

University of Iowa

Pain, palliative medicine and hospice care: Learning from each other

165:197 International Development, Sec. 001

Instructors: Jo Eland (joann-eland@uiowa.edu) and

M. R. Rajagopal (mrraj47@gmail.com)

Coordinator: R. Rajagopal (r-rajagopal@uiowa.edu)

Winterim 2010-11 (December 27-January 15)

Course Outline

The Course: This course will explore the development and delivery of Hospice Care in North America and India, as well as including examples from other countries and models in order to expand on the possibilities of treatment. The course will be presented in a part of the world which has experienced massive development in hospice palliative care under the direction of Dr. M.R. Rajagopal. In this course the student will learn the principles and practices of hospice palliative care: understand the needs of the dying; learn communication skills specific to the needs of people at the end of life and those people close to them; and expand awareness of alternative approaches to the medical model and spirituality and how it affects those who are constantly exposed to this field of work. Forms and assessment tools will be introduced which are necessary to determine patient needs. The student will gain knowledge and expanded awareness of the dying and grief journey.

UI Instructor: Dr. Joann Eland

For the past 35 years, Dr. Eland has been investigating the concept of pain from both a research and clinical perspective. She is nationally and internationally known for her work in the area of children's pain and was a member of the WHO Panel that wrote the guidelines for the control of children's pain for the world's children. Her commitment to the topic has resulted in over 700 national presentations outside of the State of Iowa on the topic. In 1997 she received the first ever Jeffery Lawson Award for Advocacy in Children's Pain from the American Pain Society. In 2001 she received one of Sigma Theta Tau's highest honors, The Audrey Hepburn Award, for her international work with children's pain. In 2003 Children's Hospice International awarded her the Robert A. Milch award for her work in Palliative Pain and Symptom Management. Since 1989 she has worked with Foundation of Livia Benini based in Florence, Italy to further the management of children's pain in Italy.

Partner Organization

Our sponsors in Trivandrum, Kerala (India) will be Pallium India (PI) and Trivandrum Institute of Palliative Sciences (TIPS)
<http://www.palliumindia.org/tvminstitute.htm> and PI's founder DR. M.R. Rajagopal. Dr. MRR is a professor of Pain and Palliative Medicine at the SUT Academy of Medical Sciences, Trivandrum, Kerala, India. He is also the Founder-Chairman of Pallium India (Trust). Pallium India was founded in 2003 to reach palliative care to those areas which have little access to it. Pallium India projects have, in the last four years, resulted in the development of two palliative care training centers (Trivandrum and Hyderabad), several palliative care centers in North and Northeast India and a network of palliative care centers in South Kerala. In addition to Pallium India, Dr Rajagopal was one of the founders of Pain and Palliative Care Society in Calicut, which was formed in 1993, and which later became a WHO demonstration project, and grew to the present Institute of Palliative Medicine and a network of about 140 palliative care centers in the state of Kerala. He was awarded the Marie Nyswander Award from the International Association for Pain and Chemical Dependency received on 30 October 2008.

Upon completion of the course the student will:

- 1) Describe, compare and contrast pain & palliative care in North America and Trivandrum, Kerala.
- 2) Identify the differences in the management of pain from North America where much of the treatment is pharmacological based and Trivandrum, Kerala where fewer pharmacological based interventions are available.
- 3) Explore the psychological and spiritual dimensions of pain as expressed in the Kerala culture.
- 4) Identify the various barriers to improved pain and symptom management in North America and India.
- 5) Identify the regulatory barriers to improving pain and symptom management in India and specifically Trivandrum, Kerala.
- 6) Describe the effect of culture on the experience of pain and death in both settings.
- 7) The student will appreciate the immersion in a culture for three weeks that is far different from their own culture.

Course Content

1. Concept of palliative care
2. Pain: Mechanism; assessment; management.
3. Opioid availability & advancing palliative care
4. Symptoms other than pain
5. Communication with patient and family
6. Psycho-social support
7. Spirituality and spiritual care
8. Pain and Palliative care in children
9. End-of-life care
10. Grief and loss
11. Transcultural issues
12. Team work
13. Self-care
14. Medical Ethics

Course Readings: Will be announced and placed on the Course ICON Site
Learning Process

Interactive Professor-led Discussions

Group Discussions

Role Plays

Trigger Videos for Discussions

Rounds with Doctors in Pallium India Hospice

Two Days of Home Visits

Presentations by Students at the end of the 3 week session*

Visit to University Hospital

. *The presentation to the NGO staff/leadership community at the end of the program is a pivotal event. Each student is expected to produce and deliver a high quality presentation detailing their findings on a topic of their own choosing, with the assistance of the instructor and the NGO staff/leadership. Within six weeks of their return to the US, all students and faculty will actively participate in a forum allowing participants to share their experiences in India with the UI community.

University of Iowa

Eco-sensitive Low-cost Housing: The Kerala Experience 165:197 International Development, Sec. 002

Instructor: Jerry Anthony (jerry-anthony@uiowa.edu)
Coordinator: R. Rajagopal (r-rajagopal@uiowa.edu)

Winterim 2010-11 (December 27-January 15)

Course Outline

■ Course description

Good quality housing is a basic human need. However, it is not always available or if available is not priced at reasonable levels. This forces millions of families all over the world to live in bad quality or unaffordable housing, causing significant socio-economic, physical and financial problems. The scope and scale of the housing shortage is markedly greater in developing countries: one, because of the sheer number of people that need such housing, and two, because of the lack of public and private resources to address this crisis. These constraints have forced governments and non-profits in developing countries such as India to devise innovative lower-cost housing construction technologies that feature a high labor component, use many renewable resources, and have low impacts on the environment.

This course will provide an extraordinary opportunity to advanced undergraduate and graduate students and interested persons from Iowa, to travel to India, interact with highly acclaimed housing professionals, learn about many innovative eco-sensitive housing techniques, and conduct independent research on a housing topic of one's choice. All course participants will develop a clearer understanding of the conflicting challenges of economic development and environmental protection, and of culture, politics and the uneven geography of opportunity in a developing country.

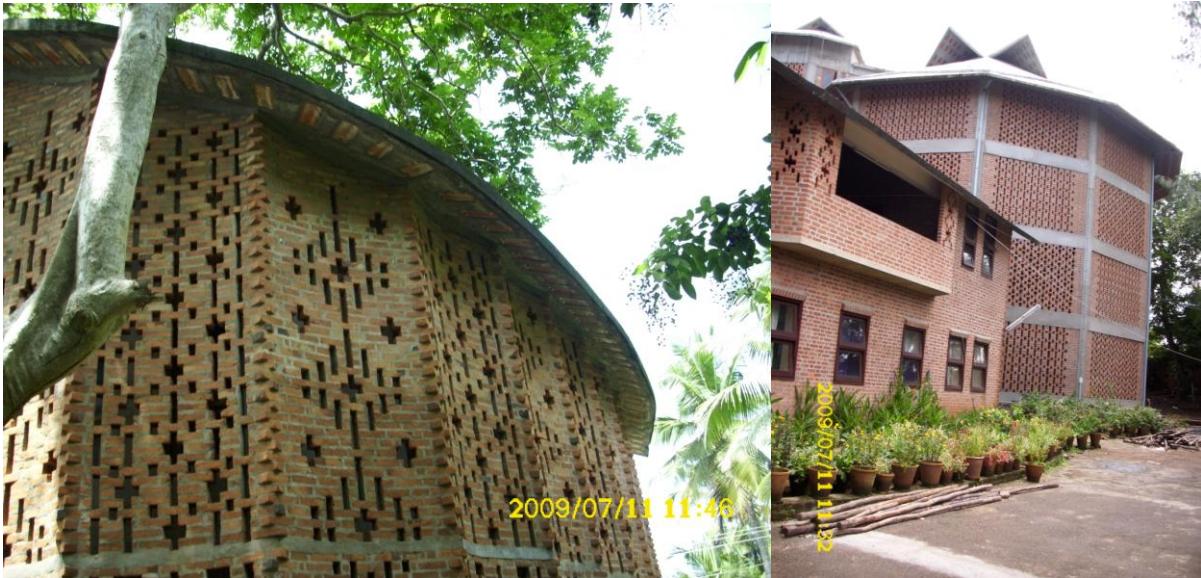


The course will be located in the city of Trivandrum (also called Thiruvananthapuram), the capital city of the state of Kerala. Trivandrum is home to two renowned housing agencies -- COSTFORD and the Kerala State Housing Board (KSHB). COSTFORD is a local non-profit that has been developing cutting edge lower-cost construction technology, and building residential and institutional structures with them. Its expertise in this area has led to numerous awards from the government of India and the United Nations. COSTFORD's efforts are guided by the design principles devised by one of its founders – Dr. Laurie Baker – a world renowned architect whose many accolades include the Order of the British Empire (1983), UNO Habitat Award & UN Roll of Honor (1992), Sir Robert Matthew Prize for Improvement of Human Settlements (1993), and the International Union of Architects Award (1993).

The Kerala State Housing Board (KSHB) is a public agency charged with increasing the supply of low priced housing across the state of Kerala. To fulfill its mission, the KSHB formulates and implements various housing construction and finance schemes that cater to very low-, low- and moderate-income persons. It also does urban revitalization projects. Its efforts have won numerous national awards.

■ Course instructor

The course instructor is Professor Jerry Anthony. He is an Associate Professor of Urban & Regional Planning at the University of Iowa and Director of the Housing Policy Program at the university's Public Policy Center. He teaches courses on housing policy, land use planning, smart growth and international urbanization. He has a Bachelors degree in Architecture, a Masters degree in Town Planning (both from universities in India) and a Ph.D. in Urban Planning from Florida State University. He has published papers on housing affordability, land use law and international drinking water policies. He has several years of professional planning experience in the public and private sectors in India and the U.S.



■ Course requirements

Prior to departure

- Attend two orientation meetings with UI Office of Study Abroad staff and the course coordinator Prof. Rajagopal (dates and times TBA)
- Attend one orientation meeting with course instructor on a Friday afternoon (3-5pm, date TBA)
- Complete a two-page reflection piece on the course and India

During stay in India

- Attend all planned activities and trips; these include: meetings with representatives of COSTFORD and KHSB, lectures by Indian housing policy and economic development experts, go on several field trips in and around Trivandrum.
- Participate in cultural activities; these include: visits to several historic sites including the 500-year old Padmanabhapuram Palace and to Kanyakumari – the confluence of the Indian Ocean and the Bay of Bengal.
- Work on service learning project with COSTFORD/KSHB. This could be a strategic plan or grant application or help implement a housing project for a local housing agency in India. All work on this project should be completed before returning to the US.
- Present the service learning project to non-profit partner on January 14, 2011.
- Maintain a daily personal journal throughout the trip – this journal should include pictures and videos, and should preferably be created and maintained online as a blog.
- Complete two four-page analysis papers.
- Write an 8-page summary of findings and highlights of learning and present it on January 14, 2011.

After returning from India

- Complete a five-page reflection paper about the India experience
- Prepare a travelogue presentation and a group summary for an audience in Iowa. Please be sure to include lots of pictures, maps, graphs, charts and your personal highlights in this. This will be scheduled during a winterim symposium to be held at the University of Iowa before the end of February.

