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About Our Programme

The Master of Arts in Humanities Education offered by the Humanities and Social Studies Education (HSSE) Academic Group of the National Institute of Education is a programme designed with the aim of inculcating cross-disciplinary perspectives in History, Geography and Social Studies. It is primarily meant for educators, curriculum planners, school leaders and anyone interested in advancing their professional knowledge and personal interest in the Humanities.

One primary goal of the programme is to help our participants develop a critical understanding of History, Geography and Social Studies through disciplinary and interdisciplinary explorations to broaden their perspectives and understandings of our societies in space and time.

A key feature of this programme is the extensive range of courses focused on both classroom pedagogy and disciplinary content relevant to History, Geography and Social Studies educators and curriculum specialists. Uniquely, this programme offers candidates the opportunity to tailor their own programme of study. Candidates can opt for cross-disciplinary or discipline-specific pathways within the programme. These options will expose candidates to a range of new ideas and skills relevant to the humanities and also enhance the candidates' understanding of pertinent issues and research within the field.
Admissions and Applications

Who Should Apply?

The Master of Arts in Humanities Education will be suitable for education professionals who wish to

- Strengthen their academic qualifications for leadership positions or career advancement, or
- Acquire a more in-depth understanding of the different humanities disciplines and humanities education.

It is also suitable for anyone interested in, and wishing to deepen their understanding of the Humanities and Humanities education in Singapore.
Admission to the Programme

Applicants interested in the Master of Arts in Humanities Education programme should have

- a Bachelor of Arts (with Honors), or its equivalent, in a relevant discipline OR
- a Bachelor of Arts, or its equivalent, in a relevant discipline with at least two years of professional work experience.

Graduate teachers in the service of the Singapore Ministry of Education can also opt to pursue the Master of Arts in Humanities Education via the Enhanced Professional Development Continuum Model (Enhanced PDCM) with MOE sponsorship.

For more information, please visit the following website or scan the QR Code:

http://www.nie.edu.sg/higher-degrees/admissions/moe-sponsored-graduate-teachers

There are two admission intakes each academic year. Applications should be submitted online by May or November for admission to the programme in the January and August semesters of the following year respectively.

For more information on how to apply and to apply online, please visit

http://www.nie.edu.sg/higher-degrees/admissions/how-to-apply
Admission to Individual Courses in the Programme

Applicants interested in the courses within the Master of Arts in Humanities Education programme can also apply to take individual courses on a case-by-case basis.

Teachers in the service of the Singapore Ministry of Education can opt to take individual courses under NIE’s Professional Development Programmes and Courses.

For more information and online registration, please visit

http://www.nie.edu.sg/leadership-professional-development/professional-development-programmes-courses/courses

Our Programme Coordinator

Interested applicants wishing to find out more may wish to contact the Programme Coordinator:

Dr SEOW Ing Chin Dorothy Tricia
tricia.seow@nie.edu.sg
The Academic Calendar

The National Institute of Education (NIE) has a two-semester Academic Year, beginning in August (Semester 1) and January (Semester 2). Each semester has thirteen teaching weeks followed by revision and examination weeks. For coursework graduate programmes, each semester consists of thirteen weeks. Most courses offered in the August and January semesters would be held on weekday evenings at a centralized location off-campus, except in special cases where facilities and teaching resources at NIE are required. In those cases, the classes would be held on weekday evenings at NIE’s campus.

In May – June each year, additional courses will be offered under the Inter-Semestral system. This consists of courses that run for six days over a two-week period. This is beneficial for working professionals who may wish to complete the programme more quickly but do not wish to take on too many courses in the August and January semesters. All courses offered in the June Inter-Semestral period are held at NIE’s campus.
Curriculum Overview

The Master of Arts in Humanities Education (MAHE) programme may be completed between 2 to 4 years on a part-time basis, or within 1 to 4 years on a full-time basis. Only candidates who have completed 30 Academic Units (AUs) are eligible to graduate from the programme. All courses (except the 2AU research foundation course) within the Master of Arts in Humanities Education programme carry 4 AUs each.

