

Online Course Syllabus
IS610 Special Topics – Study of China
3 Credit Hours
Spring 2021

Course Introduction

Instructor:

Office and Hours:

Phone: This information will be included in the first week announcement.

E-mail:

Course Website:

Official Course Description

This interdisciplinary course will examine the intersection of related fields in psychology with the Chinese Culture. We will explore how learning theories are integrated into diverse Chinese learning contexts, analyze organizational processes, and study mental health and wellbeing in China. While in China, in addition to being immersed in a variety of cultural excursions and events, students will engage with students and faculty in primary, secondary, and higher education settings and engage in Sandplay Therapy in a variety of contexts. Students will gain access to corporations and meet with business leaders. Further, students will visit Alibaba and gain insight into their methods of employee training and development.

Institutional Learning Competencies and Outcomes

Institutional Learning Outcomes

Diversity

Graduates will respect the value and dignity of individuals and groups across all cultural contexts, and advocate for inclusion and equity. They will demonstrate intercultural competence in domestic and international contexts with people who have ideas, beliefs, worldviews, experiences, and behaviors that are different from their own.

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

- CLO1: Demonstrate knowledge of the world-view of the local culture within the context of psychology.
 - MLO1: Describe how educational psychology theories are integrated into diverse Chinese learning contexts.
 - MLO2: Explain differences between western and eastern cultures.
- CLO2: Analyze differences between host culture and own culture.
 - MLO3: Compare and contrast cultural, social, educational, and technological differences between the United States and China.
 - MLO4: Analyze the organizational differences found in the United States and China.
 - MLO5: Explain how mental health and counseling services differ between the United States and China.
- CLO3: Examine global perspective in relation to their professional and academic goals.
 - MLO6: Explain the importance of developing cultural competency and how it impacts their professional practices.
 - MLO7: Discuss how western influences have impacted academic and professional goals.
- CLO4: Explain personal, professional and academic impact of their experience abroad.
 - MLO8: Describe how personal, professional, and academic perceptions have changed throughout the course and in-country experiences.
 - MLO9: Examine the importance of cultural sensitivity in working in a global workforce.

MLO10: Identify how personal, academic, and professional goals will be impacted by study abroad experiences.

Professional Behavior

Graduates will be able to demonstrate by their values, beliefs and behaviors adherence to the highest ethical and professional standards in their personal and professional lives.

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

- CLO5: Recognize value of interacting with individuals with backgrounds and/or perspectives different from their own.
 - MLO11: Describe how one's perceptions and bias impacts understanding of cross-cultural differences.
 - MLO12: Discuss changes that have occurred in one's perspectives as a result of the study abroad experience.
 - MLO13: Explain the importance of becoming a global citizen and developing cultural competency.
- CLO6: Demonstrate ability to tolerate ambiguity in complicated environments where clear cut answers or standard operating procedures are absent.
 - MLO14: Discuss how learning and organizational practices impact society views.
 - MLO15: Identify areas of differences between own country and host country in regards to areas of comfort and discomfort.
- CLO7: Practice responsibility and accountability by making appropriate decisions on behavior and accepting the consequences of their actions.
 - MLO16: Attend all required pre-travel meetings.
 - MLO17: Engage in all course discussions and activities to develop an understanding of in-country activities and expectations.
 - MLO18: Communicate respectfully and actively engage in all in-country activities.
 - MLO19: Demonstrate professional comportment in all class interactions and activities.
- CLO8: Demonstrate ability to be self-reliant in a non-classroom environment.
 - MLO20: Complete all required course activities.
 - MLO21: Accept constructive feedback from peers, instructors, and hosts as an opportunity for academic and professional growth and development.

Required and Optional Texts and Electronic Reserves

Required Readings

The Chicago School of Professional Psychology

- [Know Before You Go- Pre-Departure Guide to International Programs.](#)
- [Pre-Departure Orientation – Health & Safety](#)
- [TCSPP - International Travel Registration](#)

Bullock, M. (2014). Internationalization in psychology and in APA: A process not an outcome. Retrieved from: <http://www.apa.org/international/pi/2014/03/column.aspx>.

Chang, D.F., Tong, H.Q., Shi, Q.J., & Zeng, Q.F. (2005). Letting a hundred flowers bloom: Counseling and psychotherapy in the People's Republic of China. *Journal of Mental Health Counseling*. Special issue: Counseling Around the World, Vol 27 (2) 104-116.

Chong, A., Lacka, E., Li, B., & Chan, H. (2018). The role of social media in enhancing guanxi and perceived effectiveness of e-commerce institutional mechanisms in online marketplace. *Information & Management*, 55(5), 621-632.

College Board. (2013). Global competency education. Retrieved from: https://research.collegeboard.org/sites/default/files/publications/2013/6/researchbrief-2013-1-global-competencyeducation_0.pdf.

