

# Eco-sensitive Low-cost Housing: The Kerala experience

University of Iowa India Winterim 2012–2013



## Course Instructor:

Jerry Anthony (jerry-anthony@uiowa.edu)

## Winterim India Program Coordinator:

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



## Course Description:

This course is centered around the non-profit organization, COSTFORD, located in Trivandrum, Kerala.

For over 30 years COSTFORD has been developing cutting edge **eco-sensitive, 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).



## What you will learn about:

- COSTFORD's architectural philosophy of using **sustainable and local resources** to benefit the **community and the planet**.
- Background information about Kerala and the country of India.
- How local government and non-profit organizations are interrelated.
- How Kerala's unique system of government and its citizens are working to improve the standard of living.
- Ways that these new innovations can be incorporated into our own urban development system.

## Other Activities:

- Celebrating New Year's on the beach.
- Visiting Padmanabhapuram—a 500 year-old wooden palace.
- Visiting multiple historical sites including Cochin—a tourist hotspot
- A relaxing boat ride in the backwaters of Kerala.
- Shopping and other tourist activities.
- The opportunity to try traditional Kerala cuisine.
- Elephant rides.
- Experiencing live traditional Kerala art forms.
- Visits to nonprofit organizations and to various COSTFORD project sites.



## Course Requirements:

- Attend one orientation meeting with University of Iowa Office of Study Abroad staff (dates and times TBA) – via webcast for students outside Iowa.
- Attend one orientation meeting with course instructor—TBA via phone or email for students outside Iowa.
- Complete pre-trip and post-trip reflections
- Blog your experiences in Kerala
- Write two short essays while in Kerala
- Undergraduate students will complete a service learning project in Kerala
- Graduate students will complete a research paper on a topic of their choice.



## Facts about Kerala (Care-Alah):

- Kerala is the southern-most state in India
- Primary language spoken is Malayalam, but English is widely spoken.
- Fifty percent of local level elected offices are reserved for women.
- Kerala has total literacy
- Kerala is progressive in its treatment of women
- Religiously diverse with one third of the population being Hindu, another third being Christian and the rest Muslim.
- Population of 33 million



Nearest airport is **Thiruvanthapuram**

(also spelt "Trivandrum")



**University of Iowa**  
**Sustainable Development in Kerala (God's Own Country), India**  
**165:197 International Development, Sec. 002**

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

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

Winterim 2012-13 (December 28, 2012 -- January 18, 2013)

**Course Outline**

The course instructor, David Osterberg, is Associate Professor in the Department of Occupational and Environmental Health. His graduate degrees are in Water Resources Management and Agricultural Economics. He 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 as well as Tamil Nadu, Andhra Pradesh and Kerala in India. He was a Peace Corps Volunteer in Iran. This will be his 4<sup>th</sup> winterim course in India

**In country Sponsor:** Our in-country sponsor is an organization called "Inspiration" located in Kochi, State of Kerala. <http://www.inspire-india.com/>. They are a private firm with over 19 years of experience in nature-friendly and sustainable designs for over 400 projects for clients ranging from individuals, businesses, corporations, governments, and NGOs. They have received state and national recognition and have won numerous national and international awards for sustainable eco-sensitive designs.

Inspiration's Award-winning Office in Kochi, Kerala



“Inspiration” team includes architects, planners, physical, engineering, management, natural resources, and biological science professionals.

The two major partners of “Inspiration,” Mr. Jaigopal Rao and Ms. Latha Jaigopal have agreed to be our mentors and will oversee and guide our program in Kochi in all aspects of its design, maintenance, and delivery. They will actively collaborate with Professor Osterberg and his students in making their experience in Kerala, a memorable one.

**The course:** First, students will have an opportunity to observe, discuss, and learn about the processes adopted by “Inspiration” in the development of a few of their sustainable development projects, at various scales. Inspiration architects and planners will explain their view of sustainability through selected past and current development projects. Sustainable design practiced by this firm includes site design and water use, treatment and retention on site. It is hoped that this process of sharing information will lead to an understanding of the compromises that are needed to attain changes in the land that will lead to sustainable resource management practices.

Second, several day trips to elephant preserves, rehabilitation centers, wildlife sanctuaries will be part of the course. A three-day tour of the hill and mountain environment of the Western Ghats will demonstrate a variety of issues related to elephant herd management, preservation, rehabilitation issues, inter-state migration, domestication, training, and private property protection. The hotels and resorts on the tour are designed by Inspiration.

Third, several short visits with tourism-oriented organizations as well as conservation organizations that seek to encourage local entrepreneurs to develop sustainable practices and services for in-country and international tourists are on the agenda. The notion of “ecotourism” as low impact bringing visitors to ecologically significant and beautiful landscapes will be explored. The role of environmental education, sustainability, nature conservation and community involvement in this process will also be explored in several lectures by local experts and Professor Osterberg.

Fourth, the students will also benefit by understanding the heritage tradition of Kerala by visiting the Cochin Cultural Center and observing dance and other cultural traditions of Kerala. [www.cochinculturalcentre.com](http://www.cochinculturalcentre.com)

Fifth and finally, the students will also benefit from events (such as conferences and festivals) that will be taking place in Kochi and vicinity during the duration of their stay.

In all five sections, students will work with the hosts and the instructor on sustainable water, sanitation, and energy practices and the process of integrating such practices within a holistic concept of resource management. Students will be expected to gain an

appreciation of how sustainability can work to protect the resources, enhance learning about local people and culture, and preserve the beauty of this state (God's own country) in southern India. Students will be able to see, understand, and evaluate how several forms of commerce can be translated to achieve a sustainable world. They will work individually or in teams, report findings to each other and the instructor, write a daily blog and finally present a summary to our hosts (in the form of a PowerPoint presentation) of what was learnt at the end of the course.

**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 all nightly group meetings
- Write a daily blog
- Present a summary of your findings at a final one-day conference in Kochi

After we return

Write a 7-10 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 (will be expanded later)**

Brightsmith, D.J., Stronza, A., Holle, K., 2008. Ecotourism, conservation biology, and volunteer tourism: A mutually beneficial triumvirate. *Biological Conservation*, 141. pp. 2832-2842.

Gössling, S., 1999. Ecotourism: a means to safeguard biodiversity and ecosystem functions? *Ecological Economics* 29, pp. 303-320.

Markandya, A & Halsnaes, 2002 K. Climate change and sustainable development: Prospects for developing countries. Chapter 1 only.

[http://books.google.com/books?hl=en&lr=&id=0\\_u7QRigfZ0C&oi=fnd&pg=PR4&dq=sustainable+development+developing+countries&ots=OYqF6OFICs&sig=aqJbbsJ380n6F7d4hQqLjxZyQR4#v=onepage&q&f=false](http://books.google.com/books?hl=en&lr=&id=0_u7QRigfZ0C&oi=fnd&pg=PR4&dq=sustainable+development+developing+countries&ots=OYqF6OFICs&sig=aqJbbsJ380n6F7d4hQqLjxZyQR4#v=onepage&q&f=false)

Osterberg, David (2010) Read his blog for his 2010 green bike tour at [www.greenbiketour.blogspot.com](http://www.greenbiketour.blogspot.com)

**Course Grade Determination:**

- 05% Attendance at fall seminars and two, single page reflection papers
- 25% Active engagement in discussions with students, hosts and instructor
- 40% Daily blog and paper on what you learned
- 10% newspaper article
- 20% Conference participation/presentation in Kerala and at the UI

**More Information:**

- Go to India Iowa (INdIA) Winterm web page 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, S337 in the new College of Public Health building on River Street.
- 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

## **Economic and Health Care Innovations to Help Women & Children Escape Poverty** 165:197 International Development, Section 003

Instructor: Amy Butler ([amy-c-butler@uiowa.edu](mailto:amy-c-butler@uiowa.edu))  
Program Assistant: Cory Petersen ([cory-pteresen@uiowa.edu](mailto:cory-pteresen@uiowa.edu))  
Program Coordinator: R. Rajagopal ([r-rajagopal@uiowa.edu](mailto:r-rajagopal@uiowa.edu))

Winterim 2012-13 (December 28, 2012 -- January 18, 2013)

### **Course Outline**

#### **Course description**

A large part of the population of India remains extremely poor. A quick look at World Bank statistics: 44% of children under five are malnourished, female adult literacy is 48% (compared to 73% for men), 42% of families are living on less than \$1.25/day. Yet visionary individuals and organizations work against the odds to find solutions where others only see problems. In this course, we will visit, participate with, and learn directly from a number of innovative organizations employing a diverse variety of techniques to address social issues such as unemployment, ill health, disability, poverty, violence against women, and the empowerment of women and children.

We will be based in Chennai, Tamil Nadu, and will also spend several days in Pondicherry.

Travel broadens the mind and expands the self. This course provides 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 into 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 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.

