depending on the location	

Hosting institutions have different standards for the applicant's GPA. Most 3.00, but some 2.75 and 2.5.

Scholarships

Some scholarships are available for qualifying students. Some of the most well-known ones are listed below. Students are encouraged to seek out other opportunities (http://www.studyabroadfunding.org/, for example). The student can use merit-based scholarship at his or her discretion, but need-based scholarship will be used to off-set the amount the University pays to the host institution.

Asia in General:
+ Freeman Awards for Study in Asia (Freeman-Asia) <http://www.iie.org/freeman-asia>
+ IES also provides need-based and merit-based scholarship.

China:
+ Taipei Economic and Cultural Representative Office Scholarships (1 year in Taiwan) & China Scholarship Council awards (1 year in PRC)
http://www.chinesestudies.hawaii.edu/funding/scholarships/scholarshipTaiwanPRC.htm
+ China Scholarship Council <http://www.csc.edu.cn/en/>
+ National Security Education Program scholarships <http://www.iie.org/programs/nsep>

Japan:
+ Bridging Scholarships for Study in Japan <http://www.colorado.edu/ealld/atj/Bridging/abroad.html>
+ Aurora Challenge Grant <http://home.att.net/~creativeentpr/JLSF/>
+ Mombusho

Other Asian regions:
+ Workum Fund (Scholarship for SIT participants) <http://www.sit.edu/studyabroad/scholarships/>

Asian Studies
Senior Capstone Requirement Guidelines

"Asian Studies majors may choose between two options to fulfill the Capstone requirement:

Option A: An individual project conducted during the last semester at the University. Student may choose, in consultation with his/her advisor, to pursue a portfolio, a semester-long research project, or other types of significant project as the culminating experience as AST major. (1 course)

Option B: Honor's Thesis – major research undertaking that takes the duration of the senior year, to be considered in the end of the academic year for departmental honors. (2 courses)"

Option A Capstone Portfolio (CP) and Capstone Senior Project (CSP)

1. Capstone Portfolio (CP) Guidelines

- Preparation:

  Students must contact an AST advisor at the end of the third year to choose between the capstone options. Students considering the portfolio option should be well-advised to gather papers, exams, journals, etc. from their AST courses from an early date. Otherwise, the portfolio will be very difficult to assemble and compile in the senior year.

- What should be included in a portfolio?

(A) Self-assessment Narrative

This category of capstone portfolio should be considered summative and includes a 15-page reflective self-assessment of academic growth. This may include self-assessment of language study, study abroad experience, and emphasis of scholarship in the program. Your narrative reflections should explain why you chose to include the artifact you did, your thoughts on the category and how it relates to other categories, a self-assessment of your acquired skills and abilities, and any other statement that combines previously acquired disciplinary knowledge.

(B) Coursework Compilation

Capstone portfolio should be considered inclusive and representative. Include representative course materials of the four categories: academic growth, language study, study abroad experience, and emphasis of scholarship.

(C) Essay Revision

Capstone portfolio should also be considered formative. Choose a good sample of intellectual accomplishment that best reflects continuing academic emphasis as well as the biggest impact of scholarship. Rewrite the essay and attach a brief statement of the choices made in revision.

1. Capstone Senior Project (CSP) Guidelines:

- Preparation:

(1) Student should work closely with AST advisor to determine the topic of his/her research project during the fall semester of the senior year in order to get academic expectations and early guidance on research sources and bibliography. It is encouraged that student register two credits during the fall semester of the senior year and another two credits during the spring semester of the senior year.

(2) Student selects two faculty members where appropriate to their topics to form a committee and obtain guidance in designing (and ultimately in researching and completing) the project.

(3) Student needs to submit a petition to AST director if a non-AST faculty member serves on the committee.

- What should be included in a research project?

(1) Students must synthesize understanding of Asian culture, society, people, and language in their project.

(2) Students who engage in AST senior research are expected to build on the skills, knowledge, and methodologies that they have used during their preparation for the area studies program including but not exclusive to integration of course work and study abroad experience.

(3) An acceptable senior research should be approximately 30 pages long. The senior project should demonstrate strong research skills (such as finding, using, and documenting references), the ability to provide clear and accurate exposition of research materials, and a high level of reflective and critical thinking.

2. Other Senior Project:
The advisory committee is willing to consider individual projects outside the framework outlined here.

Option B Honor's Thesis (HT)

- Preparation:

(1) Student should work closely with AST advisor to determine the topic of senior thesis by the end of junior year in order to get academic expectations and early guidance on research sources and bibliography.

(2) Student selects two other faculty members where appropriate to their topics to form an HT committee and obtain guidance in designing (and ultimately in researching and completing) the thesis.

(3) Student needs to submit petition to AST director if a non-AST faculty member serves on the committee.

(4) At the beginning of senior year, by end-September, students should submit an HT application with director's signature and a list of their committee members along with a one-page proposal. Registrar's office has the forms in their office.

- What should be included in an AST Honor's Thesis?

(1) Students must synthesize their understanding of Asian culture, society, people, and language in their project.