- Cui, W., Khan, Z., & Tarba, S. (2016). Strategic talent management in service SMEs of China. *Thunderbird International Business Review*, 60(1), 9-20.
- Dodge, R., Daly, A., Huyton, J., & Sanders, L. (2012). The challenge of defining wellbeing. *International Journal of Wellbeing*, 2(3), 222-235. doi:10.5502/ijw.v2i3.4.
- Fan, J., Tang, L., Zhu, W., & Zou, B. (2018). The Alibaba effect: Spatial consumption inequality and the welfare gains from e-commerce. *Journal of International Economics*, 114, 203-220.
- Graham, C., Zhou, S. & Zhang J. (2015). Happiness and Health in China: the paradox of progress. Brookings Institute Global economy & development working paper #89 Retrieved from <http://www.brookings.edu/~media/Research/Files/Papers/2015/06/happiness-health-china-paradoxprogress/happiness-health-progress-china.pdf?la=en>.
- Gobble, M. (2018). Innovation and ethics in China. *Research-Technology Management*, 61(3), 59-63.
- Havinga, M., Hoving, M., & Swagemakers, V. (2016) Alibaba: A case study on building an international imperium on information and e-commerce. In R. Segers R. (Ed.) *Multinational management* (pp. 13-32). Berlin, Germany: Springer.
- Kwak, J., Zhang, Y., & Yu, J. (2018). Legitimacy building and e-commerce platform in China: The experience of Alibaba. *Technological Forecasting and Social Change*. doi.org/10.1016/j.techfore.2018.06.038.
- Li, G., Gutheil, T. G., & Hu, Z. (2016). Comparative study of forensic psychiatric system between China and America. *International Journal of Law and Psychiatry*, 47, 451, 164-170.
- Pauluzzo, R., & Shen, B. (2018). *Impact of culture on management of foreign SMEs in China*. Berlin, Germany: Springer. (pp. 139-163).
- Reimers, F. M. (2009). Global competency educating the world. *Harvard International Review*, 24-27.
- Rose, C. (2014). Global competency essential in modern economy. *Fairfield County Business Journal*, 18.
- Tanaka, A., & Kleiner, B. (2015). Cross-cultural business etiquette. *Culture & Religion Review Journal*, 1(1), 9-19.
- Tian, A., Cordery, J., & Gamble, J. (2016). Returning the favor: Positive employee responses to supervisor and peer support for training transfer. *International Journal of Training and Development*, 20(1), 1-16.
- Turner, B. (2017). What is sandplay therapy? In B. Turner (Ed.) *The Routledge international handbook of sandplay therapy* (pp. 1-32). New York, NY: Routledge.
- Wang, H. B., Rule, S., Latham, G., & Fiechtl, B. (1993). Legal foundations of special education: A comparison of the United States public law 94-142 and the China compulsory education law. *The Division of International Special Education and Services*, 2, 5-9.
- Wang, K, Cui, Q., & Xu, H. (2018). Desert as therapeutic space: Cultural interpretation of embodied experience in sand therapy in Xinjiang, China. *Health & Place*, 53, 173-181.
- WHO (2015) Beyond bias: exploring the cultural contexts of health and well-being measurement. Geneva Switzerland: WHO Press. ISBN 978 92 890 5100 2 (available for free down load <http://apps.who.int/iris/bitstream/10665/182731/1/Cultural-contexts-health.pdf>).
- Ying Hu, B. & Szente, J. (2009). Exploring the quality of early childhood education in China: Implications for early childhood teacher education. *Journal of Early Childhood Teacher Education*, 30:3, 247-262, DOI: 10.1080/10901020903084330.

- Ying, Z., Yuhua, X., Warner, M., & Guo, Y. (2014). Employee participation and the influence on job satisfaction of the 'new generation' of Chinese employees. *The International Journal of Human Resource Management*, 26(19), 2395-2411.
- Zhiqiang, L., Li, J., & Zhu, H. (2014), Chinese firms' sustainable development – the role of future orientation, environmental commitment, and employee training. *Asian Pacific Journal of Management*, 31(1), 195-213.
- Zhu, J. (2008). Early childhood teacher education in China. *Journal of Education for Teaching*, 34, 4, 361-369.

Weblinks/Videos

[Blue Ocean Network]. *Inside Chinese Mental Health Care*. [Video file]. Retrieved from https://www.youtube.com/watch?v=J8jOqKVKh_w.

China Travel Guide: <https://www.travelchinaguide.com/cityguides/shanghai.htm>.

Chinese Etiquette – Do's and Don'ts in China: <https://www.chinahighlights.com/travelguide/guidebook/etiquette.htm>.

The State Council The People's Republic of China: <http://english.gov.cn/>.

[Thomson Reuters Foundation]. *Shanghai Tulip: Breaking China's Mental Health Taboo*. [Video file]. Retrieved from <https://www.youtube.com/watch?v=MafNnwbK7fQ>.

Optional but Recommended Texts and Readings

- Tan, T. X. (2004). Wanting a daughter, Needing a son: Abandonment, adoption, and orphanage care in China, by Kay Ann Johnson. *Adoption Quarterly*, 8(1), 61-62.
- Xiang, Y.-T., Yu, X., & Chiu, H. F. K. (2010). Compulsory admission to psychiatric hospitals in China. *The Lancet*, 376, 9747, 1145-1146.

Course Schedule, Assignments, and Grading

Module / Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
Module 1	<p>Review the TCSPP Study Abroad Pre-Departure Handbook "What to Know Before You Go"</p> <p>Review the Helpful Link for CDC travel information. - Centers for Disease Control – Traveler’s Health</p> <p>College Board. (2013). Global competency education. Retrieved from: https://research.collegeboard.org/sites/default/files/publications/2013/6/researchbrief-2013-1-global-competencyeducation_0.pdf.</p>	<p>UNIT 1 Introduction and Travel Preparation</p>	<p>CLO’s Addressed: CLO5 CLO7</p>	<p>Introduce Yourself (Required for Attendance Purposes) Initial Post due Wednesday, 11:59pm, CST, of the first week of class.</p> <p>Creating a classroom community is particularly important in our study abroad program since we will be learning and collaborating together closely while in-country. Our first assignment will help us to create a community of learners in our class! To learn more about your classmates, post a video introduction that provides an overview of your background and interests related to this study abroad. Be creative as you would like using photos or different technology platforms to introduce yourself.</p>	<p>Mandatory for attendance. CR/NC, 10 points</p> <p>20 points awarded if complete by due date. No points awarded if not complete by due date.</p>
	<p>Reimers, F. M. (2009). Global competency educating the world. Harvard International Review, 24-27.</p> <p>Rose, C. (2014). Global competency essential in modern economy. Fairfield County Business Journal, 18.</p> <p>Websites/Videos</p> <p>Thoroughly explore the China Government website: http://english1.english.gov.cn/ and http://english.gov.cn/</p> <p>China Travel Guide: https://www.travelchinaguide.com/cityguides/shanghai.htm.</p>		<p>MLO’s Addressed: MLO13 MLO16 MLO17 MLO19 MLO20 MLO21</p>	<p>Complete Pre-Survey: Global Perspectives Inventory (GPI): Login information will be sent to you via email. Complete no later than Sunday, 11:59pm, CST</p>	
		<p>UNIT 2 Global Competency</p>	<p>CLO’s Addressed: CLO3 CLO5 CLO7</p>	<p>Unit 2 Discussion 1: What is your Global Perspective?</p> <ul style="list-style-type: none"> • What has been the extent of your contact with China? • How do you anticipate this experience will impact your personal and professional life? In what ways? • What did you learn about yourself from completing the Global Perspectives Inventory? • How do you anticipate your perspective will change after your international experience? 	<p>Discussion Rubric, 20 points</p>
			<p>MLO’s Addressed: MLO6 MLO7 MLO13 MLO16 MLO17 MLO19 MLO20 MLO21</p>	<p>Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST</p>	