The following are some of the organizations we plan to visit in Chennai and surrounds:

1. Penn Nalam (a unit of Sri Dhanvantri Trust) Breast & Cervical Cancer Care Centre  
<http://www.pennalam.org/homepage.php>
2. Association for **N**on-traditional Employment for **W**omen is an NGO committed to creating life lasting impact on the women from underprivileged groups of society, through its philosophy "Educate a woman, you educate a family" (ANEW) <http://www.anewindia.org/>

3. Centre for Women's Development and Research (CWDR) "CWDR's goal is to serve marginalized, vulnerable communities of women in the slums of Chennai and surrounding communities. Through education, organization, and advocacy, CWDR focuses on empowering three populations in particular: domestic workers, single women, and adolescent girls." <http://cwdr.org/>
4. Crime Prevention and Victim Care (PCPV), including sexual abuse, physical abuse (including acid attacks and "kitchen fires"), and emotional abuse. "PCVC's overarching goal is to provide both emotional and practical support structures for women with abusive partners. To this end, PCVC is in the process of both administering and starting a number of projects aimed towards helping women report instances of violence against them, protect themselves and their children, and if they choose to, leave their partners and achieve both financial and emotional independence. The profile of our client group cuts across class lines, and their problems are manifold: physical beatings, economic and emotional manipulation, sexual violence and coercion, and acid or kerosene burns inflicted by partners or in-laws. Our goal is to provide and locate resources for women in situations of domestic violence, and to validate and respect our clients' ongoing processes of independent decision-making. The effectiveness of these initiatives is reflected in the increasing number of survivors of domestic violence who have the courage to ask for help and end the cycle of violence." <http://www.pcvconline.org/>
5. Sankalp School for children with learning disabilities, e.g., dyslexia, autism, etc. <http://sankalpnet.org/index.php>
6. Akshaya Trust school for poor children and young adults (perhaps we can visit their old age home as well) <http://akshayatrust2001.com/>
7. Friends of the Needy, serving mentally challenged poor women <http://friendsfortheneedy.org/index.html>
8. Naam-Suhasini, empowering single underprivileged women with education, medical aid, etc. <http://naamfoundation.net/about.html>
9. Thandalam Village, a village where women self-help groups (SHG) have made a difference <http://www.slideshare.net/themylaporelad/annapoornashgthandalamstorypdf>
10. Sai Educational, a vocational training for mentally challenged individuals

## **Course Requirements**

### **Prior to departure**

- Attend orientation meeting(s).
- Watch *Gandhi* (1982), directed by Richard Attenborough (190 min.). This film won eight Academy Awards, including Best Picture, Best Director, and Best Actor.

- Read: Yunus, M. (2007). *Creating a World without Poverty: Social Business and the Future of Capitalism*, pp. 43-75, NY: Public Affairs.
- Read: Banerjee, A. B., & Duflo, E. (2011). Low-hanging fruit for better (global) health? Pp. 41-70 in *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*. NY: Public Affairs.
- Read: Panneerselvam, G. (2011) “Case studies and discussion.”
- Read: Matson, Dan M. “The cultural aspects of cleanliness: Eating and so forth.” [http://www.southasiaoutreach.wisc.edu/fulbright2010/pdf/Cultural\\_Aspects\\_of\\_Cleanliness.pdf](http://www.southasiaoutreach.wisc.edu/fulbright2010/pdf/Cultural_Aspects_of_Cleanliness.pdf)

### **During our stay in India**

- Attend all planned activities and excursions.
- Attend regular group meetings with the instructor to process experiences.
- Actively engage with our hosts and partner organizations.
- Prepare a short paper and presentation of your final project (individual or group) for delivery at a one-day conference in Chennai on January 16. Submit an electronic version of the paper and presentation to Amy Butler before returning to Iowa.
- Keep a daily journal.

### **Followup**

- Prepare an essay (500-750 words) on the most important aspects of your experience.
- 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.

### **Recommended Film**

- *Small Fortunes: Microcredit and the Future of Poverty* (2005), PBS documentary (1 hour). See their website at <http://www.kbyutv.org/programs/smallfortunes/innovations/>

### **Course Grades** Grades for the course will be based on the following elements:

- **25%** Active engagement and discussion with fellow students and instructor, our hosts, the sponsoring organization, and the follow-up forum in Iowa City.
- **40%** Project (individual or group) report and presentations.

- **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%** essay on what you have learned.



★ Chennai

### For more information:

- go to the INDIA and IOWA (INDIA) Winterim webpage at <http://www.uiowa.edu/~geog/india/> or at <http://study-abroad.uiowa.edu/programs/details/index.php?crse=197>
- contact Professor Amy Butler at [amy-c-butler@uiowa.edu](mailto:amy-c-butler@uiowa.edu) or stop by her office (333 North Hall) during her office hours (Tuesday, 1-2:15pm; Thursday, 10:45-noon).
- For information about financial aid possibilities, go to <http://international.uiowa.edu/study-abroad/financial-aid> and click on either “undergraduate scholarships” or “graduate fellowships.”

# University of Iowa

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

165:197 International Development, Sec. 004

### Instructors

Jo Eland ([joann-eland@uiowa.edu](mailto:joann-eland@uiowa.edu)) and M. R. Rajagopal ([mrraj47@gmail.com](mailto:mrraj47@gmail.com))

Winterim 2012-13

### 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. Students in this course truly have an immersion experience as they have didactic classroom work, hospital rounds on the palliative care unit and home visits. The extraordinary individuals who make up Pallium India welcome our students with open arms and open their minds to the entire experience of living with cancer in the context of poverty. Dr. Raj and myself are the primary instructors but students are also taught by the other physicians, the social worker and physiotherapist. They attend in house medical rounds in the hospice, out patient clinics and perhaps most significant of all home visits. Every single student to a person has stated that their life had been forever changed by the experience in India. This is a very intense experience with eight hour lecture days and a minimum of eight hour home visits on a number of occasions.

#### Home Visits

Home visits represent six days of our fifteen days of class time and have a profound effect on the students (and me). The first two weeks are primarily classroom hours (eight hours a day) to prepare the students for what they will experience in the inpatient hospice, clinic or home visits. An example of a day with home visits will provide clarity for what the students experience. Three students and myself went with the medical team consisting of a driver, volunteer, nurse and physician for about two hours to the edge of a beautiful forest where we met a young woman who was waiting for us to bring her husband's pain medicine. She and her husband are squatters in the government owned forest and her husband is paralyzed from the waist down. To meet us at the road she had walked six miles and if her husband's pain had been poorly controlled, the team (including us) would have walked the six miles into the forest to see him. Our second stop was to visit a 37 year old man who was also paralyzed from the waist down from a construction accident. We walked down a steep hill to provide care to him and

support his young wife who spends all of her time caring for him. His bed is a rough concrete slab and predictably the skin breakdown was what one would expect, he literally had no buttocks but rather a very large open wound with no chance of healing. They are supported financially by her brother and have a seven year old son who goes to school. Their diet consists of rice once a day with an occasional egg to share. The third person of the day was a lady who was dying in her home at the floor of a beautiful forest. We walked about a half mile to her home down a narrow path. Her daughter had previously been caring for her but had left her to go be with a man so she was alone and dying. (These are extremely poor people and her mother was going to die no matter what and after that the daughter would have nothing. A man would put a roof over her head and feed her.) Shortly after our arrival a young eight year old boy came to see us as he comes to her home every day to help her with small tasks. He was quite proud that day because he had found a small piece of cardboard about 2 x 4 inches and was going to practice his writing. One of my students pulled out a tablet out of her purse and gave it to him as well as new pencil and nothing could have made him happier. A short time later a woman in her eighties who lived up the hill came down to talk with us as she tends to the lady 2-3 times a day to take her to the bathroom. This patient had metastatic breast cancer which had spread to her bones and brain. She too had a bed that was a rough concrete slab and was distraught that her daughter had abandoned her. We adjusted her pain medicines but could only listen to her as we had no solutions for her profound grief at being deserted by her daughter. When we left we took the young boy with us to a tiny grocery about two miles away, purchased some food for her, the young boy and a small treat for him. She died about two weeks later in her home.... alone. We then headed back to a small village where we ate our sack lunch that the hotel prepared for us in the playground of a school yard. By then it was late afternoon and by the time we finished our lunch school had let out and we were totally surrounded by elementary school children who wanted to practice their English. They were all laughing, giggling and wanting to shake our hands as I think they had never seen Caucasians before. It was also the joy we all needed after having spent a tough day with some very ill people.

At the end of these home visit days (each student did six days) we met at our hotel to debrief as these visits had predictably a profound impact on the students. Fortunately the hotel had a Baskin-Robins Ice Cream store near the entrance so that's where we met daily after the home visits to talk about each day's events and processed what we had seen, heard and felt.

### Other Students

The course has been criticized in the past for not having students from India participate. The first year we had Indian health professionals representing nursing, medicine, social work, pharmacy and physiotherapy participate in our class. The second year we had no students from India for the simple reason that Pallium India teaches a six week course four times a year that is specific for physicians and nurses who are running hospice programs. Palliative Care was not recognized in medical or nursing schools until 2011 so the six week course must provide specific information for their needs. This educational experience is designed specifically for US students from a variety of disciplines to expose them to palliative care as it exists in the US and in a country that is in mid-level economic development. We did have a physician from New York join us for a week and share our experience and a medical student from Australia. The students educational backgrounds from the last trip included, social work, child life, psychology, nursing, medicine, engineering, biomedical engineering, physiology, global health and theatre. Obviously the level of these learners is far different from what professionals in India need to be able to work in their specific health care setting to deliver palliative care.

## **UI Instructor: Dr. Joann Eland**

For the past 38 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 800 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. Currently she is the President of the American Society for Pain Management Nursing. She has taught the proposed course twice previously with Dr. Rajagopal.

## **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. Most recently Pallium India has been named a World Health Organization Collaborating Center for Training and Policy on Access to Cancer Pain.

