Course description

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

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

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

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

Other highlights of the course
Interspersed with the academic activities would be:

- visits to historical buildings such as Padmanabhapuram Palace – a 500 year old wooden palace and to Sri Padmanabha Swamy Temple – where gold worth $98 billion was recently discovered,
- visits to places of great natural beauty such as the Periyar Wildlife Reserve (for elephants and tigers) set in a rainforest in the Western Ghats
- trip to the famed backwaters of Kerala and to Allepey (often called the Venice of the East for its numerous urban waterways)
- trip to Kanyakumari – the southernmost point of the Indian subcontinent and the confluence of two major water bodies – the Arabian Sea and the Bay of Bengal.
- attending a Indian classical music festival at the palace of the former Prince of Travancore
- to Shanmugham beach (multiple trips to this location because Trivandrum is located on the coast)
- a boat-ride in the backwaters of Kerala
- an elephant ride in Thekkady
- opportunity to sample traditional Kerala meals in traditional settings
- visits with community groups and environment activists
- visits with social reform activists
- and much, much more.

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

Course requirements
Prior to departure
- 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 on a Friday afternoon (3-5pm, date TBA) -- via phone or email for students outside Iowa.
- Complete a two-page reflection piece on the course and India
During stay in India

- Attend all planned activities and trips; these include: meetings with representatives of COSTFORD and KHSB, lectures by Indian housing policy and economic development experts, go on several field trips in and around Trivandrum.
- Participate in cultural activities.
- Work on service learning project with COSTFORD/KSHB. This could be a strategic plan or grant application or help implement a housing project for a local housing agency in India. All work on this project should be completed before returning to the US.
• Present the service learning project to non-profit partner on January 14, 2012.
• Maintain a daily personal journal throughout the trip – this journal should include pictures and videos, and should preferably be created and maintained online as a blog.
• Complete two four-page analysis papers.
• Write an 8-page summary of findings and highlights of learning and present it on January 14, 2012 in India.

Each analysis and reflection paper will have different requirements for undergrads and graduate students. Graduate students are encouraged to do a research paper instead of the service learning project. Depending on the amount of efforts required for this research paper, a different course weight can be negotiated.

**Required readings (all provided by the instructor)**

Films/Videos (available at most libraries or from the course instructor)

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

- 2009 BBC/PBS series titled the “India Story” (6 episodes, about 360 minutes).

Class size and language

Class size will be limited to 20. Knowledge of Malayalam, the local language in Kerala is not required, since many locals are fluent in English and bi-lingual professionals will be on hand to help.

For more information

- contact Professor Jerry Anthony at jerry-anthony@uiowa.edu or stop by his office (340 Jessup Hall) during his office hours (Monday, Wednesday, 10:30-12:00).

Trivandrum (also spelt Thiruvananthapuram) is denoted by this:
SOLAR COOKERS TO HELP SAVE FORESTS AND EMPOWER RURAL WOMEN IN RAJASTHAN: THE NEXUS BETWEEN SUSTAINABLE DESIGN AND SOCIO-ECONOMIC UPLIFT

HELP BUILD A SOLAR COOKER IN A VILLAGE OUT OF LOCALLY SOURCED NATURAL MATERIALS.

COURSE INSTRUCTOR: Prof. H. S. Udaykumar (ush@engineering.uiowa.edu)

COURSE COORDINATOR: Prof. R. Rajagopal (r-rajagopal@uiowa.edu)

COURSE LOCATION: KUMBALGARH WILDLIFE SANCTUARY, RAJASTHAN, INDIA

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

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

The course will be led by Professor Udaykumar (Department of mechanical and industrial engineering, U Iowa) under the guidance of Sailesh Rao of Climatehealers, Jagdeesh Rao of FES, and Yash Sethia and his FES team in Udaipur, Rajasthan, India. FES is a
local organization dealing with the issues of balancing ecology and energy needs of indigenous people who have lived on the edges of the forest for centuries. Their livelihood depends on the forest but pressing energy needs are threatening to cut into their ecological base. This organization is helping to deal with balancing energy and ecological issues in a local setting. The organization will be a valuable partner due to intimate long-standing interactions with the rural environment and people and will provide help in posing as well as solving the pressing problems related to balancing energy needs with the preservation of the ecology of the region.