Required readings (all available from course ICON site)

- The Brundtland Commission Report. 1987. Our Common future. Available in HTML format at <http://worldinbalance.net/intagreements/1987-brundtland.php>.
- Satterthwaite, David. 2003. The Millennium Development Goals and urban poverty reduction: Great expectations and nonsense statistics. *Environment and Urbanization*, 15 (2): 179-190.
- Ze'rah, Marie Helene. 2006. Conflict between green space preservation and housing needs: The case of the Sanjay Gandhi National Park in Mumbai. *Cities* 24 (2):122–132
- Choguill, Charles. 1996. Towards sustainability of human settlements. *Habitat International*, 20 (3), pp. v-viii.
- Lim, Gill-Chin. 1987. Housing Policies for the Urban Poor in Developing Countries, *Journal of the American Planning Association*, 53(2): 176 — 185
- Choguill, Charles. 1996. Towards sustainability of human settlements. *Habitat International*, 20 (3), pp. v-viii.
- Kumar, Rattan, AJ Contractor & Ashalatha Thampuran. 1991. An appraisal of low-cost mass housing in Kerala, *Building and the Environment*, 26(3): 309-312.
- Okpala, Don C I. 1994. Financing Housing in Developing Countries: A Review of the Pitfalls and Potentials in the Development of Formal Housing Finance Systems. *Urban Studies* 31(9): 1571-1586.

Films/Videos (available at the UI library, Iowa City Public Library and from the course instructor)

- *Gandhi*, 1982, directed by Richard Attenborough (190 min.). This film won eight Academy Awards, including Best Picture, Best Director, and Best Actor.
- 2009 BBC/PBS series titled the “India Story” (6 episodes, about 360 minutes).

Course grades

• Attending all pre-departure events	5%
• All reflection and analysis papers (4)	20%
• Service learning project	25%
• Active participation in all winterim activities in India	15%
• All presentations in India and in the US	20%
• Daily journal	10%
• Learning highlights paper	5%

Class size and language

We expect a class size of 20. Knowledge of Malayalam, the local language in Kerala is not required because many locals are fluent in English and bi-lingual professionals will be on hand to help.

For more information

- contact Professor Jerry Anthony at jerry-anthony@uiowa.edu or stop by his office (340 Jessup Hall) during his office hours (Monday, Wednesday, 11:00-1:00).
- go to the INDIA and IOWA (INdIA) Winterim webpage at <http://www.uiowa.edu/~geog/india/>
- For information about financial aid possibilities, go to <http://international.uiowa.edu/study-abroad/funding/financial-aid/iowa-programs.asp> and click on either “undergraduate scholarships” or “graduate fellowships.”



Trivandrum (also spelt Thiruvananthapuram) is denoted by this:

University of Iowa

Combating Poverty with Microcredit in Tamil Nadu, India 165:197 International Development, Sec. 003

Instructor: Amy Butler (amy-c-butler@uiowa.edu);
Coordinator: R. Rajagopal (r-rajagopal@uiowa.edu)

Winterim 2010-11 (December 27-January 15)

Course Outline

Course description

This course focuses on the use of micro-credit as a way to eradicate poverty—specifically, how the Grameen Bank Model has been modified to work in a South India setting. In addition, we will visit social agencies that address the needs of poor families in Tamil Nadu, including health care, blindness, HIV/AIDS education and prevention, mental health services, support for women who experience domestic violence, and services for orphaned children and street children.

Our collaborating organization in India is the Mahasemam Trust of Madurai, a leading microfinance organization in Tamil Nadu, India, whose primary aim is to “help eradicate poverty and improve the social status and self esteem of poor women … in order to empower poor women and improve the quality of life for them and their families” (<http://www.mahasemam.org/index.html>). Mahasemam provides loans to poor women for various income-generating activities, trains them in basic marketing skills, and extends free health insurance through the Meenakshi Mission Hospital.

Some of the issues we will explore are:

- ways to reach the “poorest of the poor” with microcredit
- the role of Self Help Groups (SHG) in microfiance
- the use of microcredit as a platform for the delivery of other services to poor women, such as skills training and health education
- nonprofit vs. for-profit microcredit providers (what differentiates for-profit microloans from “payday loans?”)

This is an opportunity for students to see the world from a different lens on many levels. We will help you understand how to reframe problems and difficulties to challenges and opportunities. You will see the world from an Eastern mindset, from a developing world perspective, from an economic perspective and from a spiritual perspective. This is truly a life altering experience that has the potential to expand your worldview.

The course instructor, Amy Butler, is Associate Professor in the School of Social Work. She earned an MSW and PhD in Social Work and Sociology at the University of Michigan. She conducts research on poverty and the effects of social policy on families. She teaches courses on social welfare policy and has led India Winterim courses since 2008.

Course Requirements

Prior to departure

- Attend orientation meeting(s).
- Attend three 2-hour Friday afternoon seminars (3-5pm, dates TBA), read and view required materials, and turn in two reflection papers on those materials.

During our stay in India

- Attend all planned activities and excursions.
- Attend regular group meetings with the instructor to process experiences.
- Keep a daily journal.
- Present a summary of your findings at a final one-day conference in Madurai on January 14, 2010

After return from India

- A 10-page essay about what you learned on or before January 25, 2010
- Participate and present a group summary with the instructor (under 45 minutes) at a winterim symposium that will be organized before the end of February at the UI

Required Readings

- Bornstein, David, 2007. "Ten—Nine—Eight—Childline! Jeroo Billimoria, India: Child Protection" pp. 70-91 in *How to Change the World: Social Entrepreneurs and the Power of New Ideas*. Oxford University Press. (available on ICON)
- Daley-Harris, S., 2009, *State of the Microcredit Summit Campaign Report, 2009*. Read pp. 1-17, 41-43.
https://promujer.org/empowerment/dynamic/our_publications_5_Pdf_EN_SOCR2009%20English.pdf
- Narayan, D., Sen, B., & Hull, K., 2009. *Moving out of poverty in India: An overview*. The World Bank. <http://siteresources.worldbank.org/INDIAEXTN/Resources/Reports-Publications/366387-1244786182191/MOP-India-Overview.pdf>
- Singer, P., 2009. *The Life You Can Save: Acting Now to End World Poverty* (Chapters 1, 6 & 7). NY: Random House (available on ICON).

Additional readings:

- International Fund for Agricultural Development (IFAD), 2006. *Assessing and managing social performance in microfinance*. <http://www.ifad.org/ruralfinance/pub/performance.pdf>
- Simanowitz, A., Nkuna, B., & Kasim, S., 2000. *Overcoming the obstacles of identifying the poorest families*. A paper prepared for the Microcredit Summit Meeting of Councils in Abidjan, Côte d'Ivoire, 24-26 June 1999 (updated).
<http://www.microcreditsummit.org/papers/povertypaper.htm>

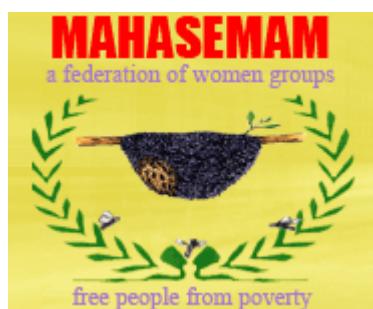
Films/Videos

- *Gandhi*, 1982, directed by Richard Attenborough (190 min.). This film won eight Academy Awards, including Best Picture, Best Director, and Best Actor.
- *Small Fortunes: Microcredit and the Future of Poverty* (2005), PBS documentary (1 hour). See their website at <http://www.kbyutv.org/programs/smallfortunes/innovations/>
- *Grameen Shakti, Bangladesh, Micro-finance solar home systems* (5 min.)
<http://www.youtube.com/watch?v=6YTNWRgHYqw>
- *Kaputei Low Cost Housing*, 2009 (6 min.). <http://www.youtube.com/watch?v=E8PCokOpD-8>
- *Serving the Very Poor: Participatory Wealth Ranking* (25 min—video is longer (39 min), but at a slower speed than the audio). <http://www.microcreditsummit.org/multimedia/>
- *CASHPOR House Index*, 2007 (2:19 min.) <http://www.youtube.com/watch?v=ZfmmJO031IM>
- *Who's Making Money From Microcredit?* 2007 (26 min.), PBS
<http://www.pbs.org/now/shows/338/video.html>

Course Grades

Grades for the course will be based on the following elements:

- **20%** attendance at seminars; two reflection papers on required reading and viewing materials.
- **20%** Active engagement and discussion with fellow students and instructors, our hosts, and the sponsoring organizations
- **25%** Project (individual or group) report and presentation.
- **25%** Daily journal: record your thoughts, feelings, ideas, fears, joys, anxieties, insights and experiences. The instructor will keep what you write confidential. Submit to Amy Butler on the last day of the trip.
- **10%** 10-page essay on what you have learned.





★ Madurai

For more information:

- go to the INDIA and IOWA (INdIA) Winterim webpage at <http://www.uiowa.edu/~geog/india/>
- contact Professor Amy Butler at amy-c-butler@uiowa.edu or stop by her office (333 North Hall) during her office hours (Tuesday, 1-2:15; Thursday, 10:45-noon).
- For information about financial aid possibilities, go to <http://international.uiowa.edu/study-abroad/funding/financial-aid/iowa-programs.asp> and click on either “undergraduate scholarships” or “graduate fellowships.”

University of Iowa

Adapting Environmental Technology and Policy for Developing Communities in Tamil Nadu, India

165:197 International Development, Sec. 004

Instructor: Rebecca Kauten (rebecca.kauten@dnr.iowa.gov);
Coordinator: R. Rajagopal (r-rajagopal@uiowa.edu)

Winterim 2010-11 (December 27-January 15)

Course Outline

Course description

This course focuses on environmental management and sustainability practices as they relate to air, soil and water quality in developing communities. Water is a precious resource, and often becomes the primary focus in developing communities. As a result, the course emphasizes technologies and strategies used to provide access to safe, drinkable water. However, air and soil quality improvements may also be explored. An assessment of existing environmental treatment and monitoring solutions will lead students to modify, simplify or adapt systems for use or implementation in developing communities, tribal areas, or other locations with limited resources. In addition, we will visit tribal communities where such sustainable practices are being implemented and gather feedback from residents and local leadership. The course will also compare US and India environmental policy as it relates to the role of the NGO, industry, and the private citizen.

Our collaborating organization in India is **Enviro Care** India of Madurai. Enviro Care India is an established, award winning, entrepreneurial, and socially conscious environmental consulting firm with a large number of diverse clientele. Services and projects range from ambient air quality monitoring to the development of highly sophisticated reverse osmosis wastewater treatment facilities. Because of this diversity, there are many facets to environmental management, policy and technological advancement that may be explored by students. More information about our host can be found at: www.envirocareindia.com

Some of the issues we will explore during our visit include:

- Assessing existing management systems and their basic function.
- Environmental impacts of air, soil and water quality treatment.
- Challenges associated with applying environmental technologies in developing communities.
- Socio-economic impacts from sustainable practices, conservation and environmental management in impoverished areas.
- The role of government in environmental management: policy, regulation and enforcement.

Students interested in sustainable technology may find as much merit in this course as a student of policy or other social science. We anticipate a multidisciplinary framework with opportunities to explore new ideas and concepts collectively. By immersing ourselves in the culture of southern India, we are able to also reflect on our culture and customs at home – some of which may be more or less sustainable than what we discover on our journey. There is much to be learned from the developing world, just as there is much to share. Simple can sometimes truly be better. Often the challenge lies in the discovery of “how,” not “why.”

The course instructor, Rebecca Kauten, is an adjunct instructional faculty member in the International Studies Department. She earned a Masters of Public Policy from the University of Northern Iowa, and coordinates urban water quality monitoring projects for the Iowa Department of Natural Resources.. She specializes in community-based watershed management programs, low-impact design (LID) and environmental policy. She currently serves on the board of directors for the International Erosion Control Association, Great Rivers Chapter, and has been affiliated with the India Winterim courses since 2009.