## **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 Outline

## **44:197 Tiger Conservation in Southern India**

Winterim 2012-13 (December 28-January 18)

Course Director: Marc Linderman  
Program Coordinator: R. Rajagopal  
312 Jessup Hall

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Tel: 319.335.1451

### **Background**

The Western Ghats region of India is an area of extraordinary levels of biodiversity and endemic species. Over 40% of the plant species and 30% of vertebrate species found in the Western Ghats and Sri Lanka are endemic to the region. With only 7% of the original extent of primary vegetation remaining, agricultural expansion and incremental changes in natural forests due to land use pose significant risks to endemic species and overall biodiversity across the range. High profile species such as the Bengal Tiger have been at the forefront of conservation efforts and issues. Over the last century tiger populations have declined from approximately 100,000 tigers worldwide to only about 3200 left in the wild today. Many of those that remain are found in India, from the northeast Himalayan range to the Western Ghats in the southern Peninsula. This course will examine the issues surrounding mega-fauna conservation with a focus on the Bengal Tiger. To this end, we will examine the historical, political, ecological, and socioeconomic issues surrounding the conservation of the Bengal tiger and their impacts on local communities and ecosystems across the Western Ghats through interactions with leading researchers, conservation organizations, and universities and visits to tea plantations, forest reserves, and national parks. Based on these experiences, we will ask questions such as: Is it cost effective or even necessary to conserve tigers in the wild? What is the most effective conservation practice? What are the impacts of conservation on households, states, and countries? Specific questions we will examine include:

- What are the social and economic costs and incentives to conserve mega-fauna?
- How does conservation of flagship species affect ecosystem services and ecological systems, both positively and negatively?
- How do we quantify the impacts on social and ecological systems and identify key interactions within these systems?
- How do topics of governance, land use, and conservation coincide?

We will examine the impact of various actors such as national and local governments, non-governmental and non-profit organizations, and individuals in decision-making and the role of geographic approaches and technologies such as remote sensing and GIS in conservation and rural development. The goal of the course will be to better understand conservation issues in India and discuss approaches to sustainability that apply right here in Iowa as well as around the world.

Our partners in India will include:

- Dr. S.M.Ramasamy, Vice-Chancellor of Gandhigram Rural University
- Dr. T. T. Ranganathan, Professor of Agriculture at Gandhigram Rural University

- Mr. P. Anandan, Foundation for Research and Sustainable Development
- Mr. P. M. Bose, General Movement for Rural Education and Environment (GREEN)
- Mr. Kanan, Tamil Nadu Forest Service

## **The Course**

The course will be conducted in a region with some of the highest biodiversity in the world, the Western Ghats (Southern India). In this course, we will spend a portion of the time in nature reserves in the states of Tamil Nadu, Kerala, and Karnataka. In addition, we will visit Tamil Nadu Forest Service preserves and participate with, and learn directly from university professors to individual farmers, from state forest managers to non-governmental non-profit organizations to better understand the social and ecological factors outside of protected areas and their impacts on the maintenance of mega-fauna throughout the region. The course will focus on addressing problems of conservation and rural development through geographic approaches and spatial technologies. Topics will include participatory conservation, reserve design and management, biogeography, and the role of Geographic Information Systems in spatial ecology, conservation, and rural development.

## **Course Requirements**

The course only “officially” meets during the Winterim session (December 28-January 18). Students who wish to enroll in the course will be expected to be motivated enough to complete modest background reading and attend meetings prior to departure for India. Background readings are necessary for you to gain a basic understanding of the region and topics, and become more able to take what you have learned thus far in your academic career and apply it to one or more of the topics we will experience and discuss in India.

### **Prior to departure**

- Attend orientation meetings
- Read the Critical Ecosystem Partnership Fund Ecosystem Profile for the Western Ghats
- As groups of 2 or 3, prepare a one page working outline of a proposed project

### **During our stay in India**

- Attendance at all planned activities and excursions
- Active engagement with our gracious hosts and partner organizations that have agreed to work with us—you will spend extensive time with our partner organizations
- As a group, prepare a detailed outline and a 12-15 minute PowerPoint presentation (per group member) of your final project for delivery on January 17 (see description below)
- Prepare a 500 (between 450 and 550) word essay describing the findings of your experience in India, due on or before January 18<sup>th</sup>.

### **Required Readings**

- Elinor Ostrom - *Governing the Commons: The Evolution of Institutions for Collective Action* (Political Economy of Institutions and Decisions) 1990 Cambridge University Press
- Y.V.Jhala, Q.Qureshi, R.Gopal, and P.R.Sinha (Eds.) (2011). *Status of the Tigers, Co-predators, and Prey in India, 2010*. National Tiger Conservation Authority, Govt. of India, New Delhi, and Wildlife Institute of India, Dehradun.

- The Western Ghats  
[http://www.cepf.net/where\\_we\\_work/regions/asia\\_pacific/western\\_ghats/Pages/default.aspx](http://www.cepf.net/where_we_work/regions/asia_pacific/western_ghats/Pages/default.aspx)
- You are expected to also develop your own reading list of material specific to your interests that will be shared with the group.

## Course Grades

- **Grades for the course will be based on the following vital elements:**
- **10%** Before or upon arrival in Chennai, hand in or email a 1-page outline of a project proposal (What will examine and research during your stay in India?)—the purpose of this is to get your creative thoughts going, and not necessarily to lock you into a project before meeting with the partner organizations. We understand that many proposals may bear little actual resemblance to the final presentations. Each student should hand in their own outline.
- **15%** 500 word essay on your project related to concepts and methods developed relevant to work being conducted by the partner organizations or in addition to their work, due on or before Jan 18<sup>th</sup>.
- **25%** Active engagement and discussion with fellow students and instructors, our hosts, and the sponsoring organizations
- **50%** Final presentation of your projects on Jan 17 or 18

### **Grading Scale:**

88-100 A (88-92 A-, 92-96 A, 96-100 A+; this +/- scheme applies to B, C, D as well)

76-88 B

64-76 C

52-64 D

## 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 problem, *critically evaluate* the intersection of conservation and social systems, and based on your experiences, limited interviews, and background reading, suggest potential (general approaches) ways of improving such efforts or specific impediments to conservation.
- 2) **Project plan:** Based on the work of one of the host organizations, learn about specific *methodologies* being applied to conservation of mega fauna, a flagship species, or biodiversity. Design a project that will complement the organization's approach 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, viable?
- 3) **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.

All projects should be informed by one or more the background information sources described above, as appropriate (and others of your choosing)

**Final Project Presentations will take place on January 17, 2013. Please remember to make sure instructors have a copy of your presentation prior to departure from India.**

## DEPARTMENT OF HEALTH AND HUMAN PHYSIOLOGY

# 27:192 DIAGNOSING DISEASES - PATIENT HISTORY AND PHYSICAL EXAMINATION

Winter 2012

### A. INSTRUCTOR

Harald M. Stauss, MD  
Department of Health and Human Physiology, 410 FH  
Phone: 335-9494  
Email: [harald-stauss@uiowa.edu](mailto:harald-stauss@uiowa.edu)  
Office Hours: F 4:00 – 7:00 pm and by appointment

### B. DEPARTMENTAL EXECUTIVE OFFICER

Kevin C. Kregel, PhD  
Department of Health and Human Physiology, 424 FH  
Phone: 335-7596  
Email: [kevin-kregel@uiowa.edu](mailto:kevin-kregel@uiowa.edu)

**B. DATE:** Friday, December 28 (depart from US) to January 18 (depart from India).

**C. LOCATION:** Meenakshi Mission Hospital and Research Center, Madurai, India.

### D. TEXTBOOKS

There are no required textbooks. The following books might be useful throughout the course or serve as a reference:

- Bates' Pocket Guide to Physical Examination and History Taking, Wolter Kluwer, Lippincott Williams & Wilkins, 6<sup>th</sup> Edition, 2009, ISBN 978-0-7817-8066-7
- Mosby's Physical Examination Handbook, Mosby/Elsevier, 7<sup>th</sup> Edition, 2011, ISBN 978-0-323-06540-5
- Mosby's Guide to Physical Examination, Mosby/Elsevier, 7<sup>th</sup> Edition, 2011, ISBN 978-0-323-05570-3

### E. PREREQUISITES

A college level course in human or mammalian physiology (e.g., 27:130).

### F. COURSE DESCRIPTION AND TOPICS COVERED

This course provides students with the opportunity to study a variety of different diseases by *personally interacting with patients at the bedside*. The course will be structured in:

1. Formal lectures on clinical and pathophysiological aspects of selected diseases.
2. Visitations of patients with diseases covered in the formal lectures in small groups of students (2-3 students in each group). During the visitations students will learn to take patient histories and to perform basic physical examinations.
3. Independent study. After the patient visitations, students will be given time to (1) independently study the disease of the patients (utilizing the hospital's library), (2) obtain information from the patient's file (such as laboratory tests or radiological examinations), (3) obtain further information from physicians and nurses, (4) fill out a *patient history/physical examination form*, including suggestions for further diagnostic tests to substantiate the diagnosis, identification of potential treatment strategies, and evaluation of the short- and long-term prognosis of the patients.
4. Grand Rounds: At the end of each day, students will report to the other students and to the course director about the patients that they visited during the day (based on the patient history/physical exam form).

## G. COURSE GOALS AND OBJECTIVES

By personally interacting with patients, students will be introduced to the formal process of taking patient histories and performing physical examinations. *Possibly even more important, it is expected that students – through the personal interaction with patients - will obtain first-hand experience on cultural, social, and economic aspects in India.*

## H. PATIENT HISTORY/PHYSICAL EXAMINATION FORMS

For each patient visitation, students have to fill out a patient history/physical examination form. The form should include information on:

1. The chief complaint and the history of present illness (HPI)
2. Past History, Family History, Personal and Social History
3. A review of the major organ systems (Review of Systems)
4. Results of physical examination
5. Suggestions for further diagnostic tests
6. Potential treatment strategies
7. Evaluation of short- and long-term prognosis

A total number of 3 patient history/physical examination forms (student's own choosing) need to be turned in for grading. Students can voluntarily turn in one additional form and the grade of this 4<sup>th</sup> form can replace a lower grade in one of the other three forms.