**Course Description:**

This course will consist of two major activities: 1) learning about the delicate balance and interconnectedness between needs of rural/tribal populations seeking to improve quality of life by accessing modern energy systems and that of wildlife in a fast-vanishing but vital forest environment; 2) Performing a combined energy, ecology and economic impact study on human activities in the micro-environment of the Kumbalgarh preserve; 3) Constructing and installing a solar cooker in two village locations in Rajasthan and setting up facilities to obtain performance data on the cookers.

The unique micro-system involves interactions between people, flora and fauna and sustainable energy production and utilization; with these interconnected issues, this setting (at the forest’s edge) poses many challenges to engineers, social planners, economists, ecologists and others. First, participants of the course will learn from the unique and challenging circumstances posed by the rural setting in India, where villagers sustain a tenuous existence at the fringe of a wildlife sanctuary. We will explore the ways in which alternative, renewable, ecologically friendly energy systems (such as solar-powered) systems can prevent deforestation and displacement of wildlife habitats so that the local human communities can coexist with the flora and fauna. Basic aspects of novel energy systems, their design and their interactions with socio-economic and ecological environments will be studied.
An immediate problem to be attacked is that of solar cookers, which 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. It is fairly certain that exploration of other sustainable energy solutions will face similar complex situations as well. Thus, the course will expose students to the unique and challenging aspects of planning for energy alternatives in a rural setting. K-12 students could be a major force in such efforts. We could develop educational material for K-12 in the areas of biodiversity, cultural heritage, deforestation, land use, alternative energy, global climate change, unhealthy wood burning stoves (practices) and its effect on women and children, the neurological effects of benzo-pyrene (byproduct of wood burning) on the nervous system of women and children are all potential project areas that could be considered.

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**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


FILMS/VIDEOS

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

COURSE GRADES

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

FOR MORE INFORMATION:

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

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<th>Dates</th>
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<tr>
<td>Dec 27 - Jan 1</td>
<td>Gurgaon</td>
<td>IRRAD</td>
<td>Includes Mewat site visits</td>
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<td>IIT Delhi</td>
<td>Specific dates to be determined</td>
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<td>Jan 1 - 3</td>
<td>Roorke</td>
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<td>Jan 10-13</td>
<td>Gurgaon</td>
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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: Nandita Basu is an Assistant Professor in the Department of Civil and Environmental Engineering, and an Assistant Research Engineer at IIHR-Hydroscience & Engineering (IIHR) at The University of Iowa (UI). She holds graduate degrees in civil and environmental engineering. Her research expertise lies in the domain of sustainable management of water resources, specifically the fate and transport of pollutants at the watershed scale. She teaches graduate level courses on Groundwater and Water Resources Sustainability at the University of Iowa. Dr. Basu is on the Editorial Board of two leading water resources journals – Hydrology and Earth System Sciences and Hydrological Processes.
Prof. Christopher D. Roy of the School of Art and Art History will lead a Winter term trip for students to southeast India, to the state of Tamil Nadu, whose capital is the city of Chennai. Tamil Nadu was famous for a long string of enormous and very beautiful temples that stretch south from Chennai to the city of Madurai. We will visit Hindu temples, see artists doing weaving, pottery, brass casting, and wood carving. We will learn a great deal about the Hindu culture and religion of South India. We will attend performances of dance and music. Students will keep a journal, and will complete drawing projects, photography projects, or video projects.

Chennai, the capital city, popularly regarded as the 'Gateway to the South' represents a culture that is distinctly different from that of northern India. The places of interest are Kalakshetra, a school of art and music that encourages exponents of Bharatnatyam, Carnatic music, traditional weaving and designing; Fort St. George built in 1653 during British reign in India, now houses the Secretariat and Legislative Assembly of Tamil Nadu.

Chidambram, the seat of the Cosmic Dancer; dedicated to Lord Nataraja. Spread over an area of 40 acres with a gopuram on each side, the temple is distinguished by the five sabhas or counts. The towering gopurams, the tallest one on the north is 42.4 m are carved on it with 108 dance poses of Bharatanatyam.