Module / Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
Module 2	<p>Students are required to complete the International Travel Registration one month prior to travel: https://my.thechicagoschool.edu/community/studentresources/ie/Pages/Travel-Database.aspx</p> <p>Thoroughly explore the China Government website: http://english1.english.gov.cn/ and http://english.gov.cn/</p> <p>Chinese Etiquette – Do’s and Don’ts in China: https://www.chinahighlights.com/travelguide/guidebook/etiquette.htm.</p> <p>Bullock, M. (2014). Internationalization in psychology and in APA: A process not an outcome. Retrieved from: http://www.apa.org/international/pi/2014/03/column.aspx.</p> <p>Chang, D.F., Tong, H.Q., Shi, Q.J., & Zeng, Q.F. (2005). Letting a hundred flowers bloom: Counseling and psychotherapy in the People’s Republic of China. Journal of Mental Health Counseling. Special issue: Counseling Around the World, Vol 27 (2) 104-116.</p>	<p>UNIT 3 Western vs. Eastern Cultures</p>	<p>CLO’s Addressed: CLO7 CLO1 CLO2 CLO6 CLO8</p> <p>MLO’s Addressed: MLO16 MLO17 MLO19 MLO2 MLO3 MLO15 MLO20 MLO21</p>	<p>Pre-Departure Orientation: REQUIRED ATTENDANCE GoToMeeting information will be provided via a course announcement and email. This meeting will focus on the course and an overview of Shanghai, China.</p> <p>Complete International Travel Registration: https://my.thechicagoschool.edu/community/studentresources/ie/Pages/Travel-Database.aspx Complete no later than Sunday, 11:59pm, CST</p> <p>Unit 3 Discussion 2: Reflect Pre-Departure Orientation. Revisit the China Government websites: http://english.gov.cn/ and http://english1.english.gov.cn/ and explore current ‘hot topics’ in China by doing some current events searches online. After reviewing the websites, provide a response to the below questions.</p> <ul style="list-style-type: none"> • How do current community concerns and cultural practices appear to differ between your community and China? What shared issues do you recognize? • What suggestions do you have for etiquette while abroad in China, ways to enhance group dynamics and best practices for travelling in our group? What questions do you have? <p>Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST</p>	<p>20 points if you attend, 0 if you do not.</p> <p>Mandatory for travel.</p> <p>Discussion Rubric, 20 points</p>

Li, G., Gutheil, T. G., & Hu, Z. (2016). Comparative study of forensic psychiatric system between China and America. *International Journal of Law and Psychiatry*, 47, 451, 164-170.

UNIT 4
Internationalization of Psychology

CLO's Addressed:
CLO7
CLO1
CLO2
CLO8

MLO's Addressed:
MLO16
MLO17
MLO19
MLO20
MLO21
MLO2
MLO3
MLO5

Academic Blog

Academic Blog Rubric, 20 pts.

Making time to thoughtfully read the articles and books and watch the videos is critical to your success and transformational learning! For this reason, a meaningful portion of your grade comes from carefully demonstrating your understanding and perceptions of the course content that you gain thorough reading, viewing, and reflecting. You will also update your blog in China and use it during our guided discussion and meetings. Quotes and references from it will be used for your Capstone Project, too.

This regularly repeated assignment includes creating a weekly *academic* "blog" entry. The journal should include notes or reflections for the readings and videos and any additional materials you research in the course.

As you read each week, you will create an annotated bibliography, write bulleted notes, create graphical organizers, make mind maps, create reflection videos, add photos to readings **in both units of the module as assigned**. Responses can include questions or ideas about the readings, ideas for future research, personal or real-world applications, connections to your field, connections with other classes, or anything else that piques your interest and shows how well you comprehend the materials. The format is completely up to you, as long as you engage with each assigned reading and appropriately cite by author and year.

You are encouraged to leverage technology to create a dynamic blog. There are many free blog platforms that can be viewed here: <https://www.creativeblog.com/web-design/best-blogging-platforms-121413634>

Here are key areas to ponder that will help you with the final project, too:

- Make cross cultural connections between your culture and China.
- Note ideas of how you can apply what you are learning in your professional development journey and our greater society.
- Think critically about the research available. How does it fit with other disciplines and lend to cross-disciplinary perspectives?

Develop at least 1-page of writing or video content (at least four minutes in length) for each module's topic, but you are welcome to produce more if it helps you process and learn. A combination of writing, video content, and photos is encouraged.

