

**RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF SOCIAL WORK
COURSE OUTLINE**

**01.959.327.02 Special Topics in Social Work Research– Study Abroad China
– Summer 2016**

Hosting University: Renmin University of China, Beijing, China
<http://english.ruc.edu.cn/en/>

Hotel: Beijing: Beijing Friendship Hotel
<http://www.bjfriendshiphotel.com/english/Index.html>

Dates: On-Line Begins May 19-25, 2016 on Sakai
In-Country May 25 (Depart date, arrive 26th)-June 7, 2016
Service Learning: June 8-21, 2016

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I. Course Description: *Social Welfare System in China*

The aims of the course are to introduce students to the social welfare system in China, including the growing field of social work practice, and to examine social welfare issues and challenges China is now facing in response to its rapid economic development, strict one-child policy, and other issues. Of particular interest is how China is transforming its social welfare system since the initiation of economic reform in 1987 and whether the current system effectively responds to the needs of its vulnerable populations. Students will explore comparative perspectives on social welfare policies and social work practice between China and the United States, drawing on the academic literature, research initiatives, and site visits to various organizations and agencies.

II. Course Format and Overview

This course will go on-line for pre-departure orientation and readings on May 19 with in-country sessions beginning May 26. The in-country instruction will be based in Renmin University of China, Beijing, China. Students will stay in nearby hotel with classes in the morning and field visits in the afternoon to national and local social welfare departments and social work agencies. China social work educators, researchers, and practitioners will join us for both didactic and field experiences.

The International Service Learning Program starts on June 8 and complete on June 21. The service learning projects include an education project for migrant kids (New Citizen

Project) and a mental health service project in Institute of Mental Health, Peking University. The student responsibilities include:

- Keep an in-depth professional journal documenting the daily field experience
- Keep a time sheet of hours spent in the field experience
- Attend arranged supervisory conferences

The field enrichment hours (70 service hours) would count toward MSW Field I or Field III, and the required number of hours for the FALL field placement would be reduced by the 70 hours completed abroad. Please note: Any difficulties in making adjustments to the students' field placements will be discussed on a case by case basis so that the adjustment of hours can be made.

III. Place of Course in Program

This is an elective course for students with a special interest in international development and social work.

IV. Course Objectives

At the end of the program, students will be able to:

- Identify vulnerable populations in China and specific interventions that reflect the local political, economic, social, religious and cultural realities
- Document and discuss positive and negative changes for China Social Welfare Systems
- Experience international diversity and apply it to one's own thinking about their world
- Rethink and redefine how we teach about diversity in social work practice that includes a global perspective
- Develop and test a field-based international service-learning program model (service learning)

V. Required and Recommend Texts

Required

An, Q., & Chapman, M. (2014). The Early Professional Experience of a New Social Worker in China. *Journal of Social Work Education*, 50, 2, 322-333.

Behan, Doug; Findley, Katie; Germak, Andy, and Chien-Chung Huang. (2014).

Building China's social service capacity: Lessons learned from professional

training program collaborations. *Human Service Organizations: Management, Leadership, & Governance*, 38, 348-359.

Clark, M., & Huang, C-C. (2015). Capital and Philanthropy: Donations from the Wealthy in China and the United States. *The China Nonprofit Review*, 7 (2): 247 – 263.

Deng, G., Lu, S., & Huang, C-C. (2015). Transparency of Grassroots Human Service Organizations in China: Does Transparency Affect Donation and Grants? *Human Service Organizations: Management, Leadership, & Governance*, 39 (5): 475-491.

Feng, L., & Kang, X. (2013). *2013 Observation Report on China's Third Sector - Microphilanthropy Transforming China*. New Jersey, US: Huamin Research Center, Rutgers University.

Feng, L., & Zhang, Y. (2014). *2014 Observation Report on China's Third Sector - The Field of Philanthropy: The Duo-Variation of Administration and De-Administration*. New Jersey, US: Huamin Research Center, Rutgers University.

Feng, L., & Zhang, Y. (2015). *2015 Observation Report on China's Third Sector - Building a Philanthropy Community*. New Jersey, US: Huamin Research Center, Rutgers University.