The Rock Fort situated on the banks of the Kaveri river, Trichy’s most famed landmark is an 84 m high rock, one of the oldest in the world approx. 3,800 million years. The attraction is not for fort itself but the temple at the summit. 344 steps hewn out of rock lead to the top where are the inscriptions dating back to the 3rd century B.C.

Kanchipuram, lies 70 kms west of Mahabalipuram, the city of thousand temples. One of the seven sacred cities of Hindus, it was the capital of the early Cholas as far back as the 2nd century BC. Kanchi was a major seat of Tamil learning as well as an
important place of pilgrimage for Buddhists, Jains and Hindus. Apart from temples, the city is also famous for its silk weavers, settled here some 400 years ago and have given it an enviable reputation.

Mahabalipuram, driving south of Madras on the coast lies Mamallapuram (Mahabalipuram), the ancient port of Pallavas. The Pallavas have created many marvelous monuments with sculptural panels, caves, Monolithic Rathas and Temples. Krishna Mandapam, has a big bas relief, notable for its realistic representation. The world's largest bas relief measuring 27m x 9m, whale back shaped rock contains figures of gods, demi-gods, men, beasts, birds and representation of the entire creation. Shore Temple, one of the oldest in south India, dating back to 8th century AD, is a good example of the first phase of structural temples constructed in Dravidian style. The Five Rathas, a group of five monolithic temples, each created in different style.

Madurai, known as Athens of the East, it is the second largest city on the banks of the River Vigai. The city believed to be more than 2500 years old. The city got its name from the drops of nectar (mathuram) that fell from Shiva's locks when he came to bless its people for constructing a temple for him. Madurai where the people wake up at the chant of hymns is proud of the magnificent Meenakshi-Sundareshwara Temple. Of its 12 gopurams, four of the tallest stand at the outer walls of the temple. The 48.8 m high southern gopuram is the most spectacular and have over 1500 sculptures. In the Ashta Shakti Mandapam inside the Meenakshi temple, the sculpted pillars tell the story of the beautiful princess of Madurai and her marriage to Lord Shiva.
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 and Andhra Pradesh in India. He was a Peace Corps Volunteer in Iran. This will be his 3rd winterim course in India.

In country Sponsor: Our in-country sponsor is an organization called “Inspiration” of Kochi, in the state of Kerala. http://www.inspire-india.com/. They have over 18 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 Office in Kochi, Kerala
“Inspiration” team includes architects, planners, engineering, management, natural resources, and physical and biological sciences 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. 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 1-2 day trip to elephant preserves, rehabilitation centers, wildlife sanctuaries will be explored to demonstrate a variety of issues related to herd management, preservation, rehabilitation issues, inter-state migration, domestication, training, and private property protection.

Third, several short visits of 1-2 days will be explored with tourism-oriented organizations that seek to encourage local entrepreneurs to develop sustainable practices and services for in-country and international tourists. The notion of “ecotourism” as low impact causing visits 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.

Fourth, the students will also benefit by visiting the one and only heritage hub of Kerala by visiting the Cochin Cultural Center and observing the cultural traditions of Kerala come alive. 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 works 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 every
night, write a daily blog and finally present a summary (in the form of a presentation) of what was learnt to our hosts (partner organizations) at the end of the course duration, on January 13, 2012.

**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)**


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_u7QRiqfZ0C&oi=fnd&pg=PR4&dq=sustainable+development+developing+countries&ots=OYqF6OFICs&sig=aqj_bbsj380n6F7d4hQqLxZYQR4#v=onepage&q&f=false](http://books.google.com/books?hl=en&lr=&id=0_u7QRiqfZ0C&oi=fnd&pg=PR4&dq=sustainable+development+developing+countries&ots=OYqF6OFICs&sig=aqj_bbsj380n6F7d4hQqLxZYQR4#v=onepage&q&f=false)

Osterberg, David (2010) Read his blog for his 2010 green bike tour at **www.greenbiketour.blogspot.com**
Course Grade Determination:
10% Attendance at fall seminars and two, single page reflection papers
25% Active engagement in discussions with students, hosts and instructor
35% 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 at the IREH building on the Oakdale Campus.
- For information about financial aid possibilities, go to http://international.uiowa.edu/study-abroad/funding/financial-aid/iowa-programs.asp and click on either “undergraduate scholarships” or “graduate fellowships.”
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 several innovative organizations employing a diverse variety of techniques to address social issues such as unemployment, poverty, leprosy, healthcare for the poor, illiteracy, combating blindness, and empowering women and children.