Two completion routes are available for all MAHE students:

1. “Coursework Only” Route

Students who choose the “Coursework Only” route must complete the following courses (in total 30AUs):

- One core course (4AUs):
  - MAS901 Issues and Research in Humanities Education
- Six (6) elective courses of 4AUs (24AUs):
  - Each course should be from the list of MAS courses, including one (1) open elective course outside of the MAHE programme in lieu of one MAS course.
  - Students can take any combination of listed specialization elective courses from the three subject domains (history, geography, and social studies).
- One research foundation course (2AUs):  
  - MAS981 Critical Thinking and Writing in the Humanities (2 AUs)

2. “Coursework with Dissertation” Route

Students can transfer from the “Coursework Only” to “Coursework with Dissertation” route. To be eligible to undertake the research dissertation, candidates have to meet all the following criteria:

- Minimum cumulative grade point average (CGPA) of 3.5;
☐ Complete at least six (6) courses, including the core course – MAS901
☐ Dissertation topic should be relevant to the programme.

Please refer to Section (E) GUIDELINES ON DISSERTATION WRITING AND EXAMINATION of NIE Master Student Handbook for information:


Students who choose the “Coursework with Dissertation” route must complete the following courses (in total 30AUs):

- One core course (4AUs):
  - MAS901 Issues and Research in Humanities Education
- Five (5) elective courses of 4AUs (20AUs):
  - Each course should be from the list of existing MAS courses, including one (1) open elective course outside of the MAHE programme in lieu of one MAS course.
  - Students can take any combination of listed specialization elective courses from the three subject domains (history, geography, and social studies).
- Dissertation (6AUs):
  - Students opting for the Coursework with Dissertation route will have to write a dissertation of not more than 15,000 words.
Discipline-Specific and Cross-Disciplinary Pathways

One key feature of the Master of Arts in Humanities Education programme is the flexibility for candidates to design their own course of study. Candidates can choose to follow a **Discipline-Specific pathway**, for instance electing to take only History content and pedagogy courses, or to follow a **Cross-Disciplinary pathway**, taking a varied combination of courses from the different disciplines and from among the general electives.

![Figure 1. Possible Pathways within the Programme](image)

It should be noted that while all effort will be made to ensure that candidates wishing to pursue a Discipline-Specific Pathway would have enough courses from the specific disciplines to pursue, courses are offered every semester on the basis of providing a variety of choice for candidates.
# Course List

Please refer to individual course descriptions in the following pages.

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**Research foundation course (2AUs) for Coursework Only Route**

| MAS981: Critical Thinking and Writing in the Humanities (2 AUs) |
Course Descriptions

Core Course (4AUs)

**MAS 901: Issues and Research in Humanities Education**
This course provides an introduction to issues and research in humanities education and opportunities to examine the ways current research can be applied to classroom practice in Singapore. Participants will have opportunities to examine issues central to curriculum, student learning and thinking, and pedagogy, and consider implications these studies have for teaching and learning in the humanities. The course provides opportunities to explore a range of issues, the purposes of the subjects and different perspectives within the field.

Research Foundation Course (2AUs)

**MAS 981: Critical Thinking and Writing in the Humanities**
This course will introduce students to the thinking and academic writing skills they need in history, geography and the social sciences and the ways these can be applied in social studies education. The ways in which arguments are constructed and presented will be studied through workshops and seminars. Students are required to play an active role in this course. The basic principles in critical thinking and writing are illustrated through practical examples prepared by students, which will become the basis for continuous assessment for the subject.
History and History Education Courses (4AUs)

MAS 912: Heritage, History and Culture
This course provides a general survey of basic issues and methods in historical investigation. It explores the intellectual framework within which history has come to be written. This objective is achieved by considering simultaneously the history of historical writing and some urgent issues in current historical theory. Applied History is the application of history to a practical issue. The skills of historical training, such as research techniques, interpretation of sources, and writing skills are used to work on problem. The issues involved range from heritage studies, community and family history, oral history, and historical interpretations in museums and tourism. In the workaday world, history is now applied in various ways by teachers, librarians, archivists, conservationists, journalists, curators, civil servants, architects and scientists, as well as amateur and professional historians. This course concerns case studies of applied history used by these occupations in the areas of public history, popular culture, local history, and museology.