## I. GRADING PROCEDURES

- Grading will be based on *three patient history/physical examination forms*.
- *Bonus points* can be earned for oral communication and participation during the Grand Rounds. The number of bonus points range from 1 point (attendance without oral communication) to 11 bonus points (outstanding oral communication).
- Attendance at all teaching sessions is required and students must **turn in 3-4 patient history/physical examination forms** for grading. If 4 forms are turned in for grading, the form with the lowest grade will not be used for grading.
- It is the student's responsibility to contact the course director as soon as possible about the reasons for a missed teaching session.
- Total points are calculated according to the following table:

	Points
Patient History/Physical Examination Form 1	33
Patient History/Physical Examination Form 2	33
Patient History/Physical Examination Form 3	33
Bonus Points	1-11
Total Points	100-110

- For each graded component a weighted z-score will be calculated. These individual z-scores will then be used to calculate a final z-score on which the final letter grade will be based.
- Plus (+) and minus (-) letter grades will be provided for the final course grade.
- Plagiarism and cheating may result in grade reduction and/or other serious penalties. The full policy is printed in the schedule of courses and the college's student academic handbook ([http://www.clas.uiowa.edu/students/academic\\_handbook](http://www.clas.uiowa.edu/students/academic_handbook).)

## J. LECTURE NOTES AND READING ASSIGNMENTS

Students will be responsible for all materials presented in lectures (even if some information is not contained in the notes) and all assigned readings.

## K. CLASSROOM BEHAVIOR

Students have the right to a classroom environment that encourages learning. The ability to learn is lessened when students engage in inappropriate classroom behavior, distracting others. Inappropriate classroom behavior by students is a violation of the Code of Student Life (<http://dos.uiowa.edu/policy->

[list/current-policies-and-regulations-affecting-students-2011-2012-academic-year/student-responsibilities-6/code-of-student-life-2011-2012-academic-year/](#)). In a classroom or other instructional setting, willful failure to comply with a reasonable directive of the classroom instructor or other intentional conduct that has the effect of disrupting University classroom instruction or interfering with the instructor's ability to manage the classroom. When disruptive activity occurs, a University instructor has the authority to determine classroom seating patterns and request that a student exit the classroom, laboratory, or other area used for instruction immediately for the remainder of the period. One-day suspensions are reported to appropriate departmental, collegiate, and Student Services personnel (Office of the Vice President for Student Services and Dean of Students).

**L. RESOURCES FOR STUDENTS:**

Writing Center. 110 English-Philosophy Building, 335-0188,

<http://www.uiowa.edu/~writingc/>

Speaking Center. 12 English-Philosophy Building, 335-0205,

<http://www.uiowa.edu/~rhetoric/centers/speaking>

Tutor Referral Service. Campus Information Center, Iowa Memorial Union, 335-3055,

<http://imu.uiowa.edu/tutor-referral-service/>

**M. ADMINISTRATIVE HOME**

The College of Liberal Arts and Sciences is the administrative home of this course and governs matters such as the add/drop deadlines, the second-grade-only option, and other related issues. Different colleges may have different policies. Questions may be addressed to 120 Schaeffer Hall or see the *CLAS Student Academic Handbook* (<http://www.clas.uiowa.edu/students/handbook/>)

**N. ELECTRONIC COMMUNICATION**

University policy specifies that students are responsible for all official correspondences sent to their standard University of Iowa e-mail address (@uiowa.edu). Students should check this account frequently.

**O. ACCOMMODATIONS FOR DISABILITIES**

A student seeking academic accommodations should first register with Student Disability Services and then meet privately with the course instructor to make particular arrangements. See [www.uiowa.edu/~sds/](http://www.uiowa.edu/~sds/) for more information.

**P. ACADEMIC FRAUD**

Plagiarism and any other activities when students present work that is not their own are academic fraud. Academic fraud is a serious matter and is reported to the departmental DEO and to the Associate Dean for Undergraduate Programs and Curriculum. Instructors and DEOs decide on appropriate consequences at the departmental level while the Associate Dean enforces additional consequences at the collegiate level. See the *CLAS Student Academic Handbook*.

**Q. CLAS FINAL EXAMINATION POLICIES**

Final exams may be offered only during finals week. No exams of any kind are allowed during the last week of classes. Students should not ask their instructor to reschedule a final exam since the College does not permit rescheduling of a final exam once the semester has begun. Questions should be addressed to the Associate Dean for Undergraduate Programs and Curriculum.

**R. MAKING A SUGGESTION OR A COMPLAINT**

Students with a suggestion or complaint should first visit the instructor, then the course supervisor, and then the departmental DEO. Complaints must be made within six months of the incident. See the *CLAS Student Academic Handbook*.

**S. UNDERSTANDING SEXUAL HARASSMENT**

Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community have a responsibility to uphold this mission and to

contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See the UI Comprehensive Guide on Sexual Harassment (<http://www.uiowa.edu/~eod/policies/sexual-harassment-guide/index.html>) for assistance, definitions, and the full University policy.

**T. REACTING SAFELY TO SEVERE WEATHER**

In severe weather, class members should seek appropriate shelter immediately, leaving the classroom if necessary. The class will continue if possible when the event is over. For more information on Hawk Alert and the siren warning system, visit the Public Safety web site (<http://www.uiowa.edu/~pubsfty/intlinks.htm>).

165:197 International Development  
Section # 007: Health Sciences and Rehabilitation Medicine in India  
Instructor: H. John Yack, PhD, PT, Dept. Physical Therapy & Rehabilitation Science  
(john-yack@uiowa.edu)  
Program Coordinator: Prof. R. Rajagopal (r-rajagopal@uiowa.edu)  
December 28, 2012 – January 18, 2013

### SYLLABUS

**Introduction:** This course is designed primarily for students planning to work in a medical setting, with a professional career emphasis on Rehabilitation Science. Classroom time will be spent discussing clinical observations and patient interactions during visits to hospitals and medical clinics. This is a seminar course, requiring students to participate extensively in the discussions. The International Classification of Functioning, Disability and Health (ICF) developed by the World Health Organization (WHO) will be used to assess how medical impairments result in functional limitations, causing patients to experience disabilities that are reflected in their capabilities and performance. Having an understanding of the underlying medical condition and associated functional limitations, students will be expected to explore interventions that have the potential to allow the patient's performance to meet or exceed their capabilities.

The intent of the course is:

1. For students to gain an understanding of health and health-related states, in the context of India's healthcare system, using the ICF.
2. Consider the discrepancies between capabilities and performance in the context of environmental issues.
3. Prepare students for the practical issues they will face on a day-to-day basis working in rehabilitation settings.
4. Provide a supportive environment to analyze observations made in clinical settings.

Students who successfully complete this course will be able to meet the following overall objectives:

1. Learn how to administer and analyze an IFC interview form.
2. Explore and develop solutions for improving patient performance.
3. Learn strategies for interacting with patients where communication is difficult.
4. Become more knowledgeable about medical conditions, how they limit function, and result in disability.

**About the Instructor:** Dr. H. John Yack has been a member of the faculty of the Department of Physical Therapy and Rehabilitation for the past 18 years and has been the Director the Orthopaedic Gait Analysis Laboratory for the past 12 years. He teaches the Kinesiology and Pathomechanics and Biomechanics in Rehabilitation courses. Research interests include using motion analysis/biomechanics to address rehabilitation issues associated with osteoarthritis and arthroplasty, obesity, and gait retraining.

The Audience: This 3 Semester Hour seminar course is offered to students interested in any medical field and interested Indian students (social work, physical therapy, occupational therapy, physician assistants, medicine, biomedical engineers, respiratory therapists, speech language pathologists).

Participants: This is a 3 S. H. credit seminar course for undergraduate and graduate students with an interest in working in medical fields, both in national and international contexts. All participants will be under the supervision of Professor Yack for the entire duration, from December 28, 2012 to January 18, 2013. The requirements for receiving 3 semester hours of credit would include readings, journal entries, discussions, hospital/clinical observations and seminar participation in India, a mini-presentation in India and participation in a seminar at the UI on return during Jan/February of 2013.

Partner Organizations in India: Our primary partner organization in India will be the Meenakshi Mission Hospital and Research Center (MMHRC), which provides special outreach to the poor. The Meenakshi Mission Hospital has 43 specialties including pediatric oncology, palliative care and hospice, cardio-thoracic and vascular surgery, cardiology, physical medicine and rehabilitation, accidents and emergency care, telemedicine, health camps for poor children, and many others. Our group will work closely with Mr. P. Ganesan, Senior Physical Therapist and the entire staff of the department of physical medicine and rehabilitation (PM & R) at MMHRC.

Meenakshi

- Hospital named after goddess Meenakshi, wife of Lord Shiva.