This course has two foci: (1) innovations in children’s health care and hospital social work and (2) empowering poor women with financial independence.

Students will have a hands-on experience. We will meet and talk with women who are participating in a microfinance program, observe their meetings, and explore how the program has changed their lives. We will visit hospitals and talk with patients and their families about the hospital experience. We will visit remote sites where villagers receive telemedicine care and pediatric care. In addition, we will visit social agencies that address other needs of poor families including HIV/AIDS education and prevention, a leprosy asylum, support for women who experience domestic violence, and other services.

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 truly a life altering experience that has the potential to expand your worldview.

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

Our Host Organizations
Our primary collaborating organizations in India are the Meenakshi Mission Hospital, which provides special outreach to the poor, and the Mahasemam Trust of Madurai, a microfinance organization.
1. The Meenekshi Mission Hospital has 43 specialties including pediatric oncology, palliative care and hospice, Telemedicine, and health camps for poor children. We will explore answers to the questions such as, “what would a hospital social work department look like to enhance the hospital experience for the poor?”

2. Mahasemam Trust of Madurai is a microfinance organization whose primary aim is to “help eradicate poverty and improve the social status and self-esteem of poor women … in order to empower poor women and improve the quality of life for them and their families” (http://www.mahasemam.org/index.html). Mahasemam is modeled on Muhammad Yunus’ vision for bringing banking to the poor. Muhammad Yunus and his Grameen Bank shared the 2006 Nobel Peace Prize for their pioneering work in this area. Mahasemam is built on the concept poor women are good credit risks even though they have no collateral. Poor women have untapped skills and creativity that they are prevented from using to raise their families out of poverty because they lack the resources to start or expand an enterprise and are denied credit from traditional financial institutions. When women join Mahasemam, they form small groups with other women in their community. These groups takes on the responsibility that group members will repay their loans. The group experience itself is also empowering for women.

In addition, we will visit

- a leprosy asylum – a community for people with Hansen's disease and their families;
- an organization that works with sex workers and provides a HIV/Aids prevention program;
- Habitat for Humanity houses built for Mahasemam clients and their families;
- The Aravind Eye Hospital whose mission is to end unnecessary blindness with a focus on the poor (watch their video on YouTube: http://www.youtube.com/watch?gl=US&hl=hi&v=3cjnNPua7Ag.)
- Thalir Thiran Thittam (Aparajitha Foundation), which has developed a life skills education program for children in the 7th through 12th grades and which will be expanded and extended to Mahasemam clients.
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.

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—you will spend 8+ days with your partner organization.
- Prepare a short paper and presentation of your final project (individual or group) for delivery at a one-day conference in Madurai on January 12. 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 Films


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.

For more information:

• go to the INDIA and IOWA (INoIA) Winterim webpage at http://www.uiowa.edu/~geog/india/

• contact Professor Amy Butler at amy-c-butler@uiowa.edu or stop by her office (333 North Hall) during her office hours (Tuesday, 1-2:15; Thursday, 10:45-noon; Friday 11:30-noon).