Huang, C-C., Deng, G., Wang, Z., & Edwards, R. L. (Eds.) (2013). *China's Nonprofit Sector: Progress and Challenges*. New Jersey: Transaction Publisher.

- Hu, H., Lu, S., & Huang, C-C. (2014). The Psychological and Behavioral Outcomes of Migrant and Left-behind Children in China. *Children and Youth Services Review*, 46, 1-10.
- Li, Y., Han, W-J., & Huang, C-C. (2012). Development of social work education in China: Background, current status and prospect. *Journal of Social Work Education*, 48 (4), 635-53.
- Lin, K. (2009). China: The art of state and social policy remodeling. In *International Social Policy: Welfare Regimes in the Developed World*, edited by P. Alcock and G. Craig, (pp. 247-66), NY, NY: Palgrave MacMillan.
- Lu, D. (2014). *Philanthropy and Collective Sharing*. Huamin Research Center, Rutgers University.
- Lu, D. (2015). *Collective Sharing of Capital*. Huamin Research Center, Rutgers University.
- Lu, S., Lin, Y. T., Vikse, J. H., & Huang, C-C. (2013). Effectiveness of social welfare programmes on poverty reduction and income inequality in China. *Journal of Asian Public Policy*, 6, 3, 277-291.

Recommend Text on China History and Current Issues.

- Cheng, Leslie. (2009). *Factory Girls: From Village to City in a Changing China*. Spiegel & Grau. (Amazon, \$11).
- Min, Anchee. (2001). *Becoming Madame Mao*. Mariner Books. (Amazon, \$11)
- Min, Anchee. (2005). *Empress Orchid*. Mariner Books. (Amazon, \$6)

Chang, Jung. (2003). Wild Swans: Three Daughters of China. Publisher:
Touchstone. (Amazon, \$12)

Spence, Jonathan. (1991). The Search for Modern China. W. W. Norton &
Company (Amazon, \$29)

VI. Course Requirements

Students are expected to:

1. Read required documents and articles that are posted on Sakai
2. Participation in a Threaded Discussion on Sakai
3. Attendance and Participation in the scheduled meetings, classes and cultural events in China
4. A final paper.

VII. Grading

1. Participations in the Threaded Discussion on sakai (**20%**) and in-country instruction (**50%**) are required as part of the class participation. For sakai discussion: Login Sakai website, <https://sakai.rutgers.edu/portal>, Click 01:959:327:01 tab on the top, then click Discussion tab on the left, and then click Questions. You will see 2 questions you need to answer (one introduction, one social problem). For in-country instruction, **be on time on all scheduled meetings, classes, and events. Each late arrival will result in a deduction of 5 points from your final grade, and, for each absence, 10 points from your final grade will be deducted.**
2. Final Paper (**30%**). This is a paper that you will write that will provide the instructor with the opportunity to evaluate how well you achieved selected course objectives. There are **two options** for final paper. **First**, you can pick a topic such as nonprofit management, child welfare or mental health, and conduct an analysis for the final paper. Specifically, the paper should include four parts: Define the problem: Define and describe the nature of the social problem you like to discuss in China; The response: How current China social welfare policy respond the problem? Does the response alleviate or eradicate the problem? Effectiveness of the response: Is there evidence to support the response effective? Policy Implication: What further work must be done to improve the quality of life for those most affected by the problem? You can draw US experience and compare the welfare systems between these two countries throughout the paper. **Secondly**, you can choose 2-4 agencies we will visit in China and discuss the issues the agencies deal with and the challenges they may face. The page requirement is

same for both options: individual, 7-9 pages; a group of 2 students, 9-11 pages, and a group of 3 students, 11-14. **The deadline for the final paper is July 15.** Late submission would result in a deduction of 5 points from your final grade. If you are unable to complete the paper by the due day, please inform me with reasonable cause before the due day.

Grade	Numerical	Definition	Equivalent
A	100-93	Outstanding	4.0
B+	92-87		3.5
B	86-80	Good	3.0
C+	79-75		2.5
C	74-70		2.0
F	69 and below	Failing	0.0

VIII. Course Evaluation

Study Abroad at Rutgers University will issue a survey that evaluates the course and instructor. This survey is completed by students after the end of the program and all answers are confidential and anonymous.