Course Requirements

Prior to departure

- Attend orientation meeting(s).
- Attend three 2-hour Friday afternoon seminars (3-5pm, dates TBA), read and view required materials, and turn in two reflection papers on those materials.

During our stay in India

- Attend all planned activities and excursions.
- Attend regular group meetings with the instructor to process experiences.
- Keep a daily journal and or photo-log.
- Present a summary of your findings at a final one-day group presentation in Madurai on January 14, 2010

After return from India

- A 10-page essay about what you learned on or before January 25, 2010
- Participate and present a group summary with the instructor (under 45 minutes) at a winterim symposium that will be organized before the end of February at the UI

Required Readings

- Bromley, Daniel. 1992. “The Commons, Common Property and Environmental Policy.” out of *Environmental and Resource Economics*. Volume 2, Number 1. pp.1-17. (on ICON)
- Richards, Alan and Nirvikar Singh. 2002. “Inter-State Water Disputes in India: Institutions and Policies.” published in the *International Journal of Water Resources Development*. Volume 18, Issue 4. Available online at: <http://people.ucsc.edu/~boxjenk/indiawater.pdf>

- Stuligross, David. 1999. "The Political Economy of Environmental Regulation in India." published in *Pacific Affairs*. Volume 72. Number 3. pp. 392-406. Available online at: <http://www.jstor.org/stable/2672228>.

Additional readings:

- Parekh, Bhikhu. 1997. *Ghandi*. Oxford University Press. 111 p.
- Pandian, Jacob. 1995. *The Making of India and Indian Traditions*. Prentice Hall. 293 p.
- Raghuramaraju, A. 2006. *Debates in Indian Philosophy: Classical, Colonial, and Contemporary*. Oxford University Press. 139 p.
- "Caste Census: The Road Ahead." 2010. Editorial from *Economic & Political Weekly*. August 21 issue. Volumre 55. Number 34. Accessible online at: <http://epw.in/epw/uploads/articles/15081.pdf>

Films/Videos

- *Gandhi*, 1982, directed by [Richard Attenborough](#) (190 min.). This film won eight Academy Awards, including Best Picture, Best Director, and Best Actor.
- April 2010. *National Geographic* Special Issue on Water:
- "Water: A Special Issue" http://www.youtube.com/watch?v=yILRbs42_wk
- "Why Care About Water?" <http://www.youtube.com/watch?v=Fvkzjt3b-dU>
- "Our Thirsty World." <http://www.youtube.com/watch?v=2pXuAw1bSQo>
- "The Burden of Thirst" <http://www.youtube.com/watch?v=Q54a4PCV9Ac>

Course Grades

Grades for the course will be based on the following elements:

- **20%** attendance at seminars; two reflection papers on required reading and viewing materials.
- **20%** Active engagement and discussion with fellow students and instructors, our hosts, and the sponsoring organizations
- **25%** Project (individual or group) report and presentation.
- **25%** Daily journal: record your thoughts, feelings, ideas, fears, joys, anxieties, insights and experiences. The instructor will keep what you write confidential. Submit to Rebecca Kauten on the last day of the trip.
- **10%** 10-page essay on what you have learned.



For more information:

- Visit the INDIA and IOWA (INdIA) Winterim webpage at <http://www.uiowa.edu/~geog/india/>
- Contact instructor Rebecca Kauten at rebecca.kauten@dnr.iowa.gov or at 319-415-0476.
- For information about financial aid possibilities, go to <http://international.uiowa.edu/study-abroad/funding/financial-aid/iowa-programs.asp> and click on either “undergraduate scholarships” or “graduate fellowships.”



★ Madurai

University of Iowa

Open Source Geographic Information Systems for Society

165:197 International Development, Sec. 005

Instructor: Ravi Kumar (ravivundavalli@yahoo.com);
Coordinator: R. Rajagopal (r-rajagopal@uiowa.edu)

Winterim 2010-11 (December 27-January 15)

Course Outline

Instructor: Ravi Kumar, Former Director of Training Institute at the Geological Survey of India, International Programs, Adjunct Faculty Member. Mr. V. Ravi Kumar is a Geologist with decades of experience in CAD and GIS. He has trained more than a hundred Geologists in Open Source GIS as Director of Training Institute, in the premier organization, The Geological Survey of India. He is a Director of OSGeo, an international organization promoting Open Source GIS globally. He has taken up use of Open Source GIS for society, and spearheads the trainings conducted by OSGeo India chapter. One of his publications is “Modus Operandi of a FOSS GIS project in India”

(<http://conference.osgeo.org/index.php/foss4g/2008/paper/view/30>), presented at FOSS4G2008, Cape Town, RSA. A resultant sample web-page of this project can be seen at <http://osgeo.in/google/sample.htm>.

Partner Organization: Gandhi Gram Rural University: Gandhigram Rural University (a deemed university, GRU) of Dindigal, Tamil Nadu will be the Indian counterpart and the Indian sponsor of the course. GRU is an outstanding rural university located on the mountains of Westernghats in Tamil Nadu, India. It has all the needed settings for a course in Open Source GIS for society. Professor T. T. Ranganathan of GRU is an outstanding agriculture scientist representing GRU in this course.

Description: Some of the Open Source Geographic Information Systems (GIS) and their applications will be described, discussed, and explored in detail. Principles governing GIS, digitization, creation of GIS data sets, visualization, manipulation, and analysis will be covered. Database creation of attribute information as per standard Indian data formats like, 'Natural Resources Data Management System' (NRDMS) will be explained. The course will demonstrate a cost-effective way of designing and constructing a functional Spatial Data Infrastructure (SDI) in low resource settings. Practical GIS using a portable GPS

unit will be used to geocode at locations in the vicinity of our partner organization Gandhigram Rural University (GRU) with an emphasis on mapping rural settlements (village), agriculture, forestry, wildlife and wasteland. The course will also focus on utilization of freely available data such as “Shuttle Radar Topography Mission (SRTM)”, and “Multispectral Image data.” Emphasis will also be given on exploring how Open Source GIS can help and lead to a more transparent administrative mechanisms through Indian examples. Illustrated course material, and copies of software and data used during the course will be distributed.

Final Text for the Course: Final textbook information and course handout material will be available in late October, eight weeks before the start of the seminar.

The Audience: The 3 Semester Hour hands-on seminar course is offered to UI/US/Indian students and professionals interested in development and application of geoinformatics in low rural resource settings. This is a 3 S. H. credit course for juniors, seniors and graduate students, and professionals with interest in resource (forest, land use, agriculture, wildlife and wildland) mapping, environmental protections, energy management, and sustainability issues. All participants will be under the supervision of Mr Ravi Kumar for the entire duration, from December 29, 2010 to January 15, 2011. The requirements for receiving 3 semester hours of credit would include readings, discussions, classroom and field observations and seminar participation, and one final presentation on January 14th in India. Within six weeks of their return to the US, all UI students are expected to actively participate in a forum and share their experiences in India with the UI community.

University of Iowa

Indian Human Rights Movements 165:197 International Development, Sec. 006

Instructors: Rex Honey (rex-honey@uiowa.edu) & Larisa Honey (larisahoney@hotmail.com)

Coordinator: R. Rajagopal (r-rajagopal@uiowa.edu)

Winterim 2010-11 (December 27-January 15)

Course Outline

Course description

With its long history of social protest against British rule, India has a proud tradition of social protest and social movements. This course examines social protest and social movements in India historically and currently. The course will examine the development of Gandhi's non-violent civil disobedience and its successful implementation against colonial rule as well as the simultaneous struggles of Dalits for liberation from the shackles of the caste system, then focus student attention on the continuing struggles within post-independence India to improve the lives of the downtrodden

Our collaborating organization is **Visthar**, an Indian organization advocating for human rights. Visthar, located on the outskirts of the bustling high-tech metropolis of Bangalore, has extensive experience designing and facilitating international education programs for American students. The students will live on the tranquil Visthar campus. They will also have opportunities to interact with the approximately 90 "at-risk" girls who live and attend school at Visthar. Participating students will also be able to assist with Visthar's income-generating activities, including its farm and paper and book production facility, among others.

Some of the issues we will explore are:

- competing senses of social justice in a multi-cultural society
- the role of social protest and social movements in India from the colonial period to the present
- the debates over whether Dalits (Untouchables) should be liberated or protected (or both)
- the Devadasi system that left Dalit women particularly vulnerable because of the "triple oppression" of untouchability, patriarchy, and poverty

This is an opportunity for students to see the world from a different lens on many levels. We will help you understand how to reframe problems and difficulties to challenges and opportunities. You will see the world from an Eastern mindset, from a developing world perspective, from an economic perspective and from a spiritual perspective. This is truly a life altering experience that has the potential to expand your worldview.

The course instructors are Rex Honey and Larisa Honey. He is Professor of Geography and International Studies at the University of Iowa. A graduate of the University of California and University of Minnesota, he a cultural and political geographer with a research emphasis on cultural struggles over human rights. She is on the anthropology faculty of Queens College in New York. A graduate of the University of Iowa and the Graduate Center of the City University of New York, she is a

cultural anthropologist with a research emphasis on women's struggles for empowerment. They team taught an INDIA Winterim course at Visthar last year.

Course Requirements

Prior to departure

- Attend orientation meeting(s).
- Read a set of assigned readings
- Meet twice with Rex Honey to discuss the program and readings as well as to prepare for the Visthar experience

During our stay in India

- Attend all planned activities and excursions.
- Attend regular group meetings with the instructor to process experiences.
- Keep a daily journal.
- Develop a project on Indian human rights movements, to be presented the last day at Visthar

After return from India

- Within a week of returning to Iowa, submit an eight page reflective essay
- Participate and present a group summary with the instructor (under 45 minutes) at a winterim symposium that will be organized before the end of February at the UI

Course Grades

Grades for the course will be based on the following elements:

- **one-third** on the project and project report
- **one-third** on the reflective essay
- **one-third** on the quality and quantity of participation in course activities

For more information:

- go to the INDIA and IOWA (INDIA) Winterim webpage at <http://www.uiowa.edu/~geog/india/>
- contact Professor Rex Honey (rex-honey@uiowa.edu) or stop by his office (305 Jessup Hall) during his office hours (Mondays 4-5, Wednesdays 9-10, Fridays 2:30-3:30).
- For information about financial aid possibilities, go to <http://international.uiowa.edu/study-abroad/funding/financial-aid/iowa-programs.asp> and click on either "undergraduate scholarships" or "graduate fellowships."

University of Iowa

Collaborative Learning and Social Inclusion: Services for the Impoverished, Disabled, Adults, and Children

165:197 International Development, Sec. 007

Instructor: Motier Haskins (motier-haskins@uiowa.edu)

Coordinator: R. Rajagopal (r-rajagopal@uiowa.edu)

Winterim 2010-11 (December 27-January 15)

Course Outline

Background

A large part of the India population remains extremely poor. Poverty in India is often linked to exclusion & marginalization. A quick look at some statistics, malnutrition (30% of children are born underweight), poverty (30% living with less than 1\$/day), access to education and health facilities (including affordable eye care, services for the orphans and mentally challenged) access to finance, unemployment, etc., clearly show that marginalized and discriminated groups are among the poorest in India. Scheduled Castes, Scheduled Tribes, Muslim communities as well as women and the disabled are not only the most affected by poverty but often have difficulty accessing their basic rights -- socio, economic, cultural as well and civil and political. Many individuals and organizations are working for the respect and the promotion of the rights of discriminated groups, i.e. access to education, to finance, health, services to the mentally challenged, promotion of women's rights, promotion of the empowerment of minority groups, etc.