Upload of blog to discussion post due Thursday, 11:59PM, CST
At least two meaningful responses to your peers is due no later than Sunday, 11:59pm, CST

Module / Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
<u>Module 3</u>	<p>Dodge, R., Daly, A., Huyton, J., & Sanders, L. (2012). The challenge of defining wellbeing. <i>International Journal of Wellbeing</i>, 2(3), 222-235. doi:10.5502/ijw.v2i3.4.</p> <p>Graham, C., Zhou, S. & Zhang J. (2015). Happiness and Health in China: the paradox of progress. <i>Brookings Institute Global economy & development working paper #89</i> Retrieved from http://www.brookings.edu/~media/Research/Files/Papers/2015/06/happiness-health-china-paradoxprogress/happiness-health-progress-china.pdf?la=en.</p> <p>WHO (2015) Beyond bias: exploring the cultural contexts of health and well-being</p>	<p>UNIT 5 Mental Health and Well-being</p>	<p>CLO's Addressed: CLO7 CLO1 CLO2 CLO8</p> <p>MLO's Addressed: MLO2 MLO16 MLO17 MLO19 MLO20 MLO21 MLO3 MLO5</p>	<p>Unit 5 Discussion 3: How is mental health and well-being viewed in China different from how it is viewed in the U.S.?</p> <p>In your initial post, describe one similarity and one difference between China and the U.S. What surprised you the most about the differences? How do the readings impact your perceptions of mental health and well-being in China?</p> <p>Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST</p>	<p>Discussion Rubric, 20 points</p>

Module / Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
	<p>measurement. Geneva Switzerland: WHO Press. ISBN 978 92 890 5100 2 (available for free download http://apps.who.int/iris/bitstream/10665/182731/1/Cultural-contexts-health.pdf).</p> <p>Turner, B. (2017). What is sandplay therapy? In B. Turner (Ed.) <i>The Routledge international handbook of sandplay therapy</i> (pp. 1-32). New York, NY: Routledge.</p> <p>Wang, K, Cui, Q., & Xu, H. (2018). Desert as therapeutic space: Cultural interpretation of embodied experience in sand therapy in Xinjiang, China. <i>Health & Place, 53</i>, 173-181.</p> <p>Websites/Videos [Blue Ocean Network]. Inside Chinese Mental Health Care. [Video file]. Retrieved from https://www.youtube.com/watch?v=J8jOqKVKh_w</p> <p>[Thomson Reuters Foundation]. Shanghai Tulip: Breaking China's Mental Health Taboo. [Video file]. Retrieved from https://www.youtube.com/watch?v=MafNnwbK7fQ</p> <p>Optional Readings Tan, T. X. (2004). Wanting a daughter, Needing a son: Abandonment, adoption, and orphanage care in China, by Kay Ann Johnson. <i>Adoption Quarterly, 8</i>(1), 61-62.</p> <p>Xiang, Y.-T., Yu, X., & Chiu, H. F. K. (2010) Compulsory admission to psychiatric hospitals in China. <i>The Lancet, 376</i>, 9747, 1145, 1146.</p>	UNIT 6 Sand Therapy	<p>CLO's Addressed: CLO7 CLO1 CLO2 CLO8</p> <p>MLO's Addressed: MLO2 MLO16 MLO17 MLO19 MLO20 MLO21 MLO3 MLO5</p>	<p>Complete Academic Blog Remember to make a relevant and thoughtful entry to show that you read and watched each resource. As you are reviewing the course materials, you should create connections between the topics and your experiences. For your blog posting, provide your thoughts on each of the below areas.</p> <ul style="list-style-type: none"> • How are these topics similar and different to your own community? • How can you connect this to your professional development and career? <p>Post your updated blog on the discussion board and discuss your entry with your peers.</p> <p>Upload of blog to discussion post due Thursday, 11:59PM, CST At least two meaningful responses to your peers is due no later than Sunday, 11:59pm, CST</p>	<p>Academic Blog Rubric, 20 pts.</p>

Module / Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
	<p>Cui, W., Khan, Z., & Tarba, S. (2016). Strategic talent management in service SMEs of China. <i>Thunderbird International Business Review</i>, 60(1), 9-20.</p> <p>Gobble, M. (2018). Innovation and ethics in China. <i>Research-Technology Management</i>, 61(3), 59-63.</p> <p>Pauluzzo, R., & Shen, B. (2018). <i>Impact of culture on management of foreign SMEs in China</i>. Berlin, Germany: Springer. (pp. 139-163).</p> <p>Tanaka, A., & Kleiner, B. (2015). Cross-cultural business etiquette. <i>Culture & Religion Review Journal</i>, 1(1), 9-19.</p>	UNIT 9 Chinese Cooperate Settings	<p>CLO's Addressed: CLO7 CLO8 CLO6</p> <p>MLO's Addressed: MLO16 MLO17 MLO19 MLO20 MLO21 MLO14 MLO15</p>	<p>Pre-Departure Orientation 2 – REQUIRED ATTENDANCE GoToMeeting information will be provided via a course announcement and email. This meeting will include an overview of health and safety information.</p> <p>Unit 9 Discussion 5: Research a large corporation located in China. After reviewing the website and required readings, you will need to answer the discussion prompts below. You will also need to include the website link in your post.</p> <ul style="list-style-type: none"> • Provide an overview of the corporation that you researched. <ul style="list-style-type: none"> ○ Explain why you selected this corporation and why you find it interesting. • Describe how business etiquette differs across cultures. <ul style="list-style-type: none"> ○ How might we ensure that we engage in appropriate business etiquette during our in-country activities? <p>Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST</p>	<p>20 points if you attend, 0 if you do not</p> <p>Discussion Rubric, 20 points</p>
Module 5	<p>Tian, A., Cordery, J., & Gamble, J. (2016). Returning the favor: Positive employee responses to supervisor and peer support for training transfer. <i>International Journal of Training and Development</i>, 20(1), 1-16.</p> <p>Ying, Z., Yuhua, X., Warner, M., & Guo, Y. (2014). Employee participation and the influence on job satisfaction of the 'new generation' of Chinese employees. <i>The International Journal of Human Resource Management</i>, 26(19), 2395-2411.</p> <p>Zhiqiang, L., Li, J., & Zhu, H. (2014), Chinese firms' sustainable development – the role of future orientation, environmental commitment, and employee training. <i>Asian Pacific Journal of Management</i>, 31(1), 195-213.</p>	UNIT 10 Employee Training and Development	<p>CLO's Addressed: CLO7 CLO8 CLO6</p> <p>MLO's Addressed: MLO17 MLO19 MLO20 MLO21 MLO14 MLO15</p>	<p>Complete Academic Blog Remember to make a relevant and thoughtful entry to show that you read and watched each resource. As you are reviewing the course materials, you should create connections between the topics and your experiences. For your blog posting, provide your thoughts on each of the below areas.</p> <ul style="list-style-type: none"> • Make connections between the topics and your experiences. • How is this topic similar and different to your own community? <p>Post your updated blog on the discussion board and talk it over with your peers.</p> <p>Upload of blog to discussion post due Thursday, 11:59PM, CST At least two meaningful responses to your peers is due no later than Sunday, 11:59pm, CST</p>	<p>Academic Blog Rubric, 20 pts.</p>

