This course will be based on a study-abroad trip to mainland China. Although there is some flexibility in how the course is individualized for each student, all students are expected to focus on child development and how development is related to China’s social, cultural, and political context. This study tour and course activities are designed to help the student understand important topics and trends of children, education, parenting, and culture, and to develop skills in analyzing cultural context and working with diverse families as researchers or as professionals.

As a study-abroad trip, the major content will be experiential, and it will be difficult to predict in advance all of the experiences you will have and your reaction to them. The greatest benefit from this course will come from your openness to new experiences and your ability to process what you see and hear (and taste, feel, and smell!) The course requirements are designed to help you understand and respond to this international experience so you can maximize its educational value, and also to relate child development knowledge to your experiences. Requirements may be altered by the instructor and/or the students during the course of the trip in response to events and opportunities.

This study tour and course will be enriching for students who want to gain international experience and learn more about child development, childrearing, and education for children and youth in China. Students from any major are welcome if they have these interests.

Prerequisite: One prior university-level course in child development is highly recommended.

Instructor: Jim Elicker, Ph.D., Professor
Fowler House Rm. 215
Phone: 765-494-2938
e-mail: elickerj@purdue.edu

Course Objectives:

1. Understand the childhood education and child care systems in China. Demonstrate knowledge of the system in pre-primary, primary, and secondary schools. Compare/contrast with the U.S. early care and education system.
2. Gain a beginning understanding of modern Chinese families, social institutions, and culture. Demonstrate knowledge of Chinese cultural values and develop social skills appropriate for a visitor or colleague of professionals in China.
3. Understand and demonstrate knowledge of the system for preparing kindergarten, primary, and secondary teachers, developing curriculum, and regulating education and youth programs.
4. Gain a beginning understanding of childhood and typical family life in rich and poor, urban and rural areas in China.
5. Understand how the one child policy has affected family life, education, and youth programs in China, and how the new two child policy is expected to affect children and families.
6. Develop new networks and social contacts in China. Develop the ability to communicate and collaborate with Chinese students and professionals.
7. Gain experience working as a productive member of a project team doing international work.
Demonstrate leadership skills in an international team effort.

**Required readings:**

Culture-grams, World Edition, 2013: People’s Republic of China. (Provided by Purdue University Confucius Institute.)

Read one of the following:


OR


OR


Other readings will be provided.

**COURSE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Due Date*</th>
<th>Contribution to Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Daily journal reflections</em></td>
<td>June 1-in Shanghai</td>
<td>25%</td>
</tr>
<tr>
<td><em>School/program project participation</em></td>
<td>Rated by instructors at end</td>
<td>25%</td>
</tr>
<tr>
<td><em>Small group project presentation</em></td>
<td>June 1-in Shanghai</td>
<td>25%</td>
</tr>
<tr>
<td><em>Individual summary paper (5 pages)</em></td>
<td>June 16-by email</td>
<td>25%</td>
</tr>
</tbody>
</table>

**Grading:**

Grades will be based on the number of points earned by the student over the course term. There are 100 points possible. Final letter grades will be determined in the following way:

90-100   A
80-89    B
70-79    C
60-69    D
Under 60 F

To receive all the possible points for individual summary paper, it must be typed and double-spaced and submitted in hard copy or electronically. Handwritten notes for the journal will be accepted if the notes are legible.

Assignments are due as scheduled unless there is prior permission from the instructor. Full points cannot be awarded for late assignments without prior arrangements.
COURSE POLICIES

- Any students who need special accommodations for learning or who have special needs are encouraged to share these concerns with the professor as soon as possible. They are also encouraged to register with the appropriate offices at the University level to receive the support available there.

- Plagiarism: Any ideas or materials taken from another source for either written or oral use must be fully acknowledged. Offering work of someone else as one’s own is plagiarism. Any student who does not give credit for ideas or materials taken from another source (books, periodicals, speeches, or the writings of other students) is guilty of plagiarism. Plagiarism is sufficient grounds for an F (see Purdue student handbook for University rules).