There are those special noble people who often work against the odds to find solutions where others only see problems (e.g. poverty and unemployment, environmental problems, lack of infrastructure, lack of accessibility). Those individuals who observe that part of society is stuck, and find ways to get it unstuck. Notable examples include:

- Dr. V of the Aravind Eye Hospitals (eradicating blindness in the world)
- Muhammad Yunus and Grameen Bank (recipient of the 2006 Nobel Peace Prize for work in the area of microfinance and providing loans to millions of poor in Bangladesh)
- Jeroo Billimoria (established Childline—a hotline for street children in India)
- Chitra Shah, Director of the Satya Special School in Pondicherry, India. (A Social worker specialized in family & Child welfare. A gold medalist for her thesis on "Female Infanticide" by the University Of Madras, India)

For more background/examples:

- Ashoka website: <http://www.ashoka.org>
- Fast Company. 2007 Social Capitalist Awards: <http://www.fastcompany.com/social/2007/>

- PBS: The New Heroes. <http://www.pbs.org/opb/thenewheroes/>

Why Travel to India

Travel broadens the mind and expands the self. Imagine a pilgrimage to Southern India, the State of Tamil Nadu. The trek involves three weeks in a land with great dichotomy. A truly ancient place flavored and coupled with a fast move toward modernization. During the journey, students will be able to take a life changing cultural plunge. This plunge somehow will change you. Killian and Hardy (1998) coined the term *cultural plunge* as dips into a new cultural experience. In their article, the plunge is used as a metaphor describing the experiential component. The experience provides individuals the opportunity to possess minority status and experience the anxiety or discomfort often associated with being an “outsider.”

So, what about the cultural experience causes change for each individual?

Gmelch (1997) and Miranda (1999) found students returning from their study-abroad trips feeling more adaptable, less materialistic, independent in their thinking, sensitive to other cultures, and much more knowledgeable.

Students Reaction to previous trips to Pondicherry, India

“My experiences in India were amazing, powerful and sorrowful at different times. I had the opportunity to climb rocks, encounter monkeys, work with children and some wonderful organizations, go into villages and meet people who live completely different than I do. I learned so much including what it is like to be in a different culture and to appreciate what it's like for people when they come to America from other countries”

“India solidified my commitment to the service of others. There are so many people who are in need and while it is impossible to help everyone it is so doable to help someone. I was impressed by the resilience, graciousness, and kindness of individuals who by some standards have so little. The people of India were an inspiration and I will carry this experience with me always”.

“India was an opportunity to step outside my reality and emerge myself in a completely new culture. It was an experience in growth and self exploration and ultimately helped make me more aware of the world around me. It was an excellent way to see innovation in a new light and help impact communities in need”.

The Course

In this course, we will visit, participate with, and learn directly from two organizations (employing a diverse variety of techniques to address social problems such as, blindness, unemployment, poverty, healthcare for the poor, illiteracy, and disabilities. Most importantly this course will focus on strategies and services that combat social exclusion and assist organizations that work toward social inclusion.

Social exclusion is a concept that refers to processes in which individuals and entire communities of people are systematically blocked from rights, opportunities and resources e.g. housing, employment, healthcare, equality which is key to social integration.

Social inclusion, the converse of social exclusion, refers to changing the circumstances that lead to (or have led to) social exclusion. Social Inclusion is a shorthand name for strategies designed to assist individuals, groups or areas to overcome the linked problems of deprivation including poverty, unemployment, poor skills, low incomes, poor housing, high crime rates, bad health and family breakdown.

Our Host Organizations

1) Aravind Eye Institute mission is to eradicate blindness, restore to people the precious gift of sight, and provide compassionate and high quality eye care **for all**. Students placed at Aravind will have access to a variety of experiences including:

Vision Centers (These centers are run by well trained ophthalmic assistants who perform assessment and counseling. These vision centers work closely with the community through community workers who create awareness about the eye problems in the community).

Specialty Clinics in the Hospital including (Retina & Vitreous, Cataract / General Ophthalmology, Neuro Ophthalmology, Pediatric Ophthalmology, Glaucoma).

Community Outreach in rural villages (An integral part of The Aravind Institute is its community outreach programs such as the screening eye camps, school eye health programs, village volunteer programs all of which provide different strategies for taking eye care service to the doorstep of the community. They provide curative, preventive and rehabilitative care to the community along with IEC (information, education & communication) programs to improve service delivery to potential patients in the community)

2) Satya School for Children with Special Needs is a nonprofit, voluntary organization. The school was started in June 2003 with 40 special children with various mental disabilities - like Autism, Down's syndrome, Mental Retardation, Learning difficulties and multiple disabilities. The vision is to change the current fragmented rehabilitation system into an integrated holistic rehabilitation system. The staff at Satya is dedicated at improving the lives of intellectually disabled children through individual specialized training **making social inclusion a reality**. Students who select this NGO will engage children with various disabilities.

*A **collaborative learning** approach will be used while in India. That is, a philosophy to learning not just a classroom technique. The students will come together as a single group. This approach suggests a way of dealing with people which respects and highlights individual group members' abilities and contributions. There will be a sharing of authority and acceptance of responsibility among group members for the group's actions. The underlying premise of this collaborative learning is based upon consensus building through cooperation by group members, in contrast to competition in which individuals best other group members.

Course Requirements

Prior to departure

- Attend orientation meetings.
- Skim Read *How to Change the World*.
- Read *This Country Has to Change, Abidi, Javed, India: Disability Rights. (ICON)*
- Read *Illuminated Spirit. Dr. Govindappa Venkataswamy "Dr V"*.
- Watch the following movies *Gandhi* (1982) "*India Today*" (Disc 1 & 2), *Namesake* available from Netflix or your local video/DVD rental store.
- Prepare a one-page working outline of your proposed project with your assigned partner organization. Professors Haskins and Dr. Rajagopal will make every effort to assign you to one of your top choices.

During our stay in India

- Attendance at all planned activities and excursions.
- Attendance at regular group meetings with the instructor to process experiences.
- Active engagement with our hosts and partner organizations that have agreed to work with us—you will spend 8+ days with your partner organization.
- Keep a daily journal.
- Each student is expected to produce and deliver a high quality presentation detailing their findings on a topic of their own choosing to the NGO staff/leadership community on January 14, 2010.

Upon our return from India

- Within six weeks of our return to the US all students will actively participate in a forum and share your experiences with the UOI community
- Prepare a short paper (500 words) on the most important part of your experience with your partner organization and a 12-15 minute PowerPoint presentation of your final project for delivery at the The School of Social Work on TBA (see description below).
- Participate and present a group summary with the instructor (under 45 minutes) at a winterim symposium that will be organized before the end of February at the UI

Required Reading

- David Bornstein (2007). *How to Change the World: Social Entrepreneurs and the Power of New Ideas*. Oxford University Press. Available from amazon.com for \$10.85 plus shipping. See <http://www.howtochangetheworld.org/> for more information and potential updates to the book.

Course Grades

Grades for the course will be based on the following elements:

- **10%** Before or upon arrival in Chennai, hand in or email a 1-page outline of a project proposal (What will you do with your partner organization?)—the purpose of this is to get your creative juices flowing, and not necessarily to lock you into a project before meeting with the partner organization. We understand that many proposals may bear little actual resemblance to the final presentations. Each student should hand in his or her own outline.
- **15%** 500 word essay and power point presentation on the most important part of your experience with your partner organization, due on or before Jan (TBA).
- **25%** Active engagement and discussion with fellow students and instructors, our hosts, and the sponsoring organizations
- **40%** Student project: paper and presentation; you will present on January (TBA).
- **10%** Participate in daily reflection groups, and keep a daily journal: record your thoughts, feelings, ideas, fears, joys, anxieties, and experiences. No self-censorship is wanted or needed. The instructor will keep what you write confidential. Submit to Motier Haskins on the last day of the trip.

Student Projects

We strongly encourage students to choose from one of the following two types of projects:

- 1) **General evaluation:** provide detailed background (statistics, theories) on one social problem, critically evaluate the efforts of your chosen organization to address the problem, and based on your experiences with the organization and background reading, suggest potential (general approaches) ways of improving such efforts.
- 2) **Project plan:** work with one of the host organizations to learn in detail about their operations. Design a project that will help improve the organization's services or take the organization in a new direction, and develop a draft plan to implement your project; if possible, lay the groundwork for your plan before leaving. What factors are most important in determining whether your project will be helpful, successful and viable
- 3) **Group and other projects:** in the past, students have come up with project ideas that fall outside our own categorizations. We encourage you to discuss your creative ideas with us prior to fully implementing them.

- <http://www.nationmaster.com>
- <http://www.censusindia.net/>
- <http://www.cs.colostate.edu/~malaiya/india.html#States:%20Literacy%20&%20Population%20by%20Religion>
- <http://www.census.tn.nic.in/pca2001.aspx>

Partner Organizations

Organization	Website
Aravind Eye Hospital	http://www.aravind.org
Satya School	http://www.satyaspecialschool.org/

Selected further reading and exploration:

Websites:

- Social Edge (Skoll Foundation) <http://www.socialedge.org/>
Stanford Social Innovation Review <http://www.ssireview.org/>
India Travel Forum (India Mike) <http://www.indiamike.com/>

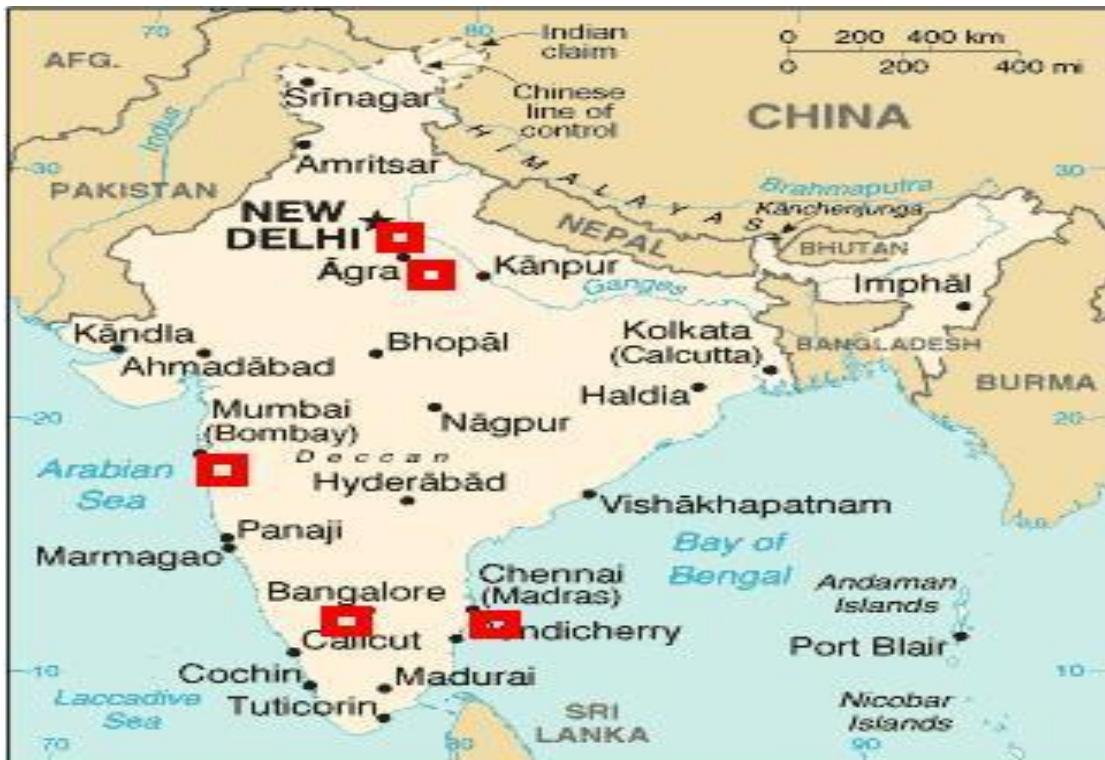


Photo of students at a rural village 2009-2010



Introduction to Classical Dance and Music of South India

165:197 International Development, Section 008

Facilitators: Paul Cunliffe (paul-cunliffe@uiowa.edu) and Alan Sener (alan-sener@uiowa.edu);

Coordinator: R. Rajagopal (r-rajagopal@uiowa.edu)

Winterim 2010-11 (December 27-January 15)

Course Outline

Course Description

This course is a three-week introduction to the origin, history, and evolution of the traditional music, dance and culture of southern India. Lectures, demonstrations and performances will be presented by Indian professors and artists, experts in Carnatic music, Kuchipudi dance and variety of related topics. The course is being offered while The Chennai Music and Dance Festival, a popular yearly cultural event since 1927, is in progress. Field trips will be made to performances, museums and historic sites within the region. Classes in yogic tradition will also be offered. The course will culminate in an informal dance and music collaborative performance. The course is open to vocal and instrumental music and dance students and enthusiasts at the beginning through advanced levels.