IX. Course Outline

On-line course: May 19-25, Sakai

In-country instruction: May 26-June 7. Itinerary will be sent in separate file.

International service learning: June 8-21.

X. Hosting University – Renmin University of China

<http://english.ruc.edu.cn/en/100209/641.html>

Renmin University of China (RUC, also known as the People's University of China) is a key university in China. The RUC's strengths emphasize the humanities and social sciences, however, the university also embraces disciplines in the area of natural sciences. The RUC is a comprehensive research-orientated university.

The RUC was established in 1937, during the resistance war against Japanese aggression. The University acquired its present name on October 3, 1950, which made it the first university to be established by the newly founded People's Republic of China.

With undergraduate education as the base and an emphasis on postgraduate education, supplemented by adult education courses and online learning, the RUC has formed a multi-dimensional structure and multilevel system in education and research. The RUC also has a substantial number of research centers, fourteen transitional centers for post-doctoral fellows, and also a School of Continuing Education, a School of Education and Training, and the Shenzhen Research Institute. The RUC ranks first in three areas among all universities in China: there are six national research bases in fundamental disciplines in the literary arts; thirteen key national research bases in the humanities and social sciences; and twenty-five essential domestic disciplines are taught on campus, which places the RUC first in the social sciences and humanities nationwide.

At present, the RUC has an enrollment of 18,752 students, this breaks down into 9,262 undergraduate students and 9,490 postgraduate students. The ratio of postgraduates to undergraduates is the highest of all the research-orientated comprehensive universities in China. In addition, the RUC also has an enrollment of 10,000 in adult education, about 80 percent of whom are doing courses leading to a Bachelor's degree. At the RUC, there is a collective enrolment of 30,000 Chinese students engaged in online learning, and there are 1,066 international students.

As an important research institution in the humanities and social sciences in China, the RUC is playing an active role in research into major issues in politics, economics, and social studies. The role the RUC has played, and the contributions RUC has made, have provided a strong theoretical underpinning and enthusiastic intellectual support for China's economic construction and social development.

The RUC is a platform for academic and cultural exchanges between China and the world. The RUC has established academic exchange relationships with 118 universities from 32 countries and regions in the world.

XI. Academic Integrity Policy

All work submitted in a graduate course must be your own.

It is unethical and a violation of the University's Academic Integrity Policy to present the ideas or words of another without clearly and fully identifying the source. Inadequate citations will be construed as an attempt to misrepresent the cited material as your own. Use the citation style preferred by the discipline.

Plagiarism is the representation of the words or ideas of another as one's own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or in a footnote. Acknowledgement is required when material from another source is stored in

print, electronic, or other medium and is paraphrased or summarized in whole or in part in one's own words. To acknowledge a paraphrase properly, one might state: "to paraphrase Plato's comment..." and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc., need not be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, only materials that contribute to one's general understanding of the subject may be acknowledged in the bibliography. Plagiarism can, in some cases, be a subtle issue. Any question about what constitutes plagiarism should be discussed with the faculty member.

Plagiarism along with any and all other violations of academic integrity by graduate and professional students will normally be penalized more severely than violations by first-year undergraduate students. Since all violations of academic integrity by a graduate or professional student are potentially separable under the Academic Integrity Policy, faculty members should not adjudicate alleged academic integrity violations by graduate and professional students, but should refer such allegations to the appropriate Academic Integrity Facilitator (AIF) or to the Office of Student Conduct. The AIF that you should contact is Antoinette Y. Farmer, 732.932.2621. The student shall be notified in writing, by email or hand delivery, of the alleged violation and of the fact that the matter has been referred to the AIF for adjudication. This notification shall be done within 10 days of identifying the alleged violation. Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information regarding the Rutgers Academic Integrity Policies and Procedures, see: <http://academicintegrity.rutgers.edu/integrity.shtml>.

XII. Disability Accommodation

Please Note: Any student who believes that s/he may need an accommodation in this class due to a disability should contact the Office of Disability Services, Kreeger Learning Center, 151 College Avenue; dfoffice@rci.rutgers.edu; 732-932-2847. Students must have a letter of accommodation from the Office of Disability Services in order to receive accommodations.