- Purdue University does not tolerate discrimination on the basis of race, religion, color, sex, sexual orientation, national origin, handicap, disabled status, or special needs. If you believe that you have been discriminated against during this trip or if you observe discrimination against other students, talk with the instructor. If this procedure does not bring satisfactory results, you may speak with a counselor in HHS Student Services or in your own school’s counseling office after you return to the States.

- Additional group guidelines communicated in the first group meetings prior to departure for the study tour. Each student will sign a They may be revised during the trip if necessary.

Assignments

Daily Journal Reflections (25%)

“Activity that is not checked by observation of what follows from it may be temporarily enjoyed. But intellectually it leads nowhere. It does not provide knowledge about the situations in which action occurs, nor does it lead to clarification and expansion of ideas.” (John Dewey, Experience and Education, 1938).

One requirement of the course is that you keep a daily (or near-daily) reflective journal that documents your experiences abroad in an intellectual context.

1. Daily or near-daily: entries should be regular and substantive. Write SOMETHING in your journal every day of the study tour. Describe experiences that were important to you, along with reflections about your feelings and thoughts in response to your experiences.

2. The form of the journal may be: a traditional handwritten journal or diary, a typed series of entries in MS-Word, or another pad or phone app. Subject to prior approval, we will consider other options for recording your impressions. (If you do a handwritten journal to hand in, take care to write legibly! We will return to you any handwritten journals.)

3. “Document your experiences abroad in an intellectual context”": While you should absolutely keep track of the great meals you have, the great friends you make, and the amazing scenes you take in, don’t forget to keep track of the academic work you are doing as well. Most importantly, use your journal to try to reflect on and make sense of your experiences and your responses: How do you account for experiences that are surprising to you, difficult for you, seem strange to you, expand your sense of cultural norms, or give you a broader sense of life, in global perspective?
Participation in School or Program Projects (25%)
We will spend 2-3 days each in Beijing, Yangshuo, and Shanghai, participating in school-based or other youth programs. The course instructors will participate and observe all students engagement in these projects and give each student verbal feedback and suggestions about their contributions. At the end of the course, the instructors will agree upon a grade for project participation, ranging from 0-100%.

Small Group Project & Presentation (25%)
Prior to the study tour students (in small groups) will pick a topic, do the research before and during the study tour, and at the end of our travels, teach the rest of the class what they learned using informative, creative, engaging, presentations.
More specifically, the class will be divided into groups of 3 to 4. Each group is responsible for addressing a topic of their choosing related to the development of children or youth in China in an in-depth, creative, and engaging manner. Members of the group will have different responsibilities, for example as group leader, collecting different kinds of information, recording the group’s activity, and organizing the final presentation. The final presentations will be done in Shanghai on our last full day in China. The presentations should involve all group members in some way and can be a short movie, a slide show, a song, a dramatic presentation, an interpretive dance, etc. that perfectly captures the essence of the topic, and what you learned. If this final product is "live," be aware that it needs to be recorded for posterity and for future use in promoting Study Abroad!
Member responsibilities:
1. Research the issue
   a. Find at least one popular press article and two journal articles on the topic, prior to our departure.
   b. Provide a summary of each, including the “take home” message and the evidence supporting that conclusion.
2. Discover and refine Learning Objectives/Message for the presentation. What is the most important thing others should know?
3. Help come up with the presentation/activity.
4. Evaluate/revise/rehearse/present that presentation.
5. Participate in the activity with a spirit of adventure and be respectful of others.
6. Ask substantive questions and/or provide meaningful comments.
7. Evaluate and review your own group’s project and presentation, as well as the presentations of the other groups.

Individual Summary Paper (25%)
Each student will submit an individual paper of about 5 pages, 12 pt font, double spaced, within one week after our return from Shanghai. The focus of this paper should be a summary of your unique contribution to the Small Group Project. The report should have 3 main sections:
1. A brief literature review that you did for the project. Include 3-4 references, using APA style, and be sure to include an APA reference list at the end of your paper.
2. Describe the research that you did as a contribution to the group project. This can include observations, interviews, conversations, photos/videos, background reading, or any other activity you did that contributed to the final presentation by your group.
3. Summarize the most important things learned by doing both the group project and the study tour as a whole, and how you think you will apply this learning to your future studies, work, and life.