Module / Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
Module 6	<p>Chong, A., Lacka, E., Li, B., & Chan, H. (2018). The role of social media in enhancing guanxi and perceived effectiveness of e-commerce institutional mechanisms in online marketplace. <i>Information & Management</i>, 55(5), 621-632.</p> <p>Fan, J., Tang, L., Zhu, W., & Zou, B. (2018). The Alibaba effect: Spatial consumption inequality and the welfare gains from e-commerce. <i>Journal of International Economics</i>, 114, 203-220.</p>	<p>UNIT 11 Business Practices: Western vs. Eastern</p>	<p>CLO's Addressed: CLO6 CLO7 CLO8</p>	<p>Unit 11 Discussion 6: Western vs. Eastern Business Practices In your initial post,</p> <p>After reviewing the assigned readings, provide a response to each of the below discussion prompts. In your post, you will also need to include an additional resource (e.g., website, journal article, news article, etc.) that will help your classmates better understand Chinese e-commerce.</p> <ul style="list-style-type: none"> Describe the differences you found in business settings in the United States vs. China. Share your perceptions of Chinese e-commerce and its global impact. Explain why you selected the resource and how it may provide further insight into Chinese e-commerce. <p>Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST</p>	<p>Discussion Rubric, 20 points</p>
	<p>Havinga, M., Hoving, M., & Swagemakers, V. (2016) Alibaba: A case study on building an international imperium on information and e-commerce. In R. Segers R. (Ed.) <i>Multinational management</i> (pp. 13-32). Berlin, Germany: Springer.</p> <p>Kwak, J., Zhang, Y., & Yu, J. (2018). Legitimacy building and e-commerce platform in China: The experience of Alibaba. <i>Technological Forecasting and Social Change</i>. doi.org/10.1016/j.techfore.2018.06.038</p>		<p>UNIT 12 Chinese e-Commerce</p>	<p>CLO's Addressed: CLO6 CLO7 CLO8</p> <p>MLO's Addressed: MLO14 MLO15 MLO17 MLO19 MLO20 MLO21</p>	<p>Complete Academic Blog Remember to make a relevant and thoughtful entry to show that you read and watched each resource. As you are reviewing the course materials, you should create connections between the topics and your experiences. For your blog posting, provide your thoughts on each of the below areas.</p> <ul style="list-style-type: none"> Make connections between the topics and your experiences. How is this topic similar and different to your own community? <p>Post your updated blog on the discussion board and talk it over with your peers.</p> <p>Upload of blog to discussion post due Thursday, 11:59PM, CST At least two meaningful responses to your peers is due no later than Sunday, 11:59pm, CST</p>

Module / Unit	Module Readings	Topic	Learning Outcomes	Assignments	Points / Assessment Method
<u>Module 7</u>	Module 7 Readings	UNIT 13 Travel Abroad Schedule and Expectations	<p>CLO's Addressed: Addresses all CLOs</p> <p>MLO's Addressed: Addresses all MLOs</p>	<p>Unit 13 Discussion: Cultural Competence This discussion will take place during in-country debriefing sessions.</p> <p>How have you become a more culturally competent practitioner throughout the course? Why is it important for practitioners to develop cultural competence and how might this goal be accomplished? How might you interact in situations in which there is cultural dissonance? How will you use your newfound knowledge in your future academic and professional goals?</p>	Discussion Rubric, 20 points

Complete Post-Survey: Global Perspectives Inventory (GPI): log information will be sent to you via email. 20 pts if completed on time, 0 if late.
Due one-week post travel

In-Country Attendance & Engagement Rubric, 200 pts.

Professional Comportment Rubric, 80 pts.

Capstone Assignment Project (160 points). Capstone Rubric, 160 pts.
For your capstone assignment, you will be completing one last blog, summarizing your experience, reflecting on any transformational learning, and developing a plan to incorporate your experience into your own professional development and community. Make your last post dynamic with photos and video from the time abroad. Consider the following questions when completing your blog:

UNIT 14
**Travel Abroad
Schedule and
Expectations**

**CLO's
Addressed:**
Addresses all
CLOs

**MLO's
Addressed:**
Addresses all
MLOs

- Demonstrate knowledge of the world-view of the local culture within the context of psychology.
- Analyze the differences between the Chinese culture and your own culture.
- Explain the importance of developing cultural competency and how it impacts their professional practices.
- Discuss how western influences have impacted academic and professional goals.
- Describe how personal, professional, and academic perceptions have changed throughout the course and in-country experiences.
- Describe how your perceptions and bias impacts understanding of cross-cultural differences.
- Discuss changes that have occurred in your perspectives as a result of the study abroad experience.
- Explain the importance of becoming a global citizen and developing cultural competency.
- Identify areas of differences between own country and host country in regards to areas of comfort and discomfort.

Develop at least 4-pages of writing or video content (at least 16 minutes in length) Your final Capstone project should pull in your previous academic blogs, be dynamic, and use photos and/or videos from your experience in China.

Due 2 weeks post travel.