MAS 913: Conflict and Cooperation in International Relations
The course will provide an introduction to international relations and key issues governing world politics. The emphasis is on the three core international relations theories: realism, liberalism and globalism. Key issues and theories are analyzed in relation to past and present events, and in relation to the themes of conflict, change and cooperation.

MAS 914: Government and Politics in Southeast Asia
This course examines the dynamics of political and socio-economic transformation in modern Southeast Asia. Southeast Asia comprises a rich diversity of political practice and forms combined with different experience in economic growth and development. The course examines regional political problems such as the consolidation of government, political integration and regional association, regime change, nationalist and ethnic dissent, political order and legitimacy, security concerns and challenges during and after the Cold War.
MAS 915: Multicultural Studies
Our globalising world implies that dealing with multicultural contexts has become an inevitable part of modern life. This course will first examine the term ‘multicultural’ itself. What exactly is meant by the term and what are its origins? Does multiculturalism manifest itself in the same way from country to country? In Singapore the terms ‘multicultural’ and ‘multiculturalism’ have been used increasingly in recent years. What we should determine is whether the term to describe Singapore is ‘multicultural’ or whether it is ‘multiracial’. ‘Multiculturalism’ has often also been assumed to speak only of race or ethnicity, but it is much more than that. ‘Multiculturalism’ also addresses class, gender and other social structures. It also speaks of a frame of mind, of whether a society is really open to and truly embraces diversity, of the multiplicity of voices that help to find a consensus that best guarantees equality and justice.

MAS 925: Women in East Asia
This course seeks to explore the history of women in East Asia, mainly China and Japan, through a survey which will incorporate past and contemporary interpretations and critiques of gender theories that have been articulated. It will examine the definitions of feminism within the patriarchal societies of East Asia and look at how women, through the centuries, negotiated their social, political, economic and legal boundaries to create a space and place for themselves within their world. Traditional paradigms and moments of historical change will be explored as well to extrapolate the changing roles and expectations of women in East Asia. This course will allow students to better understand the situation of women in East Asia in the past as well as current gender issues in general.

MAS 933: The Early Modern Origins of Globalization, 1450-1750
This course probes into the debate and origins of globalization in the early modern period. In the process, issues relating to crises and wars on a global scale, economic systems of the period, as well as issues pertaining to cultural diffusion are discussed in the depth. This course supports subject matter understanding for teachers teaching Social Studies and Humanities courses in Singapore’s schools.
**MAS 934: History Education – Teaching for Historical Understanding**
The course will examine key issues and research in history education, with a specific focus on what it means to teach for historical understanding. This course challenges teachers to explore different aspects of history education. What does it mean to teach history? What does it mean to teach historical thinking? What kind of knowledge do we need to teach history? Through an examination of current research on the teaching of history, in particular, teaching for historical understanding, participants will acquire a deeper and broader understanding of the key elements of historical thinking such as empathy, perspective, accounts, chronology, and narratives. This will also help prepare teachers address the changes in the humanities curricula implemented by the Ministry of Education.

**MAS 935: Issues and Research in History Education**
An education in the humanities would not be complete without a consideration of how history education has shaped the development of nations over the years and the ways in which these developments are related to the specific socio-political and cultural contexts. This course will thus help prepare history teachers for the new Humanities curriculum that is inquiry-based and discipline-driven. It offers participants the opportunity to develop their professional expertise and disciplinary understandings through an exploration of deeper issues facing history education research in different contexts, such as the place of history in society, its philosophical underpinnings, aspects of curriculum development, as well as recent issues and developments in international research on students’ thinking in history.