Our sponsoring organization is the Siva Foundation, a leading dance academy situated right at the heart of the city of Chennai. Its director is Madhavapeddi Murthy, a world acclaimed dancer in the tradition of classical dance Kuchipudi. Mr. Murthy and his organization are outstanding devotees of classical dance forms of India. The Carnatic music content coordinator will be Ms. Harini Srivatsa. Ms. Srivatsa and Mr. Murthy will also arrange a group of professors and artists from a variety of fields for a series of 20-25 presentations to include lectures, demonstrations, performances, field-visits, mini-concerts and dance dramas. In addition, M. Subbulakshmi (M. Sc, Yoga), a respected yoga instructor, will sponsor yoga study.

The facilitator for the music component of the course is staff percussionist Paul Cunliffe. With the UI Department of Dance since 1979, Mr. Cunliffe provides accompaniment for modern dance, visiting artist residencies and master classes, and teaches rhythm and drumming classes. He is a co-leader of the UI Afro-Cuban Drum and Dance Ensemble and has organized study abroad trips to Matanzas, Cuba to study Afro-Cuban folkloric dancing, drumming, and song. He also currently performs with Latin jazz and salsa group Orquesta Alto Maiz.

Professor Cunliffe and his students will venture into exploring the synergies of vocal and instrumental traditions of Carnatic music on the performance of dance and drama in southern India. Topics to be covered include the following:

- Origin, history, and evolution of Carnatic music to present day practice and its scope for the future.
- A brief history of classical dance forms, especially, Bharata Natyam and Kuchipudi.
- Synergies of vocal and instrumental musical traditions on the performance of dance and drama.
- A brief comparison of North (Hindustani) vs. South (Carnatic) Indian music.
- Western vs. Indian classical music and the keyboard.

- Western vs. Indian dance forms.
- Ragam, Talam and other important associated terms
- The vocal tradition – abstract, devotional, cultural, and religious renditions.
- The role and importance of accompanying musical instruments, especially the violin, the mridangam, the gatam, the flute, the kanjira and others.
- The role of Thyagaraja and the Thiruvaiyyaru festival
- Evolution of the modern kutcheris (concerts), dances and dramas. Improvisations.
- How a Kutcheri/Concert is organized
- Kutcheri and Dance festival season of Chennai.
- Visiting music libraries and archives and the world famous dance school, Kalakshetra.

The facilitator for the dance component of the course is Professor Alan Sener, whose 30-year career in dance has taken him across the United States and throughout the world to numerous countries within Africa, Eastern and Western Europe, Central America, the Near and Far East, as well as Mexico, Australia and Canada. Sener has presented over 80 dances at the University of Iowa where he teaches improvisation, choreography and contemporary dance technique.

Professor Sener and his students will explore “Kuchipudi”, a vigorous classical dance form of South India. Topics to be covered include the following:

- Classical dance of Kuchipudi, its origin, history, development, and evolution to present day status & scope for the future.
- A comparison of various classical dance forms of India.
- Western vs. Indian classical dance forms.
- The major components and techniques of Kuchipudi, terminology and associated phrases.
- Kuchipudi repertoire and tradition – abstract, devotional, cultural, and religious renditions.
- Preparing the dancer: Make-up, clothing, costumes, and jewelry.
- The role and importance of accompanying musical instruments, especially the violin, the mridangam, the gatam, the flute, and others (orchestra).
- Training in classical dances of India and the role of Arangethras in its popularization
- Evolution of the modern dance concerts and ballets. Improvisations.
- How dance concerts are organized.
- Kutcheri and Dance Festival of Chennai.
- The spread of Kuchipudi and other classical dances of India in the west.
- Visiting local dance performances and festivals.
- Guest artists or dance concerts.

Course Requirements

Your attendance and participation in all planned activities and excursions is essential along with active discussion about your learning process during our group meetings in India. Participation in the culminating informal collaborative performance both in India and its presentation at the UI Winterim Symposium in February 2011 is required. A ten-page assessment paper about your India experience and what you learned will also be due. As the session progresses, required readings and video viewings will be determined. These will include and will not be limited to excerpts from the following sources:

Websites

Kuchipudi Art Academy:

<http://www.kuchipudi.com/home.cfm>

Classical India Dance Directory:

http://chandrakantha.com/articles/indian_music/nritya/kuchipudi.html

Performance Viewings and Articles:

http://www.youtube.com/results?search_query=kuchipudi&aq=f

http://chandrakantha.com/articles/indian_music/nritya/kuchipudi.html

Carnatic Music:

<http://www.carnatic.com/>

An allround website—A place to start:

<http://www.carnaticcorner.com/>

A great site for Carnatic music with lot of online music/concert performances and related information about what goes on in Chennai:

<http://www.carnaticindia.com/>

Course Grading

Grades for the course will be based on your attendance, the extent of your active participation in all the planned activities, classes, group discussion, culminating performances, completion of all readings and viewings. and submission of the final assessment paper.

University of Iowa

Strategies in Teacher Training 165:197 International Development, Sec. 010

Instructor: Mitchell Kelly (Mitchell-Kelly@uiowa.edu)

Coordinator: R. Rajagopal (r-rajagopal@uiowa.edu)

Winterim 2010-11 (December 27-January 15)

Course Outline

Introduction: This course/seminar is designed primarily for University of Iowa and Indian students, teachers, and other participants who plan to teach or already teaching in their professional career. Classroom time will be spent on instruction involving techniques and strategies for teaching K-12 and adult learners. Many discussions will be led by participants. This seminar course will explore the application of selected principles of educational psychology, cognitive and social development, theories of learning, and motivation to training teachers at all levels of education (K-12) and adults. Additionally, discussions of the classroom issues that participants have faced in the past or are currently facing will take place each day. The main objectives of this seminar are to:

- Prepare students and participants for the practical issues they will face on a day-to-day basis in teaching children and adult learners.
- Provide a supportive environment to analyze current and past teaching experiences.

Goals: Students and participants who successfully complete this course will demonstrate knowledge and expertise in the following areas:

- Knowing how to prepare for teaching a course.
- Teaching the first day of a course.
- Introducing a lesson.
- Designing lesson plans.
- Dealing with incivility in the classroom.
- Motivating students throughout a semester.
- Evaluating students and reducing test anxiety.
- Understanding diversity issues in the classroom.
- Leading a classroom discussion.
- Developing a personal grading philosophy.
- Keeping motivated as a teacher throughout the school year.
- Developing strategies that allow for continued growth as a teacher.
- Using technology in the classroom and in searching for a teaching position.

About the Instructor: Mitchell Kelly is a Clinical Associate Professor (Ph.D., 1995, The University of Iowa) of Education at the UI. He has three degrees from the University of Iowa, BA in Psychology, MS in Social Work, and a Ph.D. in Educational Psychology. He

currently teaches two sections of the course “Educational Psychology and Measurement” each semester and three sections of Seminar in College Teaching. He received the University of Iowa’s James N. Murray Teaching Award in 2000, which is given each year to a faculty member in recognition of outstanding teaching and assistance to students. In 2001, Dr. Kelly was also selected to give the keynote address at the December, 2001 Teacher Certification Ceremony at The University of Iowa. He is currently a Clinical Associate Professor in Educational Psychology and has taught at the UI since 1992. Dr. Kelly was recently appointed as the Coordinator for the Office of Graduate Teaching Excellence in the UI College of Education. In 2003, Dr. Kelly was selected by the Council on Teaching as the University of Iowa Carnegie Foundation Professor of the Year. He received a 2006 UI Faculty of the Year Award presented by the fraternity and sorority communities. In 2007, Dr. Kelly received the Collegiate Teaching Award. In 2009, he received the University Housing Academic Excellence Award for his dedication to undergraduate students. Also in 2009, Dr. Kelly was selected in a UI student vote to give the University “Last Lecture” to the graduating senior class. Most recently, he was selected as a distinguished member of the National Society of Collegiate Scholars.

The Audience: This 3 Semester Hour seminar course is offered to UI students interested in teaching at the K-12 levels and also to US and Indian K-12 school teachers.

Course/Seminar Requirements

UI Participants: This is a 3 S. H. credit seminar course for UI seniors and graduate students, and Iowa/US teachers with interest in K-12 education, both in national and international contexts. All participants will be under the supervision of Professor Kelly for the entire duration, from December 29, 2010 to January 15, 2011. The requirements for receiving 3 semester hours of credit for US participants and UI students would include readings, discussions, classroom observations and seminar participation in two cities, two mini-presentations in India and participation in a seminar at the UI on return during Jan/February of 2011.

Indian K-12 school teachers: This is an intensive one-week seminar for K-12 teachers in India. It will be offered for one week in the city of Chennai, India (January 3-8, 2011) and for one week in the City of Hyderabad, India (January 10-15, 2011). Professor Kelly will serve as the moderator. All Indian participants will be required to register for one week (either for Chennai or Hyderabad) and do the necessary readings and participate actively in the seminar discussions, make classroom observations, and do a high quality final presentation on the last day of the seminar in India in January 2011.

Partner Organizations in India: Several K-12 Schools in Chennai and Hyderabad in India.

Textbooks: Woolfolk, A. E. (2010). *Educational Psychology* (11th Edition), Boston, MA: Allyn and Bacon.

McKeachie, W. J. & Svinicki, M., (2011). *Teaching Tips: Strategies, Research, and Theory for College and University Teachers (13th Edition)*. Wadsworth, Belmont, CA.
The attached schedule shows the reading assignments.

Evaluation: This seminar will be offered Satisfactory/Unsatisfactory for all students. To pass the seminar the participants need to complete the teaching philosophy paper satisfactorily, and attend class. Each student will lead at least one class discussion on a pre-determined topic.

Written Assignment: You are asked to write a personal teaching philosophy paper. Details and suggestions relating to this assignment can be found at the end of this syllabus. The statement is due on the last day of the seminar.

Contacting Professor Kelly: My office at the University of Iowa is N332 Lindquist Center, Iowa City, Iowa, 52242. My e-mail address is mitchell-kelly@uiowa.edu.

Respect for diversity: It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexual orientation, disability, age, socioeconomic status, ethnicity, race, culture, perspective, and other background characteristics. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated.