Appendix A – Tentative Itinerary

Students who need ADA assistance should review the information and resources at [Accessibility Accommodations](#) Please fill out the [ADA Abroad Form](#) and email it to accommodations@thechicagoschool.edu

Date	Activity / Note for Exertion Level	Location
Day 1 Spring 2 2021 term April 20 th	<ul style="list-style-type: none"> • Time TBD: Arrive in Shanghai Pudong International Airport • Time TBD: Check in to hotel • Time TBD: Welcome Dinner and on-site orientation <p>Exertion Level 1: After their flight, students will commute by shuttle to the hotel. Students will attend a welcome dinner and on-site orientation.</p>	Shanghai, China
Day 2 April 21 st	<ul style="list-style-type: none"> • Breakfast included at hotel • Time TBD: Shuttle round trip to Ren-Min Park with English speaking guide and entrance ticket • Time TBD: Ren-Min Park: Relax via cultural excursions and adjust the jet lag • Time TBD: Yu Yuan • Lunch on own • Time TBD: Jewish Refugees Museum • Dinner on own <p>Exertion Level 2: The tours of Ren-Min Park and the Jewish Refugees Museum will include various intervals of walking and commute by bus.</p>	Shanghai, China
Day 3 April 22 nd	<ul style="list-style-type: none"> • Breakfast included at hotel • Time TBD: Shuttle round trip to and from site by Service Provider • 9 am - 12 pm: Visit Shanghai Juvenile Camps - Oriental Land • 12 pm - 2 pm Lunch with Campus Students • 2 pm - 4 pm: Sandplay activities with students, teachers and volunteers at Oriental Land • Dinner on own <p>Exertion Level 2: The visit to the juvenile camps and will include various intervals of walking and commute by shuttle. There may be slight hills and unpaved paths in some areas.</p>	Shanghai, China

<p>Day 4 April 23rd</p>	<ul style="list-style-type: none"> • Breakfast included at hotel • Time TBD: Shuttle round trip to and from site by Service Provider • 9 am - 11 pm: Visit Shanghai Wei Qing Group Marital Clinic • 12 pm-1 pm: Lunch-Group • 2 pm - 5 pm: Panel discussion with students and faculty of Shanghai Normal University and experience a Group Applied Sandplay Activity • Time TBD: Dinner – group <p>Exertion Level 2: Students will tour the clinic and university. Students will experience various intervals of walking and will need to walk upstairs. There may be slight hills and unpaved paths in some areas.</p>	<p>Shanghai, China</p>
<p>Day 5 April 24th</p>	<ul style="list-style-type: none"> • Breakfast included at hotel • Time TBD: Shuttle round trip to and from site by Service Provider • 9 am - 12 pm: Visit a public high school • Lunch – group • 2 pm - 5 pm: Visit a Private Elementary School • Dinner on own • Time TBD: Debrief <p>Exertion Level 2: Students will tour each school campus and will walk-up stairs at each school location. Students will experience various intervals of walking. There may be slight hills and unpaved paths in some areas.</p>	<p>Shanghai, China</p>
<p>Day 6 April 25th</p>	<ul style="list-style-type: none"> • Breakfast included at hotel • Time TBD: Shuttle service to train station • 8:55am – 9:42am: G1373 Bullet Train to Hangzhou • Time TBD: Shuttle service to Alibaba and back to G station in Hangzhou • 10am – 5pm: Alibaba Tour • Lunch – group – buffet in Alibaba • 6:39pm – 7:27pm: G100 Bullet train back to Shanghai • Time TBD: Shuttle service to hotel • Time TBD: Dinner – group <p>Exertion Level 2: The visit to Alibaba will include various intervals of walking and commute by train and shuttle. There may be stairs, slight hills, and unpaved paths in some areas.</p>	<p>Hangzhou, China</p>

<p>Day 7 April 26th</p>	<ul style="list-style-type: none"> • Breakfast included at hotel • Time TBD: One-day tour in Suzhou • Time TBD: Tour Suzhou Grand Canal and explore one of the Suzhou's UNESCO-listed garden • Time TBD: Check in Hotel, 1 night • Dinner – on own <p>Exertion Level 2: The tour of Suzhou will include various intervals of walking and commute by shuttle. There may be stairs, slight hills, and unpaved paths in some areas.</p>	<p>Suzhou, China</p>
<p>Day 8 April 27th</p>	<ul style="list-style-type: none"> • Breakfast included at hotel • Time TBD: Shuttle – full day transfer • 9am – 12pm: Visit Suzhou University • 12:30pm - 1:30pm: Lunch – Group • 2pm - 5pm: Visit Suzhou Derim Psychological Education for Xin-De-Le Women and Children Care Centre • Time TBD: Dinner – group <p>Exertion Level 2: All visits will include various intervals of walking and commute by shuttle. There may be stairs, slight hills, and unpaved paths in some areas.</p>	<p>Suzhou, China</p>
<p>Day 9 April 28th</p>	<ul style="list-style-type: none"> • Breakfast included at hotel • Time TBD: Tour back to Shanghai and check into hotel • 4:30pm: Shanghai Pear TV Tower • 6:30pm: Dinner - Farewell and debrief <p>Exertion Level 2: The tour of Shanghai will include various intervals of walking and commute by shuttle. There may be stairs, slight hills, and unpaved paths in some areas.</p>	<p>Shanghai, China</p>
<p>Day 10 April 29th</p>	<ul style="list-style-type: none"> • Breakfast included at hotel • Time TBD: Depart for U.S. – one-time airport drop off by service provider <p>Exertion Level 1: The commute to the airport is via shuttle.</p>	<p>Shanghai, China</p>

Appendix B - Assignment Rubric- In Country Attendance & Engagement

Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
Attendance	Unexcused absences from required in-country activities. More than several occasions are not punctual. Requires many prompts or reminders and creates inexcusable delays for program. 0-60 points	Attends all required in-country activities. One occasion is not punctual. Requires some prompts or reminders. 60-79 points	Punctual and completely attends all required in-country activities without few prompts or reminders. 80-99 points	Punctual and completely attends all required in-country activities without any prompts or reminders- exhibits complete self-reliance. 100 points
Participation & Engagement	Does not prepare in advance for activities; does not actively listen, is distracted during program; does not contribute or advance knowledge of activity; does not engage with faculty and in-country partners. 0-60 points	Prepares in advance for a few activities; occasionally listens actively; during activities is present and occasionally engages and participates. 60-79 points	Prepares in advance for most activities; actively listens for most of program; contributes some knowledge to activity; professionally engages with faculty and in-country partners. 80-99 points	Fully prepares in advance for activities; actively listens throughout duration of program; contributes and advances knowledge of activity in respectful and appropriate manner; professionally engages with faculty and in-country partners. 100 points
Total				200 total points