**MAS 936: Contemporary Singapore**
This course is a state-of-the-field study of the history and governance of Singapore. Students are invited to participate in case analyses of contemporary Singapore from post-war, 1945 to the present. The focus is thematic and issue-oriented and will be on the evolving political, social-cultural and economic dimensions that had shaped and are continuing to shape the landscape of contemporary Singapore. Participants will examine the political, social and economic challenges facing Singapore today, and critically evaluate current and potential solutions to these challenges.
MAS 937: Ancient Civilizations of the East
This course will provide a survey of the ancient civilizations of the East, namely China, India and Southeast Asia. There will be specific focus on political and social institutions and developments with a view of showing the continuity between past and present. This course will further acquaint students with a core body of the literature of the ancient world of the East. This course designed primarily for primary social studies teachers as the new primary social studies curriculum includes topics that focus on ancient Eastern civilizations, and for all interested in ancient civilizations of the East.
Geography and Geography Education Courses (4AUs)

**MAS 919: GIS and Geospatial Learning in the Humanities**
This course is designed to introduce the use of GIS (Geographic Information Systems) technologies in social sciences. It focuses on the theories and principles of GIS and GIS applications in social sciences, including social studies, urban analysis and planning, tourism, and health geography. The course requires participants to engage in group discussions on spatial phenomena of social issues, and have hands-on exercises through real-world case studies by using ArcGIS software. Through this course, participants will learn to collect data and conduct spatial analysis, interpretation and presentation of geographic information under social context.

**MAS 930: Research in the Geography Classroom**
The course will focus on research that has been done in geography classrooms, the measures that have been developed, and the potential these have for understanding the geography classroom environment as a component of curriculum.

**MAS 931: Debates and Issues in Geography Education**
The objectives of this course are to familiarize students with current issues in the field of geography teaching and learning and, to provide students with an overview of the debates in geography education research.

**MAS 932: Geography and the Geography Educator**
This course will enable the students to develop an understanding of theoretical perspectives of curriculum design and development. The course will require the students to create a curriculum artifact which will be examined and improved on with reference to different themes discussed. The students will also critique research related to the development in geography curriculum.
**MAS 941: Field Inquiry in Physical Geography**
Fieldwork plays a critical role in physical geography through which new understandings of the world can be crystallized by the analysis of the data collected from the field. The focus of this course is on the theoretical understanding of the place of fieldwork in physical geography, as well as the practical application of fieldwork techniques to geographical inquiry. This combination of theory and fieldwork addresses the current approaches in the Geography curriculum and would further enable participants to update their knowledge and practice of field inquiry. Participants would also be able to apply new understandings in considering the contribution of fieldwork in physical geography to academic and school geography.

**MAS 942: Field Inquiry in Human Geography**
Fieldwork is a core component in geography, especially human geography, for data collection, analyses, and interpretation in the field. This course introduces key fieldwork techniques and improves participants' analytical skills and ability to interpret, assess and synthesize data from different sources. Mastering these skills will benefit participants in research design and implementation. In addition, the experience of fieldwork will also stimulate participants to understand their ethical positions, develop skills for learning and employment, and open their minds to the wider possibilities of each fieldtrip.

**MAS 943: Topics in Sustainability**
This course examines topics in sustainability and sustainable development through the lens of the Three Pillar Model that focuses on the interrelated factors of economy, society, and environment. By adopting an issues-based inquiry approach, this course will provide participants with an understanding of leading theories and practices in sustainability, enabling participants to appreciate the multidisciplinary nature of sustainability science.
MAS 944: Global Cities
The 21st century is known as the urban century as majority of the world’s population is moving to urban regions. With increasing processes of globalization, cities are the new engines of growth for the global economy. This course introduces participants to the processes of urbanization and to an appreciation of the emergence of global cities beyond the Global North. In addition to discussions of the theoretical underpinning of increasing prominence of global cities, this course will also examine various empirical and grounded experiences of global cities around the world, focusing on issues such as urban liveability, sustainability, water, housing and other urban infrastructure issues. In so doing, participants will come to a better understanding of the contemporary urban world.

MAS 945: Geographies of Travel and Tourism in Asia
In recent times, tourism has become the largest industry in the Asian region, according to a number of indicators. Tourism and travel provide windows for interpreting a range of social, cultural, political and spatial processes. New trends in Asia – such as the increasing mobility of populations, the rise of aging populations and rapid urbanization and the growing importance of health and wellness – are some of the changes that have impacted on the nature of travel and tourism. This course will examine the geographies of major trends in tourism and travel, focusing specifically on Southeast and East Asia. It will also discuss the political geographies of tourism spaces and landscapes, the role of the State in tourism and the ways tourism often exacerbates existing as well as creating new inequalities.