Source: UI Medical Team of 2008-09

**Music, Dance, and Culture of India**  
**165:197 International Development, Section 008**  
**India Winterim 2012-2013 (December 27, 2012 - January 19, 2013)**

Program Coordinator  
R. Rajagopal ([r-rajagopal@uiowa.edu](mailto:r-rajagopal@uiowa.edu))

University of Iowa Faculty Directors  
Trevor Harvey, Lecturer in Ethnomusicology ([trevor-harvey@uiowa.edu](mailto:trevor-harvey@uiowa.edu))  
Alan Sener, Professor of Dance ([alan-sener@uiowa.edu](mailto:alan-sener@uiowa.edu))

### **Course Description**

Held in Chennai (Madras), India, this course is a three-week introduction to the origin, history, and development of traditional music, dance and culture of South India. Open to all students, the UI India Winterim program is held concurrently with the Chennai music and dance season—India's (and one of the world's) largest music and dance festival, featuring over 1200 performances by more than 600 performers. In addition to opportunities provided by the festival, students will attend special lectures, demonstrations, workshops, and performances by Indian professors and artists. Field trips will be made to performances, museums and important historic sites for South Indian music and dance, including Thanjavur, Mamalapuram, and Chidambaram. Additionally, the course will include a humanitarian service component, whereby students will bring informal music and dance performances to area schools and/or health clinics.

*The course is open to all students regardless of prior musical or dance experience, including beginning through advanced music and dance majors.*

Siva Foundation, a leading dance academy situated right at the heart of the city of Chennai, will serve as one of our sponsoring organizations. Its director, Madhavapeddi Murthy, is a world acclaimed dancer in the tradition of classical dance Kuchipudi. Dr. M.A. Bhageerathi of the famous Parur family of performers, will lead a team of musicians to present a series of lectures, demonstrations, workshops, and mini-concerts. Dr. Geetha Rajagopal, Executive Director of Sampradaya, the Center for South Indian Music Traditions located at the world-renown Kalakshetra Foundation, will provide an historical context for the course. Joining us this year is Bala Devi Chandrashekar, a senior artist, choreographer and teacher of Bharata Nrityam. Ms. Chandrashekar focuses on creating and consolidating awareness about *Natya Shastra*. Along with core aspects of *Nritta* and *Abhinaya*, she also teaches the important components that constitute the *108 Karanas*, the sculptures of which will be examined on a field trip to the Nataraja Temple of Chidambaram.

The UI Faculty Directors for this course are Department of Dance Professor, Alan Sener and UI School of Music Lecturer in Ethnomusicology, Trevor Harvey.

### **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 performance both in India and its presentation at the UI Winterim Symposium in February 2013 is required (Iowa date TBA). A ten-page assessment paper about your India experience and what you learned will also be due no later than February 1<sup>st</sup>, 2013. As the session progresses, suggested readings and video viewings will be determined. These will include and will not be limited to excerpts from the following sources:

### **Suggested Texts**

- Schwartz, Susan L. 2004. *Rasa: Performing the Divine in India*. New York: Columbia University Press.
- Viswanathan, T., and Matthew Harp, Allen. 2004. *Music in South India: The Karṇaṭak Concert Tradition and Beyond*. Global Music Series. New York: Oxford University Press.
- Venkataramna, Leela and Avinash, Pasricha. 2002. *Indian Classical Dance: Tradition in Transition*. New Delhi: Roli Books.
- Raghuvanshi, Alka, and Avinash, Pasricha. 2004. *Dances of India*. New Delhi: Wisdom Tree.
- Kulke, Hermann and Dietmar Rothermund. 2004. *A History of India*. 4th ed. New York: Routledge.
- Coward, Harold G., and J. Goa, David. 2004. *Mantra: Hearing the Divine in India and America*. New York: Columbia University Press.

### **Suggested Fiction**

- Markandaya, Kamala. 2002. *Nectar in a Sieve*. New York: Signet Classic.
- Roy, Arundhati. 1997. *The God of Small Things*. New York: Random House.

### **Some Online Resources**

- Carnatic Music*: <http://www.carnatic.com/>
- Carnatic Music Performances*: <http://www.carnaticindia.com/>
- Indian Classical Dance*: [http://www.chandrakantha.com/articles/indian\\_music/nritya.html](http://www.chandrakantha.com/articles/indian_music/nritya.html)
- Indian Classical Dance Directory*: <http://www.narthaki.com/>
- Kuchipudi Art Academy*: <http://www.kuchipudi.com/home.cfm>

### **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.

### **Check This Out**

A documentary called *Cultural Connections Through The Performing Arts* was created by students who traveled to India to participate in this course as part of the 2010 – 2011 UI India Winterim Program. This experience may be viewed here:

[http://flashmedia.uiowa.edu/cmp/ben/cultural\\_connections.mp4](http://flashmedia.uiowa.edu/cmp/ben/cultural_connections.mp4)

Teacher leaders engage students in successful and inspiring learning and teaching practices around the globe each and every day. This international seminar will explore notions of teacher leadership in the international context and address the local circumstances in which teacher leaders emerge. Unique to this module will be a strong emphasis on technology implementation using a broad spectrum of apps, online resources, and authoring tools to create a highly meaningful and individualized learning experience for all participants.

This course is designed primarily for US and Indian students planning to serve as teacher leaders in their future career. Students will spend significant time visiting diverse K-12 schools located in Madurai, India. This seminar course will explore the application of technologies in the classroom, in the community, and in personalized and professional learning networks as schools across the globe are redefined and recreated in light of new paradigms of teaching and learning. Additionally, the course will broadly examine the role that schools play in building healthy global communities.

The main objectives for this course are:

1. Prepare students to shape learning frameworks that are culturally and cognitively responsive to the ways in which local circumstances shape global perspective; and
2. Provide students an environment to explore technologies that support differentiation, integration, and improved efficiency and quality of teaching.
3. Further develop Learning on the Go (LoGO), and Task Based Instructional frameworks that apply in the international setting.
4. Create an international flow of information regarding technology transfer and applicable instructional applications.

Goals:

1. *Understand diverse school settings in the Indian context*
2. *Make cross-cultural comparisons to community and local supports that contribute to a global perspective;*
3. *Lead through effective technology implementation to document and analyze student performance*

4. *Share daily journal and podcasts (blogs, social network documentary methods) to create a “nearly-now” sharing of ideas, cross cultural connections, and increase motivation.*
5. *Implementation of assistive technologies for differentiated learning and work environments (teacher mentoring and support)*
6. *Shaping task-based instruction through effective technology supports*
7. *Shaping classroom, school and professional culture through social media projects*
8. *Teaching mini Ted-Talk style presentation on a relevant international topic;*
9. *Collaborating in small groups on the topics of Assessment, Technology and Diversity;*
10. *Documenting and reflecting on international practices as they relate to classrooms they observe as well as classroom they will face in the future;*
11. *Present cohesive presentation of this international experience for use in the TLC.*
12. *Integration of technologies: iPads, iPods, Cell Phones, Interactive White Boards, Educational Apps,*

*The seminar course will explore dispositions of school leaders*

- *Students will have the opportunity to participate in reflective discussions regarding best practices in their home setting and in the international setting.*
- *Students will make, plan and present mini TedTalks on innovative teaching practices on Technology, Assessment, and Community/Diversity.*
- *Students will maintain a live photoblog and online journal documenting experiences while abroad and will make a presentation on an element of significant learning and transformation upon their return.*
- **The Audience:** This 3 Semester Hour seminar course is offered to students interested in teaching at the K-12 levels and interested Indian students.
- **US Participants:** This is a 3 S. H. credit seminar course for undergraduate and graduate students, and US teachers with interest in K-12 education, both in national and international contexts. All participants will be under the supervision of Professor Lagos Lavenz for the entire duration, from December 28, 2012 to January 18, 2013. The requirements for receiving 3 semester hours of credit would include readings, journal entries, discussions, classroom observations and seminar participation in India, a mini-presentation in India and participation in a seminar at the UI on return during Jan/February of 2013.
- **Partner Organizations in India:** A total of 6-7 K-12 schools, including 3-4 of the Mahatma Schools in Madurai will participate to implement this course. The co-founder Mrs. Premalatha Sreenivasan and several of her principals will guide and mentor the m for a successful implementation of the course.
- **Instructor Bio:** **Susan Lagos Lavenz** joined the Program faculty at the University of Iowa in the fall of 2003. Dr. Lagos Lavenz holds a Ph.D. and an M.A. in Special

Education from the University of Iowa. She holds professional licensure endorsements as elementary principal, special education supervisor and director, and teacher of students with developmental delay as well as an elementary educator. She was principal of Johnson School of the Arts (8 years), Grant Early Childhood Center (6 years), and Associate Principal of Monroe Developmental Center (11 years), all in the Cedar Rapids Community School District. She was an elementary and special education teacher for seven years in Cedar Rapids and Department of Defense Overseas Schools in Germany. As Principal of Johnson Elementary School of the Arts, Dr. Lagos established a magnet school supported by a strong collaborative, diverse staff. Johnson was recognized in 1998 as an exemplary Title I school and in 2000 was awarded a \$500,000.00 Federal grant to implement the Reggio-Emilia Preschool Model at the elementary school level. In 1995, Dr. Lavenz' Grant Early Childhood Center received recognition in *Principal Magazine* as one of the seven outstanding early childhood centers in America and was highlighted in the National Association of State Boards of Education in "Winning Ways: Creating Inclusive Schools, Classrooms and Communities." Dr. Lagos Lavenz is a member of the School Administrators of Iowa, the Association for Elementary Principals, Iowa Council of Professors of Educational Administration, and is currently President Elect for the Iowa Association of Colleges in Teacher Education. In addition to her appointment as program faculty in the Educational Policy and Leadership Studies program, Dr. Lagos Lavenz currently serves as Director for the newly designed Teacher Leader Center within the College of Education and as Associate Dean in Teacher Education and Student Services within the College of Education at the University of Iowa.