Appendix C - Assignment Rubric- Professional Behavior & Comportment

Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
Professional Behavior and Comportment	Demonstrates unprofessional behavior or comportment during program and/or in more than one interaction with students, faculty, administrators or any in-country partners. 0-19 points	Demonstrates expected professional behavior and comportment for most of program and in almost all interactions with students, faculty, administrators and all in-country partners. 20-49 points	Demonstrates expected professional behavior and comportment for entire duration of program and in all interactions with students, faculty, administrators and all in-country partners. 50-79 points	Demonstrates exemplary and model professional behavior and comportment for entire duration of program and in all interactions with students, faculty, administrators and all in-country partners. 80 points
Total				80 total points

Appendix D - Assignment Rubric- Discussion Forum

Criteria	Performance				Points
	Needs Improvement	Adequate	Good	Exemplary	
Initial Post: Demonstration of quality content and integration of course material	<p>The initial discussion post exhibits a statement that is partially or fully incorrect, or doesn't answer the main discussion question(s). The post is not backed by the assigned readings or another source, and does not stimulate further discussion as evidenced by responses from colleagues.</p> <p>0-2 points</p>	<p>The initial discussion post exhibits a statement which answers or partially answers the main discussion question(s). However, the answer <u>doesn't demonstrate</u> two of the following:</p> <ul style="list-style-type: none"> • A substantive statement including citations from the assigned readings • At least 1 additional scholarly source • Stimulates further discussion as evidenced by responses from colleagues <p>3-4 points</p>	<p>The initial discussion post exhibits a statement which answers the main discussion question(s). However, the answer <u>doesn't demonstrate</u> one of the following:</p> <ul style="list-style-type: none"> • A substantive statement including citations from the assigned readings • At least 1 additional scholarly source • Stimulates further discussion as evidenced by responses from colleagues <p>5 points</p>	<p>The initial discussion post exhibits a strong statement which answers the main discussion question(s), and demonstrates all of the following:</p> <ul style="list-style-type: none"> • A substantive statement including citations from the assigned readings • At least 1 additional scholarly source • Stimulates further discussion as evidenced by responses from colleagues <p>6 points</p>	6 points maximum
Participation: Feedback to class colleagues throughout the week	<p>The student did not give feedback to a minimum of two class colleagues' initial posts, <u>or</u> the feedback given constitutes simple agreement, <u>or</u> was posted late Saturday and/or Sunday – too late in the week to have an impact.</p> <p>0-2 points</p>	<p>The student's feedback to two or three class colleagues initial posts do not address the posts adequately, rely mostly on sharing personal opinion, are not supported by readings or other facts, or do not challenge/invite other participants to further explore the topic.</p> <p>3-4 points</p>	<p>The student provides feedback to three class colleagues' initial posts. The feedback posts exhibit solid answers that include citations from the assigned readings and/or other scholarly source(s), and challenge/invite other participants to further explore the topic.</p> <p>5 points</p>	<p>The student provides detailed feedback to three or more class colleagues' initial posts. The feedback addresses the class colleagues' initial posts, include citations from the assigned readings and/or other scholarly source(s), and challenges/invites other participants to further explore the topic.</p> <p>6 points</p>	6 points maximum
Participation: In one's own initial post in the discussion thread	<p>Student does not adequately provide evidence of participating in their initial post discussion thread throughout the week.</p> <p>0-2 points</p>	<p>Student responses show attention to feedback received but are not substantive. In addition, most replies were posted late in the week (Saturday night or Sunday).</p> <p>3-4 points</p>	<p>Student responds to all feedback received on student's initial post, and responds to instructor's feedback to initial post.</p> <p>Responses are proficient but not as robust or substantive.</p> <p>5 points</p>	<p>Student participates in their initial post discussion thread at least (3) separate days of the week.</p> <p>Student writes substantial responses to all feedback received on student's initial post, and responds to instructor's feedback to initial post.</p> <p>6 points</p>	6 points maximum

<p>Academic Writing:</p> <p>Adherence to APA style, spelling and grammar, and consistent with standards of discipline</p>	<p>Poor or no attention to structure and form of APA style for in-text citations and references in the initial post.</p> <p>Repetitive errors in grammar, and/or the writing style was disorganized or casual.</p> <p>0 points</p>	<p>Basic structure of APA followed with multiple errors and/or missing in-text citations and references.</p> <p>3 or more errors in grammar, and/or the writing style is casual or lacks a professional approach.</p> <p>0.5 point</p>	<p>Basic structure of APA followed with no more than one error in in-text citations and references.</p> <p>2 or more errors in grammar; writing style is generally adequate.</p> <p>1 points</p>	<p>Basic structure of APA followed with no more than 1 error in in-text citations and references. No errors in grammar, and the writing style is highly professional, respectful and reflective of departmental standards in writing style.</p> <p>2 points</p>	<p>2 points maximum</p>
Total					20 points maximum

Appendix F – Academic Blog Rubric

	Above Expectations	Meets Expectations	Approaching Expectations	Below Expectations	Points
Length	1 page or more; 4 minutes of video or more; combination of writing/video to meet criteria above. 5 points	.75 page or more; 3 minutes of video; combination of writing/video to meet criteria above. 4 points	.5 page or more; 2 minutes of video; combination of writing/video to meet criteria above. 2-3 points	.25 page or more; 1 minute of video; combination of writing/video to meet criteria above. 0-3 points	5 points maximum
Content	Journal entry has notes (any format) that show thorough reading, viewing, and reflection for every reading and video in the module. 10 points	Journal entry has notes (any format) that show basic reading, viewing, and reflection for every reading and video in the module. 7-9 points	Journal entry has notes (any format) that shows basic reading, viewing, and reflection for at least 50-75% of readings and videos in the module. 4-6 points	Journal entry has notes (any format) that show less than 50% reading, viewing, and reflection of readings and videos in the module. 0-3 points	10 points maximum
Sharing and Participation	The student provides detailed feedback to two or more class colleagues' initial posts. The feedback addresses the class colleagues' initial posts, include citations from the assigned readings and/or other scholarly source(s), and challenges/invites other participants to further explore the topic. 5 points	The student provides feedback to two class colleagues' initial posts. The feedback posts exhibit solid answers that include citations from the assigned readings and/or other scholarly source(s), and challenge/invite other participants to further explore the topic. 4 points	The student's feedback to one or two class colleagues initial posts do not address the posts adequately, rely mostly on sharing personal opinion, are not supported by readings or other facts, or do not challenge/invite other participants to further explore the topic. 2-3 points	The student did not give feedback to a minimum of one class colleagues' initial posts, <u>or</u> the feedback given constitutes simple agreement, <u>or</u> was posted late Saturday and/or Sunday – too late in the week to have an impact. 0-1 points	5 points maximum
Total					20 points