Finally: Course requirements include readings, discussions, field work, a final presentation in India and a return presentation at the UI (for UI students). Each student or a group of students is expected to produce and deliver a high quality presentation detailing their findings on a topic of their own choosing, with the assistance of Dr. Kelly and the staff of the partner school. Within six weeks of their return to the US, all UI students and participants will actively participate in a forum allowing participants to share their experiences in India with the UI community. Please keep in mind that in our travel, access to reliable computers may be limited.

Teaching Philosophy papers due. *If you are presenting on a particular topic, be sure to review the readings (will be made available in late October) for that topic before doing your own research.

Teaching Philosophy Statement

Adapted from the Ohio State University's Center for the Advancement of Teaching:
A philosophy of teaching statement is a narrative that includes:

- your conception of teaching and learning
- a description of how you teach
- justification for why you teach that way

The statement can:

- demonstrate that you have been reflective and purposeful about your teaching
- communicate your goals as an instructor and your corresponding actions in the classroom
- provide an opportunity to point to and tie together the other sections of your portfolio

What is the Purpose of Developing a Philosophy of Teaching?

Faculty and graduate teaching assistants are increasingly being asked to articulate their philosophy of teaching. This request may be in conjunction with the submission of a teaching portfolio for seeking academic positions, or as a regular component of the portfolio or dossier for promotion and tenure. Philosophy of teaching statements are also requested of candidates for teaching awards or grant applications.

Why do teachers need to articulate their philosophy of teaching? What purposes does a philosophy of teaching serve? It has been recognized by many teachers that the process of identifying a personal philosophy of teaching and continuously examining, testifying, and verifying this philosophy through teaching can lead to change of teaching behaviors and ultimately foster professional and personal growth.

In his book *The Skillful Teacher* (1990), Stephen Brookfield points out that the development of a teaching philosophy can be used for several purposes:

Personal purpose: " . . . a distinctive organizing vision—a clear picture of why you are doing what you are doing that you can call up at points of crisis—is crucial to your personal sanity and morale." (p. 16)

Pedagogical purpose: "Teaching is about making some kind of dent in the world so that the world is different than it was before you practiced your craft. Knowing clearly what kind of dent you want to make in the world means that you must continually ask yourself the most fundamental evaluative questions of all—What effect am I having on students and on their learning?" (pp. 18-19)

Gail Goodyear and Douglas Allchin, in their study of the functions of a statement of teaching philosophy (Goodyear and Allchin, 1998), identify another purpose:

"In preparing a statement of teaching philosophy, professors assess and examine themselves to articulate the goals they wish to achieve in teaching. . . . A clear vision of a teaching philosophy provides stability, continuity, and long-term guidance. . . . A well-defined philosophy can help them remain focused on their teaching goals and to appreciate the personal and professional rewards of teaching." (pp. 106–7)

General Formatting Suggestions

There is no required content or set format. There is no right or wrong way to write a philosophy statement, which is why it is so challenging for most people to write one. You may decide to write in prose, use famous quotes, create visuals, use a question/answer format, etc.

It is generally 1–2 pages in length. For some purposes, an extended description is appropriate, but length should suit the context.

Use present tense, in most cases. Writing in first-person is most common and is the easiest for your audience to read.

Most statements avoid technical terms and favor language and concepts that can be broadly appreciated. A general rule is that the statement should be written with the audience in mind. It may be helpful to have someone from your field read your statement and give you some guidance on any discipline-specific jargon and issues to include or exclude.

Include teaching strategies and methods to help people "see" you in the classroom. It is not possible in many cases for your reader to come to your class to actually watch you teach. By including very specific examples of teaching strategies, assignments, discussions, etc., you are able to let your reader take a mental "peek" into your classroom. Help them to visualize what you do in the classroom and the exchange between you and your students. For example, can your readers picture in their minds the learning environment you create for your students?

Make it memorable and unique. If you are submitting this document as part of a job application, remember that your readers on the search committee are seeing many of these documents. What is going to set you apart? What about you are they going to remember? What brings a teaching philosophy to life is the extent to which it creates a vivid portrait of a person who is intentional about teaching practices and committed to his/her career.

"Own" your philosophy. The use of declarative statements (such as, "students don't learn through lecture," or "the only way to teach is to use class discussion") could be potentially detrimental if you are submitting this document to a search committee. You do not want to appear as if you have all of the answers, and you don't want to offend your readers. By writing about *your* experiences and *your* beliefs, you "own" those statements and appear more open to new and different ideas about teaching. Even in your own experience, you make choices as to the best teaching methods for different courses and content: sometimes lecture is most appropriate; other times you may use service-learning, for example.

University of Iowa
165:197 International Development, Sec. 011
Winterim 2010-11 (December 27-January 15)

ENERGY FOR SUSTAINABILITY AT THE FOREST'S EDGE: HOW TO BALANCE RURAL LIFE WITH WILDLIFE PRESERVATION?

A UNIQUE INTERNATIONAL STUDY OPPORTUNITY EXPOSING PARTICIPANTS TO EXPERIENCES OF LOCAL WILDLIFE, CULTURE, SOCIETY AND DEVELOPMENTAL ISSUES.

COURSE INSTRUCTOR: PROF. H. S. UDAYKUMAR (USH@ENGINEERING.UIOWA.EDU)

COURSE COORDINATOR: PROF. R. RAJAGOPAL (R-RAJAGOPAL@UIOWA.EDU)

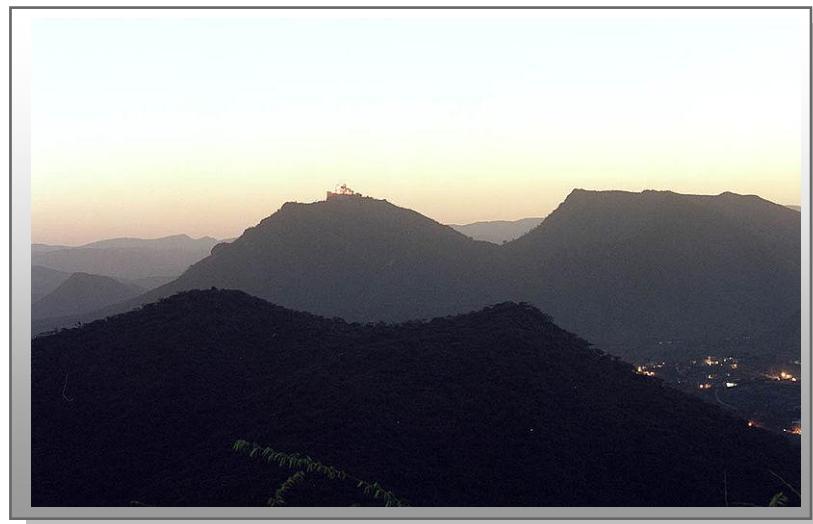
**COURSE LOCATION: KUMBALGARH
WILDLIFE SANCTUARY, RAJASTHAN, INDIA**

The Kumbalgarh Wildlife Sanctuary is a premier wildlife retreat , some 90 kms from Udaipur, the city of lakes in the state of Rajasthan in western India. The region is rich in history and culture; the Rajputs who ruled over the kingdoms in this region are considered to epitomize bravery. Kumbalgarh lies in the foothills of the rugged Aravali mountain range. The sanctuary is famous for its wolves, leopards, hyena, jackal, sloth bear, various species of deer and birds. Tigers can be found in nearby Ranthambor sanctuary.



PARTNER ORGANIZATION: CLIMATE HEALERS ([CALIFORNIA, USA](#)) AND FOUNDATION FOR ECOLOGICAL SECURITY ([ANAND, GUJARAT, INDIA](#))

The course will be led by Professor Udaykumar (Department of mechanical and industrial engineering, U Iowa) under the guidance of Sailesh Rao of Climatehealers, Jagdeesh Rao of FES, and Yash Sethia and his FES team in Udaipur, Rajasthan, India. FES is a local



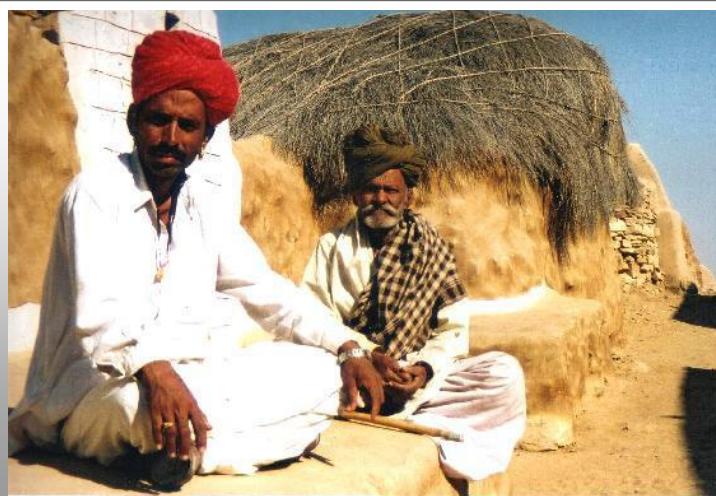
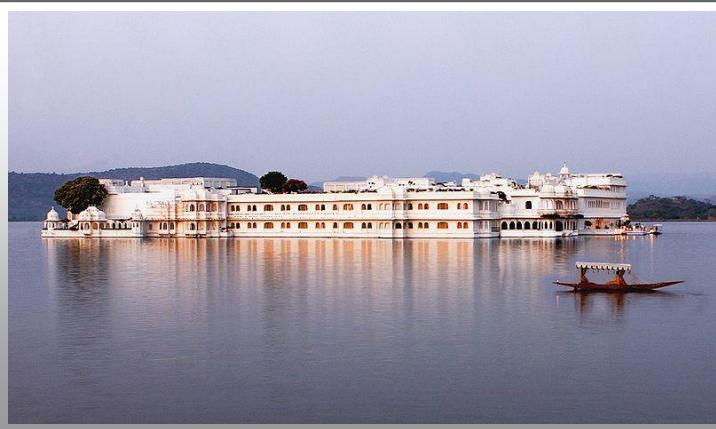
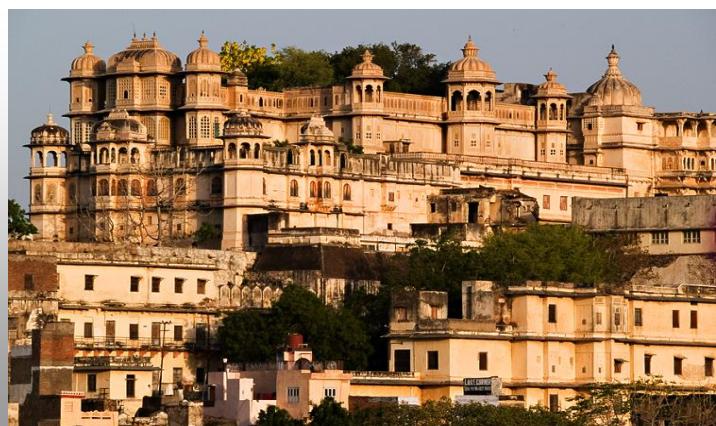
organization dealing with the issues of balancing ecology and energy needs of indigenous people who have lived on the edges of the forest for centuries. Their livelihood depends on the forest but pressing energy needs are threatening to cut into their ecological base. This organization is helping to deal with balancing energy and ecological issues in a local setting. The organization will be a valuable partner due to intimate long-standing interactions with the rural environment and people and will provide help in posing as well as solving the pressing problems related to balancing energy needs with the preservation of the ecology of the region.