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

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

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

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

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

**About the Instructor:** Mitchell Kelly is a Clinical Associate Professor (Ph.D., 1995, The University of Iowa) of Education at the UI. He has three degrees from the University of Iowa, BA in Psychology, MS in Social Work, and a Ph.D. in Educational Psychology. He currently teaches two sections of the course “Educational Psychology and Measurement” each semester and three sections of Seminar in College Teaching. He received the University of Iowa’s James N. Murray Teaching Award in 2000, which is given each year to a faculty member in recognition of outstanding teaching and assistance to students. In 2001, Dr. Kelly was also selected to give the keynote address at the December, 2001 Teacher Certification Ceremony at The University of Iowa. He is currently a Clinical Associate Professor in Educational Psychology and has taught at the UI since 1992. Dr. Kelly was recently appointed as the Coordinator for the Office of Graduate Teaching Excellence in the UI College of Education. In 2003, Dr. Kelly was selected by the Council on Teaching as the University of Iowa Carnegie Foundation Professor of the Year. He received a 2006 UI Faculty of the Year Award presented by the fraternity and sorority communities. In 2007, Dr. Kelly received the Collegiate Teaching Award. In 2009, he received the University Housing Academic Excellence Award for his dedication to undergraduate
students. Also in 2009, Dr. Kelly was selected in a UI student vote to give the University “Last Lecture” to the graduating senior class. Most recently, he was selected as a distinguished member of the National Society of Collegiate Scholars.

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

**UI Participants:** This is a 3 S. H. credit seminar course for UI undergraduate and graduate students, and Iowa/US teachers with interest in K-12 education, both in national and international contexts. All participants will be under the supervision of Professor Kelly for the entire duration, from December 27, 2011 to January 16, 2012. 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 2011.

**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 Iowa team for a successful implementation of the course. During September 6-15, 2011, Mrs. Premalatha and three of her principals plan to be in Iowa City attending an International School Leadership Summit.

**Mahatma Schools of Madurai**

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

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

**Students with disabilities:** I would like to hear from anyone who has a disability that may require some modification of the seating, testing, or other class requirements so that appropriate arrangements can be made. Please see me after class or during my office hours.

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

**Finally:** Course requirements include readings, discussions, field work, a final presentation in India and a return presentation at the UI (for UI students). Within six weeks of their return to the United States, all UI students and faculty will actively participate in a forum allowing participants to share their experiences in India with the UI community. Please keep in mind that in our travel, access to reliable computers may be limited.

**COURSE SCHEDULE**

**Dates:** December 26, 2011 – January 15/16, 2012

**Topics**

- Introduction to Course
- Preparing to Teach
- The Most Important Day
- Starting a Class
- Designing Lesson Plans
- Dealing with Incivility
- Keeping Students Motivated
- Diversity in the Classroom
- Evaluation/Assessment/Test Anxiety
- Addressing Classroom Cheating
- Classroom Discussions
- Grading Philosophy
- Teacher Motivation and Development
- Technology in the classroom (ePortfolio)
- **Teaching Philosophy papers due.**

**Teaching Philosophy Statement**

From The Ohio State University’s Center for the Advancement of Teaching:

A philosophy of teaching statement is a narrative that includes:

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

The statement can:

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

What is the Purpose of Developing a Philosophy of Teaching?

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

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

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

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

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

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

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

General Formatting Suggestions

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

**It is generally 1–2 pages in length.** For some purposes, an extended description is appropriate, but length should suit the context.
Use present tense, in most cases. Writing in first-person is most common and is the easiest for your audience to read.

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

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

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

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

Introduction: This course is designed primarily for University of Iowa and Indian students planning to work in a medical setting in their professional career. Classroom time will be spent discussing clinical observations made during visits to hospitals, medical clinics, etc. Many discussions will be led by students. This seminar course will explore the medical issues facing the country of India. The main objectives of this course are to:

1. Prepare students for the practical issues they will face on a day-to-day basis working in hospital and/or clinical settings.
2. Provide a supportive environment to analyze observations made in clinical settings.

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

1. Review a medical chart and demonstrate the ability to obtain pertinent information.
2. Demonstrate how to document findings from a clinical evaluation.
3. Describe and analyze physiological responses during progressive resistance and endurance exercise.
4. Critically evaluate and integrate principles of exercise physiology to health promotion and disease.
5. Describe how the structure of the cardiovascular and pulmonary systems relates to function.
6. Perform a history and physical exam and discuss findings.
7. Describe the pathophysiology and clinical manifestations of common diseases/disorders.