Contact: Susan Lagos Lavenz, [susan-lagos-lavenz@uiowa.edu](mailto:susan-lagos-lavenz@uiowa.edu)

University of Iowa  
165:197 International Development, Sec. 010  
Winterim 2012-13 (December 28-January 18)

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## **FORESTS, WATER, CLIMATE: SAVING THE WORLD ONE VILLAGE AT A TIME**

**FOR STUDENTS INTERESTED IN : SUSTAINABILITY, RURAL DEVELOPMENT, WOMEN'S STUDIES, GEOGRAPHY, ECOLOGY, ENGINEERING, ENERGY/WATER/CLIMATE CHANGE, PUBLIC HEALTH AND DESIGN**

COURSE INSTRUCTOR: *PROF. H. S. UDAYKUMAR* ([USH@ENGINEERING.UIOWA.EDU](mailto:USH@ENGINEERING.UIOWA.EDU))

COURSE COORDINATOR: *PROF. R. RAJAGOPAL* ([R-RAJAGOPAL@UIOWA.EDU](mailto:R-RAJAGOPAL@UIOWA.EDU))

COURSE LOCATION: *KUMBALGARH WILDLIFE SANCTUARY AND UDAIPUR, 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 extremely picturesque and rich in history and culture. 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)*

FES is an NGO grappling with the issues of balancing ecology and energy needs of indigenous people who have lived on the edges of the forest for centuries. The villagers' livelihood depends on the forest but pressing energy needs are threatening to cut into their ecological base, leading to worsening climate, water resources and health. The organization will be a valuable partner due to intimate long-standing interactions with the rural environment.

COURSE DESCRIPTION (WHAT THIS COURSE OFFERS TO DIFFERENT MAJORS):

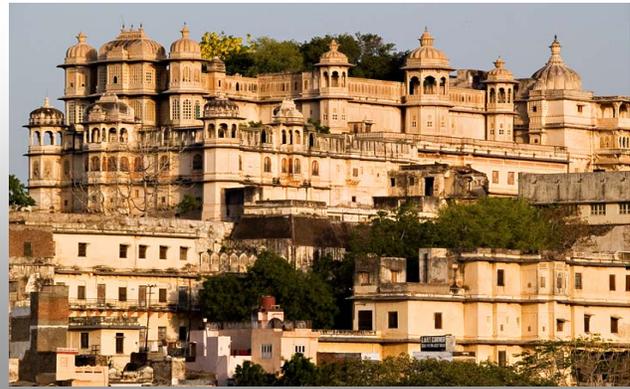
- Learn about the delicate balance and interconnectedness between needs of rural/tribal populations (particularly women) and that of wildlife in a fast-vanishing but vital forest environment.

- Perform a combined energy, ecology and economic impact study on human activities in the micro-environment of the Kumbalgarh preserve.
- Construct and evaluate a solar cooker in two village locations in Rajasthan.

The unique micro-system involves interactions between people, flora and fauna, water resources and sustainable energy production and utilization; with these interconnected issues, the setting for the course (at the forest's edge) poses many challenges to engineers, social planners, economists, ecologists and others.

An immediate problem to be attacked is that of solar cookers, which are to be supplied by Climatehealers to the local population. **Over the past year students at the University of Iowa have undertaken to design and construct a solar cooker (the Hawkeye cooker) that will be suitable for use in the villages of Rajasthan. We will be constructing a prototype and instrumenting it to obtain readings on performance of the cooker.** There are a host of cultural, economic and technical issues associated with the one solution that is being considered, i.e. solar cookers. Since women perform the majority of the tasks related to gathering and using firewood and women's lives are deeply intertwined with gathering wood and water, any solution, such as solar cookers that can change their daily routines must be treated with great care. It is hoped that ameliorating their energy and water problems will lead to the uplift of women, but this is a complex question that sociology, anthropology and women's studies scholars will have to examine.

Thus, the course will expose students to the unique and challenging aspects of planning for energy alternatives in a rural setting. Students will be exposed to issues of biodiversity, cultural heritage, deforestation, land use, alternative energy, global climate change, unhealthy wood burning stoves (practices) and its effect on women and children.



## 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](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](mailto: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.”

# Tentative Course Outline

## 165:197 INTERNATIONAL DEVELOPMENT

Section 011: Development of Resilient and Sustainable Agricultural Watersheds

## 053:185 INTERNATIONAL PERSPECTIVES IN WATER SCIENCES AND MANAGEMENT

December 28, 2012 - January 18, 2013

Delhi, Roorke (India)

Course Director: Marian Muste ([marian-muste@uiowa.edu](mailto:marian-muste@uiowa.edu))

India Winterim Coordinator: R. Rajagopal ([r-rajagopal@uiowa.edu](mailto:r-rajagopal@uiowa.edu))

Course Instructor: Adam Ward ([adm-ward@uiowa.edu](mailto:adm-ward@uiowa.edu))

### COURSE DESCRIPTION

**Objectives:** The climate and land use changes that occurred in the last decades have increased the vulnerability of our water resources, both natural and man-made, thus requiring a systems approach for analyses that connect the biophysical characteristics of the river basin with the socioeconomic components of the water cycle. New and adaptable approaches, better suited to account for the risks associated with an uncertain future, are warranted to help ensure resilient and sustainable water governance. Sustainability is related in the present context to watershed communities that meet the environmental, economic, and social equity needs of its residents today without reducing the ability of future generations to meet their needs.

The main goal of the course is to gain a deeper understanding of the environmental and socioeconomic impacts of climate and land use change on the quantity and quality of water in agricultural landscapes using case studies in Northern India (Mewat District, Haryana). In Mewat, groundwater is the primary source of water. Available groundwater is limited to a few freshwater pockets and the remainder is saline. In fact, freshwater pockets are contained in the ground only in 61 villages out of 503 villages in Mewat. Saline groundwater cannot be utilized for domestic or agricultural purposes because of high levels of total dissolved solids. Despite this, most villagers continue to use saline water for their livelihoods. Many other problems arising from the limited freshwater supply are exacerbated by the mass extraction of freshwater which is outpacing the natural water recharge. If exploited at the current rate, fresh groundwater in Mewat is expected to be depleted within the next 10 to 15 years.

Specifically, we seek to better understand the adaptability, resilience, and sustainability of natural and built water systems given climate variability and land use dynamics by addressing the following questions:

1. What **best management practices for retaining and preserving the freshwater** in the foothill area of the region?
2. What are the **best strategies to avoid encroachment of saline water in the freshwater pockets**. Solutions include desalinization of the groundwater in low-lying areas.
3. What are the **socioeconomic and environmental trade-offs** associated with choices in management practices, floodplains, ecosystems, and water infrastructure and what **governance and institutional arrangements are needed for a sustainable management** of the water resources in the region?

**Academic Activities:** This is a 3 SH credit course for junior, seniors, and graduate students with interest in watershed resource development from the scientific (geo-economics, agriculture, water resources, environment), engineering (water and energy infrastructure, energy production and management), and sustainability perspectives. To attain the course goals participant students will undertake research on watershed resources as related to agricultural development, governance, and poverty reduction through development of sustainable watersheds. Most of these activities will be conducted on the grounds of the Institute of Rural Research and Development (IRRAD) in Gurgaon, Haryana. We will visit village clusters in the Mewat District, and conduct education and outreach activities for both learning and sharing knowledge in relevant areas of interest. The day by day activities within the NGO will be complemented with afternoon and weekend cultural activities and networking: visits at Jaypur, Agra, Roorke, and Haridwar in North-West India. Field trips to cultural and historical sites strengthen participants' cultural awareness and promote networking.

The activities conducted with IRRAD will be echoed and expanded in the dialogue with academic partners in Department of Civil Engineering, IIT Delhi and Department of Water Resources Development, IIT Roorke. Besides the Mewat region water resources problems, the academic and professional dialogue will include the major (for both countries) theme of **flood mitigation**. The importance of direct interactions with local communities and other students and faculty during field trips cannot be underestimated. Many examples of student-student and faculty-faculty communications that continue to exist over the years based on the short, but intensive interactions during previous visits in the foreign countries.

The requirements for receiving 3 semester hours of credit would include readings, discussions, classroom and field observations and seminar participation, public presentations, 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.

## **PARTNER ORGANIZATIONS**

**The Institute of Rural Research and Development (IRRAD).** The Institute is an initiative of the S.M. Sehgal Foundation registered as a trust since 1999 to further the wellbeing of rural communities in India ([www.smsfoundation.org](http://www.smsfoundation.org)). IRRAD envisions rural people across India motivated and empowered to make their lives more secure and prosperous through education, better health, improved skills and supportive governance. The Institute develops need-based strategies and programs for poverty alleviation, undertakes research and creates knowledge on sustainable rural development, build capacities for rural development, and analyze the impact of local state and national policies on rural development. Academic partners at **Indian Institute of Technology at Delhi and Roorke** will facilitate interactions between faculty and student participants along the course themes.

## **ITINERARY**

### **Dates Location Host Comments**

Dec 27- Jan 1 Gurgaon IRRAD Includes Mewat site visits

IIT Delhi Specific dates to be determined

Jan 1 - 3 Roorke IIT Roorke Includes Haridwar

Jan 4-6 Gurgaon IRRAD

Jan 7-9 Jaipur-Agra

Jan 10-16 Gurgaon IRRAD

**Course Director:** Marian Muste is Research Engineer at IIHR-Hydroscience & Engineering (IIHR), The University of Iowa (UI). He is Adjunct Professor with the Civil & Environmental Engineering Department and Geography and has a complementary appointment with the UI's International Program. He holds graduate degrees in civil and environmental engineering. His most recent area of research is the development of large-scale data/information management systems, sensors and sensor networks, and their implementation in research and education focused on sustainable use of water and land resources. Dr Muste is expert for UNESCO and World Meteorological Organization projects. He has extensive international experience as a Fulbright Fellow (2004, 2006, and 2009) and grantee of the Japan Society for the Promotion of Science (2001). Since 2001, he is instructor of the International Perspectives in Water Science Resources and Management organized by IIHR.