MAS 946: Environmental Planning and Management
The focus of this course is on current environmental planning concepts and the strategies associated with the management of the urban environment. The first part will deal with planning ideas and dynamics centered on the triangular interrelationship of social justice, need for economic growth and environmental sustainability. The nature of conflicts of these three mutually dependent components is examined. Part two covers the conceptual and practical aspects of environmental response to urbanization and anthropogenic activities. Specific references to management of accelerated soil erosion and urban slope stability are made. Management responses to adverse effects of urban land use change will be discussed, using local and regional case studies.
Social Studies and Social Studies Education (4AUs)

MAS 910: Governance and Public Policy
This course aims to provide an introduction to issues and research in governance and public policy. Key objectives include learning about different theoretical approaches and research studies, conducting a critical examination of important issues, and understanding the rationales for the varied approaches to governance and public policy making in Singapore and other national contexts. The sessions that are designed for this course are intended to engage the class participants in a process of defining and learning about the structures and agency in governance as well as the translation of decisions concerning national and local issues into public policy.

MAS 916: Social Studies in Today’s Schools
This course explores the history and theory of the idea of social studies as an interdisciplinary, social issues oriented subject. Concepts such as citizenship, multicultural education and global education will be examined. A variety of approaches to using information from history and the social sciences in the exploration of social issues will be reviewed and analyzed. The focus of the course is on social studies in schools.

MAS 917: Citizenship Education in a Global Age
This course considers the implications for education of the young in a globalising world and the challenges posed to nationhood, nation-states and national identity as well as citizenship. In a context like that of Singapore’s which emphasises economic success in a global stage and has introduced a foreign talent policy, the challenge is to develop in the citizenry the sense of citizenship, belonging and national identity particularly among the most mobile of the citizens – the young, brightest and most highly skilled.

MAS 918: Social Studies and Curriculum Theory
This course is a general overview of major modern curriculum theorists and the ways in which they have influenced the development of the social studies. Debates about the meaning of curriculum and various approaches to the development and understanding of curriculum will shed light on current social studies curriculum in Singapore. Students will become familiar with processes for the development and analysis of the planned curriculum in social studies.
MAS 938: Economic Issues in Social Studies
Economic considerations factor significantly in decision-making by governments in the provision of healthcare, education, defence and other public services. International relations also entail consideration of economic benefits from trade, business, investment and employment that directly impact a country’s living standard and its citizens’ well-being. This course will enable participants to examine public policy decisions by governments, in particular, in the context of Singapore, from the economic perspective. It will be particularly useful for teachers who do not have a basic degree in economics, as it will allow them to acquire an understanding of basic economic concepts and theories and their application in public policy issues.

MAS 939: Action Research for Social Studies Teachers
This course seeks to encourage teachers to develop a critical and systematic inquiry on some aspects of their classroom practices through action research. It aims to promote their reflective practice and professional learning anchored on a commitment to improve their classroom practices. This course will focus on the work of scholars in the fields of action research, and examine the key theoretical underpinnings as well as the relevant research methods. Teachers will get to design and conduct an action research inquiry or project of their choice, and through their inquiry, reflect upon issues such as national education, values and citizenship education.

MAS 940: Curriculum Leadership in Social Studies
Social Studies is one of the most important subjects for citizenship education. Many issues and challenges are involved in the implementation of Social Studies. This course therefore aims to prepare participants to lead in curriculum development, pedagogical innovations and professional development. Participants will be encouraged to examine the distinction between curriculum management and leadership in addition to opportunities for collaborative curriculum design and professional discourse on the theory and practice of curriculum leadership.
MAS947: Sociology of Education
This course will introduce students to the thinking and academic writing skills they need in history, geography and the social sciences and the ways these can be applied in social studies education. The ways in which arguments are constructed and presented will be studied through workshops and seminars. Students are required to play an active role in this course. The basic principles in critical thinking and writing are illustrated through practical examples prepared by students, which will become the basis for continuous assessment for the subject.