COURSE DESCRIPTION :

This course will consist of two major activities: 1) learning about the delicate balance and interconnectedness between needs of rural/tribal populations seeking to improve quality of life by accessing modern energy systems and that of wildlife in a fast-vanishing but vital forest environment; 2) Performing a combined energy, ecology and economic impact study on human activities in the micro-environment of the Kumbalgarh preserve. The course location in a culturally rich, colorful, scenic state of Rajasthan with its plethora of fortresses, palaces, ecological niches and warm, hospitable people provides opportunities for a great way to spend the winter in an interesting, stimulating and eye-opening setting.

The unique micro-system involves interactions between people, flora and fauna and sustainable energy production and utilization; with these interconnected issues, this setting (at

the forest's edge) poses many challenges to engineers, social planners, economists, ecologists and others. First, participants of the course will learn from the unique and challenging circumstances posed by the rural setting in India, where villagers sustain a tenuous existence at



the fringe of a wildlife sanctuary. We will explore the ways in which alternative, renewable, ecologically friendly energy systems (such as solar-powered) systems can prevent deforestation and displacement of wildlife habitats so that the local human communities can coexist with the flora and fauna. Basic aspects of novel energy systems, their design and their interactions with socio-economic and ecological environments will be studied.

An immediate problem to be attacked is that of solar cookers, which have been supplied by Climatehealers to the local population. FES has installed 5-6 solar cookers in the study area to get feedback from the villagers. **There are a host of cultural, economic and technical issues associated with the one solution that was investigated, i.e. solar cookers. It is fairly certain that exploration of other sustainable energy solutions will face similar complex situations as well. Thus, the course will expose students to the unique and challenging aspects of planning for energy alternatives in a rural setting.** K-12 students could be a major force in such efforts. We could develop educational material for K-12 in the areas of biodiversity, cultural heritage, deforestation, land use, alternative energy, global climate change, unhealthy wood burning stoves (practices) and its effect on women and children, the neurological effects of benzo-pyrene (byproduct of wood burning) on the nervous system of women and children are all potential project areas that could be considered.

COURSE REQUIREMENTS

PRIOR TO DEPARTURE

- Attend orientation meeting(s).
- Attend three 2-hour Friday afternoon seminars (3-5pm, dates TBA), read and view required materials, and turn in two reflection papers on those materials.

DURING OUR STAY IN INDIA

- Attend all planned activities and excursions.
- Attend regular group meetings with the instructor to process experiences.
- Present a summary to local organizers in India.

AFTER RETURN FROM INDIA

- A 10-page essay about what you learned (due January 25, 2010)
- Participate and present a group summary with the instructor (under 45 minutes) at a winterim symposium that will be organized before the end of February at the UI

REQUIRED READINGS

- Thomas L. Friedman, *Hot, Flat and Crowded*, Paperback, available at amazon.com.
- David J C McKay, *Sustainable Energy : without the hot air*, available at amazon.com.

FILMS/VIDEOS

- *Gandhi*, 1982, directed by Richard Attenborough (190 min.). This film won eight Academy Awards, including Best Picture, Best Director, and Best Actor.
- E2 energy: Energy for a developing world podcast (PBS) at:
http://www.pbs.org/e2/episodes/202_energy_developing_world_trailer.html

COURSE GRADES

- Grades for the course will be based on the following elements:
- **20%** attendance at seminars; 20% two reflection papers on required reading and viewing materials.
- **20%** Active engagement and discussion with fellow students and instructors, our hosts, and the sponsoring organizations
- **30%** Project (individual or group) report and presentation.
- **10%** 10-page essay on what you have learned.

FOR MORE INFORMATION:

- go to the INDIA and IOWA (INDIA) Winterim webpage at
<http://www.uiowa.edu/~geog/india/>
- On climate healers: <http://www.climatehealers.org/olddump/home.html>
- contact Professor Udaykumar at ush@engineering.uiowa.edu or stop by his office (2408 SC) during his office hours (Wednesday 1:30 – 2:30 PM).
- For information about financial aid possibilities, go to
<http://international.uiowa.edu/study-abroad/funding/financial-aid/iowa-programs.asp> and click on either “undergraduate scholarships” or “graduate fellowships.”

University of Iowa

Environmental Planning & Public Health in villages in Chitrakoot, India 165:197 International Development, Sec. 012

Instructor: David Osterberg (david-osterberg@uiowa.edu)

Coordinator: R. Rajagopal (r-rajagopal@uiowa.edu)

Winterim 2010-11 (December 27-January 15)

Course Outline

The course instructor, David Osterberg, is Associate Professor in the Department of Occupational and Environmental Health. He also directs the Iowa Policy Project a nonprofit organization he founded in 2001 to produce policy research and engage citizens to intelligently engage in policy decisions. The IPP conducts research on poverty, government budgets and environmental protection. Osterberg has taught classes in Sweden, Slovenia and Tamil Nadu, India. He is a former Peace Corps Volunteer.

In country Sponsor: Deendayal Research Institute (DRI) was founded in 1972 by Nanaji Deshmukh to validate the philosophy of Integral Humanism propounded by Pandit Deendayal Upadhyaya (1916-1968). Integral Humanism gives us a vision for India that, with an approach to man and his relationship to society that is integral and complementary, could transform India into a self-reliant and compassionate example for the world to follow. They follow an integrated program for the development of rural areas that covers health, hygiene, education, agriculture, income generation, conservation of resources, and social conscience, that is both sustainable and replicable. The basis of the project is 'Total transformation through total development with people's initiative and participation'. The project, called the Chitrakoot Project or the 'Campaign for Self-Reliance', was launched on 26th January 2005 in 80 villages around the Chitrakoot area in Uttar Pradesh and Madhya Pradesh. The aim is to achieve self reliance for these villages by 2005. When complete in 2010, the project hopes to make the 500 villages surrounding self-reliant and serve as a sustainable and replicable model for the India and the world.

The course: Students will view and participate in sustainable development at the village level with particular attention given to water availability, sanitation and renewable energy. Students will be expected to gain an appreciation of how sustainability works at the village level and to translate that to a consideration of how we can make a sustainable world. Students will work in teams, report finding to each other nearly every night, write a daily blog and present what we all have learned to our host sponsors, the Deendayal Research Institute at the end of the experience.

Chitrakoot is a destination for Hindu pilgrims. During our time in India we will arrange visits to several holy sites in the region. Students should become familiar the *Ramayana* (the story of Rama's life) through reading and attending presentations.

A five page paper (based on daily blogs), a short newspaper article, and a joint presentation to other course attendees in this India experience will be required after we return to the University of Iowa.



Curious Villagers looking at visitors from Iowa



On the devotion of Hanuman to Rama

Course Requirements: You must be an active learner before we depart, while we are in India and after we return.

Prior to departure

- Attend orientation meetings
- Attend two Friday afternoon seminars
- Read or view the required materials
- Write two (1 page) reflections on the material

During our stay in India

- Attend all planned activities and excursions
- Attend nearly nightly group meetings
- Write a daily blog
- Present a summary of your findings at a final one-day conference in Chitrakoot

After we return

- Write a 5 page paper one week after returning based on your blogs
- Write a 400-500 word newspaper style article for a newspaper in your home community (unless you have arranged to blog for the paper)
- Participate and present a group summary with the instructor (under 45 minutes) at a winterim symposium that will be organized before the end of February at the UI

Present list of readings to be expanded upon

Thani, Ekta (2008). "Deendayal Research Institute: A success story." Council for Advancement of People's Action and Rural Technology. http://capart.nic.in/pub?DRI_Eng.pdf

Osterberg, David (2010) Read his blog for his 2010 green bike tour at
www.greenbiketour.blogspot.com

Pacala S. and Socolow, R. Stabilization Wedges: Solving the Climate Problem for the Next 50 Years with Current Technologies

http://www.sciencemag.org/cgi/content/full/305/5686/968?maxtoshow=&HITS=10&hits=10&RESEARCHFORMAT=&author1=Pacala&searchid=1124149515363_8028&stored_search=&FIRSTINDEX=0&fdate=10/1/1995&tdate=8/31/200

Galluzzo, T. Small Packages, Big Benefits. (2005) and Osterberg, D. & Galluzzo, T. Think Windpower, Think Iowa. (2010) Both found at www.iowapolicyproject.org follow Energy & Environment

TBA topics:

Windpower in India and Iowa and distributive energy development

World potable water goals - Poverty and Village life in India

Course Grade Determination:

10% Attendance at fall seminars and two, single page reflection papers
25% Active engagement in discussions with students, hosts and instructor
15% Daily blog
20% 5 page paper on what you learned
10% newspaper article
20% Conference participation/presentation in Chitrakoot and at the UI

More Information:

Go to India Iowa (INdIA) Winter term webpage at <http://www.uiowa.edu/~geog/india/>
Courses from previous years and information on financial aid

Contact David Osterberg at david-osterberg@uiowa.edu or 335-4424 or 319-210-0570 come by his office at IPP in Old Brick or his UI office at the IREH building on the Oakdale Campus.

- For information about financial aid possibilities, go to <http://international.uiowa.edu/study-abroad/funding/financial-aid/iowa-programs.asp> and click on either “undergraduate scholarships” or “graduate fellowships.”

University of Iowa

Entrepreneurship, Microfinance, and Sustainable Development

165:197 International Development, Sec. 013

Instructor: David Burgess (david-burgess@uiowa.edu)

Coordinator: R. Rajagopal (r-rajagopal@uiowa.edu)

Winterim 2010-11 (December 27-January 15)

Course Outline

Vision

In India, we will be surrounded by genius: the single mother and entrepreneur who runs a successful business selling organic produce she started with a \$40 microloan, and is now a leader in her community; the child who is now a ‘topper’ in his class at school after receiving support to return to school instead of spending his days working in the fields; the devoted, expert program administrators at our partner organization who have designed innovative integrated development programs to promote education, improve the environment, and catalyze entrepreneurship in the villages. Our goal is to observe, listen, and learn, and in so doing, serve our partners and advance their mission to impact many more lives in India, Iowa, and beyond.

Students can choose to become involved in two exciting projects as part of our course. First, we seek to use our partner organization’s development program models to assist a women’s shelter in Iowa City set up the first microfinance initiative in Iowa. Second, a donor has committed \$50,000 as a seed grant for a much larger fundraising initiative supported by an Indian-American development coalition in the United States. Our team will develop a business plan working with IRRAD to expand fundraising, and begin a major new initiative to replicate their programs in several Indian villages still in the grip of illiteracy and poverty. We have opportunities to help implement our ideas and make significant, direct impacts.

This is a practical, hands-on course designed to give students a hands-on, career-building and life-changing experience by actually working as social entrepreneurs, rather than merely learning in a classroom. We will have a unique opportunity to change ourselves, and to paraphrase Gandhi, to become the change we seek in the world.

Partner Organization

Our sponsor in India is a cutting-edge and award-winning social entrepreneurship non-profit based in a sleek, metropolitan area in the New Delhi region called IRRAD (Institute of Rural Research and Development). IRRAD is supported by the Des Moines-based Sehgal Foundation

and headed by Jay Sehgal, an **MBA graduate of the UI's Tippie College of Business**. <http://www.smsfoundation.org/> Mr. Sehgal divides his time between India and Des Moines. He brings an intimate understanding of American business practice and non-profit management, as well as a thorough knowledge of alternative, more sustainable practices that succeed in rapidly-growing economies like India's, and which can be used as models for more sustainable practices here in the United States. We have a tremendous amount to learn from him and his outstanding team at IRRAD.

IRRAD conducts programs in entrepreneurship, education, environment, solar energy, job creation and income enhancement, public policy, advocacy, self-governance, women's and children's rights, health, water quality, agronomy, and other areas to foster sustainable rural development. They aim to affect the full spectrum of people's needs in a developing economy, and aspects of many of their programs can be applied elsewhere in the world, including Iowa.