**Course Instructor:** Adam Ward is an Assistant Professor in the Department of Geosciences at The University of Iowa (UI).

## **WINTER 2012-13**

### **ART + ARCHITECTURE OF INDIA: EXPLORING THE NORTHERN STATES**

DELHI –JAIPUR– AGRA –RISHIKESH

PROFESSORS ANITA JUNG + SUSAN WHITE

SCHOOL OF ART + ART HISTORY

This course will count as **01F:105: (DRAW:3310:) Concepts in Drawing 4 s.h.**

Drawing from topics; observation, theory, media, form, content; emphasizes on personal direction

This course, jointly taught by Associate Professors Susan White and Professor Anita Jung, explores the impact of traditional crafts upon the practice of contemporary artists in India. The program's main objective is to immerse students interested in art and culture into one of the world's richest places for artistic traditions that are centuries old yet still practiced in daily life. You will experience workshops of artisans engaged in traditional crafts as well as engage in dialogues with contemporary artists while visiting their studios.

The Art and Architecture of India Study Abroad Winter Program is structured around the understanding that in India, art is so intimately associated with religion, philosophy and politics that it would be impossible to understand the society and culture without thorough awareness of its arts. This study abroad course is uniquely based upon the *living classroom* where students combine their academic practice with site-travel events. All students are required to keep a journal/sketchbook and engage in *making art on the road* throughout the trip.

#### **Day 1:**

**28<sup>th</sup> December 2012**

Arrival and check in

*\*A bottle of water and plug converters will be given to everyone.*

*\*Please convert some currency at the airport*

*\*Evenings in Delhi are chilly so please carry warm clothes/jackets.*

#### **Day 2:**

**29<sup>th</sup> December 2012**

07:00-10:00 Breakfast

12:00 Meeting with Amit Jain from Navsar

12:30- 13:30 Visit the Gandhi Museum and get an insight into Mahatma Gandhi's Life

*\*Please dress conservatively i.e. no short skirts, sleeveless tops and tight clothes.*

13:45-14:30 Lunch

14:45- 18:00 Qutab Minar Complex

19:00 South Indian Dinner at Sagar

*\*Evenings in Delhi are chilly so please carry warm clothes/jackets. Wear comfortable walking shoes.*

**Day 3:  
30<sup>th</sup> December 2012**

07:00-08:15 Breakfast

08:30 Orientation of the 'Spiritual Tour by Seema Srivastava

09:00-18:00 We start the tour at a Gurudwara and then move on to the Church of Redemption. After that we visit the much-acclaimed Akshardham temple, in which we will also have a vegetarian lunch. After lunch, we visit the Humayun's Tomb, which is considered as the blueprint of the Taj Mahal. As the sun sets, experience the stillness of the Bahai temple.

19:00 Dinner at an Moti Mahal (an Indian restaurant)

*\*We strictly advise to cover up and not to wear any revealing clothes. A scarf to cover the head for both men and women is a must. Please wear comfortable footwear which can removed and put on easily.*

**Day 4:  
31<sup>st</sup> December 2012**

07:00- 09:00 Breakfast

9:45- 13:00 A walk in old Delhi led by a street child himself. This walk takes you through the life of a street child and you will experience walking through the railway station and by lanes of Paharganj. The walk ends at Salaam Baalak Trust, an NGO that works with street children.  
[www.salaambaalaktrust.com](http://www.salaambaalaktrust.com)

*\* We strictly advise to cover up and not to wear any revealing clothes. A scarf to cover the head for both men and women is a must. Please wear comfortable footwear which can removed and put on easily.*

14:00 Lunch in Connaught Place- Rajdhani- Gujarati cuisine

14:30- 15:30 Time to stroll in Connaught Place shopping circle. Must visit Kamla (crafts showroom) Khadigram Udyog (Khadi textiles) and state emporiums.

16:00-17:00 Crafts Museum

*\*Entrance Fee for foreigners is Rs 150.*

17:30 Return to hotel

21:00 New Year celebration at Amit Jain's house

**Day 5:**

## **1<sup>st</sup> January 2013**

07:00- 10:00am Breakfast

*\*The group can relax till lunch due to New Year dinner.*

10:30- 14:30 Sketch and Paint in Lodhi Gardens

15:45- 17:30 Enjoy a festival called Sahmat, which is held on January 1<sup>st</sup> every year to mark the death anniversary of Safdar Hashmi. This includes street plays, music concerts and dance performances.

*\*Entrance Free*

19:00- Dinner

*\*We request the group to sleep early as the next morning they regroup at 6am for a bicycling tour through old Delhi*

## **Day 6:**

### **2<sup>nd</sup> January 2012**

06:30- 10:00am Report for a cycling tour

*\*This will be a chilly morning so please dress up warmly. The tour will take you through Old Delhi and will end with breakfast. Water bottles will be provided.*

11:00-13:00 Rest in hotel

13:00-14:30 Lunch

15:00- 19:00 Evening free for the group to shop and revisit sites, if required. Navsar will inform the group regarding happenings around Delhi and will also arrange for the group to visit them.

*\*Happenings would include art openings, theatre and performances*

20:00 Dinner

## **Day 7:**

### **3<sup>rd</sup> January 2013**

07:00-10:00am Breakfast

09:45-11:00 Visit Red Fort

*\*Entrance Fee for foreigners is Rs 250. Please carry your student ID's to avail student discounts at some monuments.*

11:30- 13:30 Visit The Jama Masjid in Old Delhi

*\*We strictly advise to cover up and not to wear any revealing clothes. A scarf to cover the head for both men and women is a must. Please wear comfortable footwear which can be removed and put on easily.*

13:30- 15:00 Lunch

15:30- 17:30 Probable artist studio visit

18:00- 19:00 Shopping

19:15- 20:30 Dinner

*\*We request the group to sleep early as the next morning they regroup at 6am for departure by train to Agra*

**Day 8:  
4<sup>th</sup> January 2013**

06:00- 06:15 Departure for Agra by Train

*\* Train can be delayed due to fog. Navsar will update the group regarding the time.*

10:30-12:30 Check in and rest

12:45- 13:30 Lunch

14:00- 17:00 Taj Mahal

*\*This will be a guided tour. Entrance to the Taj Mahal is Rs 750, which also included the entrance to the Agra Fort.*

17:00-18:30 Shopping

19:00 Dinner

**Day 9:  
5<sup>th</sup> January 2013**

07:00-08:15 Breakfast

08:30 Departure for Fatehpur Sikri

09:00-12:00 Visit Fatehpur Sikri

*\*This will be guided tour. Entrance to the monuments will be confirmed soon.*

*\*You will visit Salim Chistee's dargah. We advise you to wear long pants and carry something to cover your head.*

12:30- 14:00 Lunch

14:30-17:00 Agra Fort

*\*This will be guided tour. Entrance to this monument is included in Taj Mahal's ticket.*

17:00-18:30 Shopping

19:00 Dinner

*\*We request the group to sleep early as the next morning they regroup at 4:30am for departure by train to Jaipur*

**Day 10:  
6<sup>th</sup> January 2013**

05:00- 10:00 Train to Jaipur

*\* Train can be delayed due to fog. Navsar will update the group regarding the time.*

10:30- 13:00 Check in and breakfast at Tara Niwas

13:00- 14:00 Lunch

15:00- 18:00 Walking tour of Jaipur

*\*The tour will take you into unknown lanes of the old city, where you will visit mansions and temples, taste food at various joints and also visit a 5<sup>th</sup> generation Meenakari artist.*

*\*We advise that you wear comfortable walking shoes and wear conservative clothes.*

18:00-19:00 Shopping in the old city

20:00 Dinner at the hotel

**Day 11:  
7<sup>th</sup> January 2013**

07:00-08:30 Breakfast

09:00- 15:00 Departure to IICD (Indian Institute of Crafts and Design)

*\* The program includes presentations by the students of the college on their products and involvement with various craft sectors. The dean will also give an introduction to the visitors, followed by a presentation by the Professors of UoI. Lunch will be served in the college campus.*

15:15-16:30 Visit a block printmaking workshop run by Gitto

17:30- 18:00 Visit the Birla Mandir

*\*We advise that you wear comfortable walking shoes and wear conservative clothes.*

19:00 Dinner

**Day 12:  
8<sup>th</sup> January 2013**

07:00-08:30 Breakfast

09:00- 12:00 Departure for Amber Fort

*\*Entrance Fee for foreigners is Rs 250. Please carry your student ID's to avail student discounts at some monuments.*

*\*This will be a guided tour*

12:30-13:30 Lunch at McDonalds

14:00- 16:00 Visit the City Palace of Jaipur

*\*Entrance to the palace is RS 300 for foreigners. The ticket included the camera fee as well an audio guide Video charges are Rs 200*

16:15 Visit the Jantar Mantar

*\*Entrance Fee for foreigners is Rs 150. Please carry your student ID's to avail student discounts at some monuments.*

*\*This will be a guided tour*

17:30- 19:00 Shopping in the old City, outside the Hawa Mahal

20:00 Dinner

**Day 13:**

**9<sup>th</sup> January 2013**

*\* On this day we will experience the use of local transport*

07:00-09:30 Breakfast

12:00-14:00 Meet Usman Thirandaz, a miniaturist

*\*Usman Thirandaz is one of the most known miniaturists in Jaipur today; His works are in collections worldwide and he will demonstrate the art of miniature painting.*

14:30-15:30 Lunch at the Garden café

15:30- 16:00 Visit a block carver in the old city

16:15-18:00 Departure for New Delhi by Shatabdi Express

**Day 14:**

**10<sup>th</sup> January 2013**

06:00am Departure for Dehradun and Rishikesh

Spend 2 blissful days in Rishikesh in an Ashram and indulge in yoga, meditation and countless opportunities to explore one of the most important religious sites of the country. You will be staying in an Ashram and would have complete freedom to choose your activities.