Appendix H - Assignment Rubric- Capstone Project

	Above Expectations	Meets Expectations	Approaching Expectations	Below Expectations	Points
Length	4 pages or more; 16 minutes of video; combination of writing/video to meet criteria above. 30 - 40 points	3 pages or more; 12 minutes of video; combination of writing/video to meet criteria above. 20 – 29 points	2 pages or more: 8 minutes of video; combination of writing/video to meet criteria above. 19 – 10 points	1 page or more: 4 minutes of video; combination of writing/video to meet criteria above. 0 - 9 points	40 points maximum
Content	Journal entry has notes (any format) that show thorough reading, viewing, and reflection for every criterion stated in the capstone project. 30 - 40 points	Journal entry has notes (any format) that show basic reading, viewing, and reflection for every criterion stated in the capstone project. 20 – 29 points	Journal entry has notes (any format) that shows basic reading, viewing, and reflection for at least 50-75% of the criterion stated in the capstone project. 19 – 10 points	Journal entry has notes (any format) that show less than 50% criterion stated in the capstone project. 0 - 9 points	40 points maximum
Reflection	The student provides detailed feedback to two or more class colleagues' initial posts. The feedback addresses the class colleagues' initial posts, include citations from the assigned readings and/or other scholarly source(s), and challenges/invites other participants to further explore the topic. 30 - 40 points	The student provides feedback to two class colleagues' initial posts. The feedback posts exhibit solid answers that include citations from the assigned readings and/or other scholarly source(s), and challenge/invite other participants to further explore the topic. 20 – 29 points	The student's feedback to one or two class colleagues initial posts do not address the posts adequately, rely mostly on sharing personal opinion, are not supported by readings or other facts, or do not challenge/invite other participants to further explore the topic. 19 – 10 points	The student did not give feedback to a minimum of one class colleagues' initial posts, <u>or</u> the feedback given constitutes simple agreement, <u>or</u> was posted late Saturday and/or Sunday – too late in the week to have an impact. 0 - 9 points	40 points maximum
Project Design	Blog is engaging in design. A combination of writing, videos, still photos, and any additional media are leveraged in a meaningful way that add value and insight into the student's capstone project. 30 - 40 points	Different forms of writing, videos, still photos, and any additional media is leveraged. Design is engaging and partially adds value and insight into the student's capstone project. 20 – 29 points	Different forms of writing, videos, still photos, and any additional media is leveraged. Design is engaging. 19 – 10 points	Only one form of media is used. Project design is not engaging and does not add value to the student's capstone project. 0 - 9 points	40 points maximum
Total					160 points

Please refer to “Syllabus Part 2: Policies” for additional important information. Click the link below to access.

[CLICK HERE FOR SYLLABUS PART 2: POLICIES](#)

[STUDENT PORTAL FOR UNIVERSITY RESOURCES](#)

The student portal is a place where you can find quick links to the below resources in one place.

[ACADEMIC CATALOG AND STUDENT HANDBOOK](#)

[BOOKSTORE](#)

[CANVAS SUPPORT](#)

If you need help accessing your course and materials in the Canvas system, the following resources may be of assistance:

- 1) [Search the Canvas Guides](#) which have a plethora of detailed videos, step-by-step instructions, and links:
- 2) Access the community user boards and discussions.
- 3) Ask Canvas Student Help Desk:
 - a. Contact the Canvas Student Help Desk by phone: 1-800-747-8367
 - b. Have a livechat with Canvas support (student)

[IT SUPPORT](#)

Students may contact Help Desk by:

Phone: (800) 747-8367

Email: helpdesk@tcsedsystem.edu

[IT Website](#)

Hours

	Pacific time	Central time	Eastern time
Weekdays	5:00 am to 7:00 pm	7:00 am to 9:00 pm	8:00 am to 10:00 pm
Weekend	7:00 am to 3:00 pm	9:00 am to 5:00 pm	10:00 am to 6:00 pm

If you submit an email or leave a voicemail afterhours, the Help Desk will reply the next day. The Canvas Help Desk and the self-service [password reset](#) portal are available 24 hours a day.

[LIBRARY RESOURCES](#)

Access to The Chicago School Library and additional resources is found at each of the homepages for the Campus libraries:

- [Chicago / XULA Library](#)
- [Online Library](#)
- [Southern California Library](#)
- [Washington DC Library](#)
- [Dallas Library](#)

Online campus students may use any of these resources. Patrons can access articles via the Search our Databases portal or search for books, test kits, and videos via the Search our Catalog portal.

[ONLINE CAMPUS WRITING CENTER \(OCWC\)](#)

The OCWC offers several resources and services to online students:

- 1:1 Writing consultations for course work, master’s theses, and dissertation proposal chapters
- 1:1 Dissertation/capstone chapter reviews for students who have completed their core course work
- Workshops and seminars on academic and professional writing

- A comprehensive website offering resources on academic and professional writing
- Customized support and resources for multilingual students
- Academic Success Programs:
 - Academic Writing Seminar
 - Graduate Student Success Program

Email: onlinewritingcenter@thechicagoschool.edu

Website: [OCWC Home Page](#)

[Click Here to Submit Work For Review](#)

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