(2) The topic of the Honor's Thesis needs to demonstrate their emphasis of scholarship, and recognize valid claims or arguments within discipline. Student should also assess the merit or contribution of their thesis within the expectations of the discipline.

(3) AST Honor's Thesis should be approximately 40-50 pages long, and should demonstrate reasonable grasp of exceptional work.

(4) An annotated bibliography

(5) An oral presentation of the thesis will be expected from the student to satisfy AST Honor's Thesis requirement.

Important Note for Double Majors:

Students with double majors may not use the thesis for the other major as a substitute for the AST Honor's Thesis (HT) or the Capstone Senior Project (CSP) without having it examined by the AST advising committee for the relevance and appropriateness. The committee is likely to ask the student to revise and reorganize the argument of the thesis to directly address specifically Asian Studies concerns."

Senior Year Timeline for Capstone Completion:

Deadlines	Registrar's	Capstone Portfolio (CP—1 400-level course)	Capstone Senior Project (CSP-1 400-level course)	Honor's Thesis (HT—2 400-level Courses)
End of Junior Year	Students discuss with advisor to choose among the three senior capstone options. Students choosing to write CSP or HT should begin to work with advisor closely to determine choice of topic for project proposal.			
Sept. 10 (Fall Semester)	Register 2 credits for CP or CSP. Register 4 credits for HT, and obtain HT application form from the Registrar's office.	Compile representative course materials. Start working on Section (A)—self-assessment reflections.	CSP proposal due for approval. The proposal should include: (a) an explanation of the problem that the student wants to consider, (b) a discussion of the significance of the proposed theme, (c) an outline of the thesis, and (d) a briefly annotated bibliography showing where the student will initially focus his/her research. Student and advisor pick 2 AST faculty members to form a CSP committee.	HT proposal due for approval. The proposal should include: (a) an explanation of the problem that the student wants to consider, (b) a discussion of the significance of the proposed theme, (c) an outline of the thesis, and (d) a briefly annotated bibliography showing where the student will initially focus his/her research. Student and advisor pick 2 AST faculty members to form a HT committee.
Sept. 25	Honor's Thesis application form due in the Registrar's Office		CSP proposal approval by AST advisor and committee.	HT proposal approval by AST advisor and committee. Submit to the Registrar's an HT application with AST director's signature and a list of committee members along with a one-page proposal.
Oct. 10		5-page self-assessment reflection draft due. Coursework compilation continues.	5-page draft due.	5-page draft due.
Nov. 10		10-page self-assessment reflection draft due. Coursework compilation continues.	10-page draft due	15 page draft and bibliography due.
Dec. 10		Section (A) and (B) 15-page narrative reflection draft and course material compilation due	15-page CSP draft due.	25 page HT draft and complete bibliography due.
Jan. 10 (Spring Semester)	Register 2 or 4 credits for CP and CSP. Register 4 credits for HT.	Start preparation for section (C)—choose a course essay for revision.	Continue working on your SP draft.	Continue working on your HT draft.

Feb. 10		Section (C) Revision draft due.	25-page CSP draft is due.	Your complete HT draft is due. Student receives suggestions for revision.
Mar. 10		Sections (A), (B) and (C) of your Capstone Portfolio are due. Student will receive suggestions for revision if any.	Your complete CSP draft is due. By the end of March, the CSP committee informs the student of their decision about whether the project is ready for oral presentation. The student is notified about the decision by the AST advisor	By the end of March, the HT committee informs the student of their decision about whether the thesis is ready for oral presentation. The student is notified about the decision by the AST advisor
Apr. 10		By April 10, student hand in revised CP for final evaluation.	By April 10, the student gives an oral presentation of the thesis, responds to questions from the audience, and receives (if applicable) suggestions for revisions.	By April 10, the student gives an oral presentation of the thesis, responds to questions from the audience, and receives (if applicable) suggestions for revisions. The committee members and other AST faculty members attend the student's presentation and determine whether the thesis merits Departmental honors.
Apr. 20		Final grading for CP will be notified by the AST advisor.	Final grading for CSP will be notified by the AST advisor.	By April 20th, If the oral presentation was successful, the student submits the final draft of his/her honor thesis to all members of the committee and the AST Program.
May 10	Submit honors forms. Deadline is usu. around May 12 (the exact day varies from year to year.)			By early May, the AST Program submits a completed Department Honors form to the Registrar for publication in the commencement bulletin.

- **Grading Guidelines for Capstone Completion**

Outcomes	Capstone Portfolio (CP)	Capstone Senior Project (CSP)	Honor's Thesis (HT)
1.	Pass with the AST major	Pass with AST major	Pass with AST Honor's
2.	Pass with AST major after revision and resubmission Any no pass will result in counseling by the instructor with the candidate, and the candidate will revise and resubmit the portfolio	Pass with AST major after revision and resubmission Any no pass will result in counseling by the instructor with the candidate, and the candidate will revise and resubmit the project	Pass without AST Honor's
3.	No pass and no major—no candidate will complete an AST major with a grade of No Pass on the portfolio	No pass and no major—no candidate will complete an AST major with a grade of No Pass on the senior research project.	No fail but not get the AST major