**Day 15:**

**11<sup>th</sup> January 2013**

Spend 2 blissful days in Rishikesh in an Ashram and indulge in yoga, meditation and countless opportunities to explore one of the most important religious sites of the country. You will be staying in an Ashram and would have complete freedom to choose your activities.

**Day 16:**  
**12<sup>th</sup> January 2013**

Spend 2 blissful days in Rishikesh in an Ashram and indulge in yoga, meditation and countless opportunities to explore one of the most important religious sites of the country. You will be staying in an Ashram and would have complete freedom to choose your activities.

17:00 Departure for New Delhi

**Day 17:**  
**13<sup>th</sup> January 2013**

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**Day 18:**  
**14<sup>th</sup> January 2013**

07:00- 09:00 Breakfast

Galleries and Museums of New Delhi  
Chat with contemporary art practitioners

**Day 19:**  
**15<sup>th</sup> January 2013**

07:00- 09:00 Breakfast

10:00 onwards: Shopping and packing

00:00 Departures for the Airport

**The University of Iowa  
John Pappajohn Entrepreneurial Center  
Henry B. Tippie College of Business  
Winter 2013**

**COURSE NUMBER:** 165:197:014

**COURSE TITLE:** In Search of Excellence in Social Entrepreneurship

**CLASS MEETS:** Dec. 28, 2012 - Jan. 18, 2013

**TIME & LOCATION:** Arranged

**INSTRUCTOR:** Joseph Sulentic  
Lecturer  
John Pappajohn Entrepreneurial Center  
S272 Pappajohn Business Building  
319-335-2876 (office - phone)  
319-353-2445 (office - fax)  
[joseph-sulentic@uiowa.edu](mailto:joseph-sulentic@uiowa.edu)  
**Twitter:** @JSulentic  
**Website:** [www.iowajpec.org](http://www.iowajpec.org)  
**Facebook:** Become a fan of “*Entrepreneurship at Iowa*”; receive updates about events, competitions, and scholarships.  
**Twitter:** @iowajpec

**COURSE TEXT:** “Make the Impossible Possible: One Man's Crusade to Inspire Others to Dream Bigger and Achieve the Extraordinary,” by Bill Strickland and Vince Rause. This book is available from Amazon.com

**E-mailing or other correspondence with the instructor:**

**PLEASE NOTE THAT YOU ARE A STUDENT IN 165:197:014 in any type of written correspondence or when leaving a message on my office phone.**

**COURSE DESCRIPTION AND OBJECTIVES:**

Entrepreneurs are valued in all sectors of society. Entrepreneurs are the individuals that drive innovation and value in our economy. Passionate entrepreneurs are motivated by a myriad of reasons. We will examine the challenges and triumphs of the Aravind Eye Care System in Madurai, India and understand the workings of the organization. Ultimately, we are acting as consultants for Aravind to suggest areas for improvement in:

- a. enhancing their brand message

b. deriving increased revenues

Great social entrepreneurs are driven by an inner passion that focuses on solving a societal need. Frequently, social entrepreneurs lack formal business education. But we consistently see an adroit use of leveraging resources and networks to build an organization that delivers social value.

Although we may think of social entrepreneurs as “do-gooders,” they are essentially successful entrepreneurs with a social twist. According to Brooks (2009) “Entrepreneurial skill and energy can be brought to bear on social problems and unmet needs, transforming them into authentic opportunities to create social value.”

## **ASSIGNMENTS:**

### **1. Read the Strickland text before departing for India.**

### **2. Group paper – Aravind Eye Care System**

Student groups of 4 students will analyze Aravind using the matrix below to prepare an 8 page paper. The best sections from all papers will be combined to present a formal consulting type document Aravind management. This paper is for use by Aravind to improve organizational effectiveness.

The assignment is 8 pages maximum with 1.5 spacing. The finished product should be representative of business correspondence. This means use bold, headers, sub-headers, bullets, etc. If you or your group is unsure of what is denoted by business correspondence, **please clarify with the instructor.**

### **3. Individual Paper – Social Entrepreneurial Dream**

Part A: Compare and Contrast the stories of Bill Strickland and Dr. Govindappa Venkatasamy (or Dr. V) of Aravind Eye Care and determine the factors enabling their successes.

Part B: Describe your social entrepreneurship dream and develop a framework for successfully completing the mission. You are not necessarily expected to have a social entrepreneurial vision before the start of the course. The impressions made on you during your visit to India will spark ideas and connections.

The assignment is 6 pages maximum with 1.5 spacing. The finished product should be representative of business correspondence. This means the use of bold, headers, sub-headers, bullets, etc. is appropriate. If you are unsure of what is denoted by business correspondence, **please clarify with the instructor.**

## **GRADING:**

Grading will be based on the following percentages: 90% A, 80% B, 70% C, 60% D, < 60% F. Plus and minus will be used. The cutoffs are the top/bottom 1.5%. For example: 88.5-89.99% B+; 80.0-81.5% B-

The points distribution for each assignment is provided below. The instructor reserves the right to change weights or add/delete assignments given adequate notice to the students. Grades will be calculated on % basis of total available points.

<b>Group Paper – Aravind Consulting Project</b>	<b>45.0%</b>
<b>Individual Paper – Social Entrepreneurial Dream</b>	<b>45.0%</b>
<b>Attendance/Participation</b>	<b><u>10.0%</u></b>
<b>Total</b>	<b>100.0%</b>

## **CLASS PARTICIPATION/ATTENDANCE:**

Living and studying in India for three weeks will present its own set of unique challenges. Students are expected to be respectful of the host country's traditions and customs even if they are slightly different than what we see in the United States. One error that unsophisticated international travelers experience is trying to compare the visited country to their home country and being disappointed in things that are not the same. Experience the country for what it is and what it has to offer and do not base your expectations on your limited, domestic world view.

India is the spiritual home of yoga. I fully anticipate a daily yoga type practice where we can realign our daily routines to more closely resemble the rhythms and routines of India. The purpose of study abroad is to learn and experience another culture so as to shift your consciousness and allow you to perceive new opportunities. In my humble opinion, that aspect of the trip is more valuable than writing a paper or reading a book.

## **ETHICS AND TIMELINESS:**

Because I regard this class as I would any job responsibility, I will hold you to strict standards of timeliness and ethics. In this regard, late work will be penalized. Any assignment that is not turned into the instructor by the date it is due will be considered late and will receive an automatic 10% grade reduction. Each following day is another 10% off.

It is my sincere hope that no student in this class does work which is not his or her own. However, it seems prudent to clarify in advance the policy on cheating. If I determine that any assignment was not written solely by the student whose identification number appears on the project, the student will receive a zero (0) for the project and may receive an "F" for the class.

All incidents of cheating will be reported to the appropriate Deans (e.g., the Associate Dean for the Undergraduate Program in the College of Business or Liberal Arts and Sciences) and the student may be placed on disciplinary probation for the remainder of his or her undergraduate work at the University of Iowa.

In general, the decision of the Professor may be appealed to the College of Business' Judicial Board, Associate Dean for the Undergraduate Program, the Collegiate Dean, the Dean of Students, and so on in accordance with University Policy. The Honor Code for the Tippie College of Business will determine the appropriate appeal process. The Honor Code may be found at <http://www.biz.uiowa.edu/upo/advising/honorcode.html>

This course is given by the Tippie College of Business. This means that class policies on matters such as requirements, grading, and sanctions for academic dishonesty are governed by the Tippie College of Business. Students wishing to add or drop this course after the official deadline must receive the approval of the Dean of the Tippie College of Business. Details of the University policy of cross enrollments may be found at: <http://www.uiowa.edu/~provost/deos/crossenroll.doc>.

### **NEED ACCOMMODATION:**

If you have a disability that may require some modification of seating, testing, traveling, or any other class requirement, please let me know as soon as possible so that appropriate arrangements can be made. Similarly if you have any emergency medical information about which I should know, please let me know.

### **STATEMENT ON SEXUAL HARRASSMENT:**

The Tippie College of Business and the University of Iowa are committed to providing students with an environment free from sexual harassment. If you feel that you are being or have been harassed or you are not sure what constitutes sexual harassment, we encourage you to visit the University [website](http://www.sexualharassment.uiowa.edu/index.php), <http://www.sexualharassment.uiowa.edu/index.php>, and to seek assistance from department chairs, the Dean's Office, the University Ombuds Office, or the Office of Equal Opportunity and Diversity.

### **GRIEVANCE POLICY**

Student concerns regarding this course should first be discussed with me, the faculty member teaching the course. If we can't resolve the issue, you may contact David Hensley, Executive Director of the John Pappajohn Entrepreneurial Center, at 319-335-1022 or [david-hensley@uiowa.edu](mailto:david-hensley@uiowa.edu). If you cannot resolve the issue by speaking with the executive director, you may contact the Associate Dean for Undergraduate Programs, Beth Ingram, at 319-335-1038 or [beth-ingram@uiowa.edu](mailto:beth-ingram@uiowa.edu)