The video "Being The Change" introduces IRRAD and some of their programs:
<http://www.youtube.com/watch?v=68Sh4cZHkRo&feature=related>

Microfinance has come under significant criticism recently, sometimes for not adequately considering the environmental impact of entrepreneurship programs, or for charging exorbitant rates of interest, or for becoming a major corporate industry that aims to grow loan portfolios even by lending to the middle class for so-called "consumption loans", rather than uplifting the poorest of the poor. See the recent New York Times article:

<http://www.nytimes.com/2010/04/14/world/14microfinance.html>.

IRRAD is not a traditional microfinance organization and is not a bank. Rather, they focus on providing education, research, and institutional support that can be supplemented with a micro-loan from another lender or affiliated foundation. They have been able to have a greater impact on the lives of the thousands of people they have served by providing much more holistic and continuing support than a typical microfinance organization. We will be able to learn from their innovations and success, and explore ways in our readings and discussions how the microfinance movement might be re-invigorated with more sustainable strategies like IRRAD's.

IRRAD is a leader in sustainability. IRRAD facilitated an initiative led by **Toshiba** to develop an entirely **solar-powered village**: creating job opportunities for villagers, plus providing the power that enables other integrated development to thrive, from education to entrepreneurship, and as basic a need as enabling families to use clean LED lighting and solar stoves rather than poisonous and dangerous kerosene lanterns and wood stoves.

Their commitment to sustainable development and alternative energy is total. IRRAD's new, state-of-the-art headquarters building on the outskirts of New Delhi is **LEED Platinum Certified** for its sustainable design, and is equipped with a **library, computer center, high-speed internet**, and all required resources for research and student coursework. We will also have our final conference at IRRAD headquarters where we will present our work:
<http://www.smsfoundation.org/facilities.htm>

See the video about the innovative low-impact design of their headquarters and IRRAD's commitment to sustainability: <http://www.youtube.com/watch?v=2mc2JH95E9M>

IRRAD guiding principals are to be "**pro-women, pro-children, non-political, secular, innovative, and credible**" in designing and implementing programs. IRRAD's approach is broader than most microfinance organizations, as they pursue a holistic approach called Integrated Sustainable Village Development (ISVD). This strategy remedies the interrelated constraints, needs and opportunities of village poor in a holistic way. ISVD rests firmly on the belief that to be effective over the longer term, the women and the village poor must be empowered to participate in advancing their own development.

If we in the United States, and people worldwide, are to create a world with decreasing poverty and hunger, with greater access to quality education, with a healthy and nurturing relationship with the environment, and with business models that are sustainable in every sense of the term, we have a great deal to learn from IRRAD. From their new headquarters building to their creative, integrative development programs, IRRAD is at the vanguard of change.

Course Content

Students will be comfortably housed on IRRAD's campus to provide a safe, convenient work and study environment. Students will work directly with the course instructor, with our sponsor's staff, visit surrounding villages to see IRRAD's programs at work, meet the people served by programs, assess and share success, and determine how we can provide assistance to replicate their programs, conduct program assessments, or whatever area of research that is interesting to the student and useful to IRRAD.

To facilitate this aim, students will work with a successful, growing virtual team network called **BplansForHumanity** – founded at the University of Iowa in 2008.

www.bplansforhumanity.org Students can use **virtual teams for real change**. They will have a chance to involve others in their social entrepreneurship study and work by forming a virtual team to provide assistance, resources and ideas with colleagues at the UI and elsewhere as they develop their projects while in India. This leverages impact by allowing other students and volunteers who aren't able to travel with us to participate virtually and learn from us and IRRAD while we're in India, and help conduct social entrepreneurship work that impacts the people IRRAD serves.

Students will apply their knowledge of or interest in entrepreneurship, sustainability, volunteer work, environment, education, writing, business, public relations, marketing, finance, communications, agriculture, water quality, multimedia, photography, and video, among other possible areas, to develop final projects at the end of the course which will help build IRRAD's programs, forge new partnerships with social entrepreneurs abroad, and replicate their success. Students need not have taken a course in business. All instruction will be provided. The only course prerequisites include curiosity, flexibility, dedication, empathy, and a passion for hands-on learning and service.

Testimonials from Participants in the 2010 Entrepreneurship and Microfinance Winterim course:

During my junior year winter break, I was fortunate enough to be a part of the Entrepreneurship and Microfinance course taught by David Burgess, a section of the program which worked closely with a local NGO in the Indian district of Tamil Nadu and one which had a pretty big wait list to get into. Our three week session was spent working closely with the various departments of Hand in Hand, an internationally recognized microfinance group in Tamil Nadu. Our small class was allowed very close contact with the operations at Hand in Hand; our task was to observe their programs and offer any positive insights we could come up with. Getting such an up close and personal view of a large, socially conscious organization was an invaluable experience. The course was not about grades and assignments (there weren't any); it was about working in teams to creatively come up with ways to help people in need. In short, we got to try our hand at social entrepreneurship. The fact that we got to work in the economically exciting, culturally breathtaking country that is India was just a bonus. I loved it.

Our section was filled with students and professionals with various backgrounds (finance, law, IT, education, and many others) and I really enjoyed working with peers with diverse perspectives. Our instructor, David Burgess, helped to keep our many different viewpoints and objectives focused on the common goal of helping Hand in Hand help others. We used a new online network developed at the UI, www.BplansforHumanity.org, to coordinate our many projects and goals. Getting settled in a strange new country and creating detailed reports on socially conscious programs in only three weeks would not have been possible without David's experience in creating workable plans for action and with adjusting to life in India.

-Ben Mescher (UI class of 2011)

My experience with David Burgess and the students during India Winterim 2010 was truly incredible. During our three weeks in Kancheepuram, students had the opportunity to see the entrepreneurship and microfinance concept in practice through visits to a variety of small businesses, schools and organizations run by Hand-in-Hand. Students gained valuable non-profit consulting experience through their field visits, interviews, research, and final presentations. Throughout the experience, David challenged the students to completely immerse themselves in the culture and the environment. His guidance and encouragement gave the students the confidence they needed to push themselves to the next level. The India Winterim program is truly a positive, life-changing experience.

-Melissa Baker, Assistant Director, Undergraduate Program Office, Tippie College of Business, University of Iowa

I will forever remember my first trip outside of the US and the endless life experiences that have changed my life within three short weeks that I spent in India through the University of Iowa's study abroad program. I chose the course "Entrepreneurship and Microfinance" with David Burgess for a couple of reasons. I wanted to choose a program which would allow me to experience a new country (specifically incredible India) while simultaneously gathering important life lessons and education pertaining to my profound interest: nonprofit organizations. The program allowed me to work with a well respected NGO, Hand-in-Hand, while encouraging me to push my ideas and thoughts further than I

could have imagined. I was able to witness, single-handedly, the many different highs, lows and hard-work that goes into such a large and successful NGO. My favorite experience working with Hand-in-Hand was the high expectation that they held for us University of Iowa students, they were looking for us to produce results to them, and it was this notion that made me feel my work was important and very worthwhile to both mine and their time. They asked us to help them become more efficient, what we thought as outsiders was working well and what needed some work. I knew going into the program that my passion was working with NGO's, and it intensified after having spent three beautiful weeks in India. Because of this program, I have decided to take what I have learned a step further to pursue my passion. I am going to be attending Minnesota State University this fall earning a Master's certificate in Nonprofit Leadership with the hopes of making a difference in the world mimicking what Hand-in-Hand does every single day.

I was thoroughly impressed with the way David Burgess, our instructor, completely immersed himself into each and every student in our group and our projects. He worked just as hard (if not harder) than the entire class. It was very refreshing to have a Professor act as a mentor by guiding us through the sticky situations and problems that arose and, as very successful professors do, was able to turn any difficulties that we faced into a positive academic experience. I truly enjoyed working with David and would recommend anyone who is considering studying abroad who is interested in challenging themselves and pushing their ideas further than they thought possible while at the same time create a memorable experience to take his course in the Winterim in India program."

-Alisha Otting (UI class of 2010)

My study abroad experience in India as a student in David Burgess's "Entrepreneurship and Microfinance" course was not a typical study abroad experience. I did not sit in a classroom for half of my day and spend the rest at a tourist trap. Instead, I actively participated in the culture. Whether I was visiting local schools and talking to children for my project or sampling the food from local beach vendors, there are always opportunities for both learning and fun. This class helped me as a business major by exposing me to real issues global businesses face and giving me the opportunity to try and solve these issues.

David acted more as a mentor than a professor, helping me to learn while making this experience my own. I was able to actively use what I had learned in school to help the local community surrounding Kancheepuram. The only reason I will not be going back for another class is because I graduated! I think every student should experience Indian culture and learn outside a classroom setting once in their college career.

-Kyle Schlinz (UI class of 2010)

(Read the news item from Hand in Hand, our partner organization last year, about 15 course participants from the University of Iowa, and one from the University of Delaware, worked with David Burgess studying microfinance and entrepreneurship. Pictured is our group at our first meeting with HiH staff: <http://www.hihseed.org/news/2010/01/hih-ui-partner-for-winterim-program/>)

Course Instructor

David Burgess is a Lecturer in UI's Tippie College of Business, where he has taught for eleven years. Previously, he worked in international development for three years at USAID/Vilnius, in Lithuania, and had his first study abroad experience as a Fulbright Fellow. His teaching and professional experience focuses on social entrepreneurship, entrepreneurship, business ethics, writing, and marketing. He has taught two previous courses in India with the Winterim in India program, working with nearly forty students, staff, and faculty course participants. In 2008, he taught *Business Plans for Indian Not-For-Profit Enterprises* in the Pondicherry area, and in 2009, *Business Plans for Humanity: Models for Entrepreneurship and Microfinance in Rural and Urban India*, in Kancheepuram.

Required Texts

Creating a World Without Poverty: Social Business and the Future of Capitalism by Mohammed Yunus

Mountains Beyond Mountains by Tracy Kidder
Various articles on Microfinance

Grading Policy and Procedures

Students will be evaluated based on their participation in and preparedness for discussions of readings and other course materials. Our work at IRRAD will allow students to identify needs at our partner organization and design a project based on their reading, research, and initiative that may be implemented at our partner organization. Students will work hands-on with IRRAD management and the course instructor. Their projects will be presented at a final conference hosted by IRRAD, and again upon our return to the UI. Student grades will be substantially determined by the quality of their final projects.

Course Schedule

Week 1: Students get first-hand exposure to *IRRAD* programs. In collaboration with instructors and organization leaders, students develop initial ideas for their projects, depending on the needs of the *IRRAD* program on which they are focused. Discuss in daily group meetings the textbooks and relate them to the initial experiences of the culture and the partner organization.

Week 2: Interview project managers, workers, volunteers, clients, and community members. Research and collaborate with BplansForHumanity virtual teams. Conduct analyses, write brief success stories and document impacts with data, photographs, videos, etc.

Week 3: Prepare and deliver project or Bplan to organization leaders, classmates, and instructors at student-led and organized conference at IRRAD.

After return to UI: Present project or Bplan to the UI community at Winterim in India Conference. Continuing involvement through BplansForHumanity is encouraged, but not required.

In addition to the course activities outlined above, we will also visit several religious, social and cultural landmarks, including temples, ruins, and places of contemplation. We will also have the opportunity to attend cultural events, such as music concerts or dance. We will experience Indian culture and see *IRRAD* initiatives in large urban areas like New Delhi and surrounding cities and villages. Our experience will be broad, intensive, and life-changing.