About the Instructor: Janine Kelly is a senior physical therapist at the University of Iowa Hospitals and Clinics. She has 21 years of experience working with inpatients and outpatients in the areas of pediatrics, cardiopulmonary rehab, and the surgical intensive care unit. She has been an adjunct professor in the College of Medicine since 2007. She has taught Cardiopulmonary Therapeutics, Pharmacology in Physical Therapy, and Health Promotions and Wellness. She is a board certified Cardiopulmonary Certified Specialist through the American Physical Therapy Association.
**The Audience:** This 3 Semester Hour seminar course is offered to UI students interested in any medical field and interested Indian students (social work, physical therapy, occupational therapy, physician assistants, medical doctors, respiratory therapists, speech language pathologists).

**UI Participants:** This is a 3 S. H. credit seminar course for UI 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 Kelly for the entire duration, from December 27, 2011 to January 16, 2012. 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 2011.

**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

The PM & R department is well known for its extended services rendered to neuro patients with head injuries, stroke, and paralysis & early ambulatory care. The department also renders services to General Medicine, General surgery, Urology, Gastroenterology, Dermatology, Diabetology, Nephrology, and Oncology departments. The department with its well structured orthotic unit provides well-contoured orthoses, braces & calipers, limb fitting & adequate training to amputees so that they can lead a successful and independent life. The department also provides pre and post-operative physio-care to the cardio-thoracic surgery patients to bring early ambulation.

**Written Assignment:** You are asked to write a case study based a patient you observed. The case study is due on the last day of class.

**Contacting me:** My office at the University of Iowa is 0733Z JPP, UIHC, Iowa City, Iowa, 52242. My e-mail address is janine-kelly@uiowa.edu.

**Students with disabilities:** I would like to hear from anyone who has a disability that may require some modification of the seating, testing, or other class requirements so that appropriate arrangements can be made.
**Respect for diversity:** It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexual orientation, disability, age, socioeconomic status, ethnicity, race, culture, perspective, and other background characteristics. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated.

**Finally:** Course requirements include readings, discussions, field work, a final presentation in India and a return presentation at the UI (for UI students). Within six weeks of their return to the United States, all UI students and faculty will actively participate in a forum allowing participants to share their experiences in India with the UI community. Please keep in mind that in our travel, access to reliable computers may be limited.

**COURSE SCHEDULE**

**DATE**
December 29, 2011 to January 14

**Topics**
- Introduction to the Course
- Preparing for observational learning
- Review a medical chart and demonstrate the ability to obtain pertinent information.
- Perform a history and physical exam and discuss findings.
- Demonstrate how to document findings from a Clinical evaluation.
- Describe and analyze physiological responses during progressive resistance and endurance exercise.
- Design an individual exercise prescription to improve Health through improved muscle strength, endurance, flexibility, and/or cardio-respiratory fitness.
- Describe how the structure of the cardiovascular and Pulmonary systems relates to function.
- Describe the pathophysiology and clinical manifestations of common disorders/diseases in the areas of cardiology, pulmonary/respiratory, obesity, neurology/neurosurgical, orthopedics, etc.
- Discuss intensive care unit topics including pharmacology, diagnostic interventions, mechanical ventilation, and mobilization of patients.
- Discuss the role of rehabilitation in restoring patient to optimal functional mobility.
COURSE DESCRIPTION

The Constitution of India mandates equality before law and a legal system which promotes social, economic and political justice on the basis of equal opportunity to all. In particular, the Constitution ensures that opportunities for securing justice are not denied to any citizen by reason of economic or other disabilities.

The students will receive instruction from guest lecturers from the National Law School of India University (the #1 ranked law school in India), Visthar (an organization devoted to the study of social justice), the Bishop Cotton Women’s Christian Law College, and attorneys from the Alternative Law Forum. Students will then study the comparison between the legal systems in Indian and the United States.

Visthar, an Indian organization advocating for human rights involved in rehabilitation of children at risk, as well as the training of activists, organizations and students to work for a just society. Visthar, located on the outskirts of the high-tech city of Bangalore, has extensive experience designing and facilitating international education programs for U.S. students and, in particular, University of Iowa students. The students will live on the secure Visthar campus and will have the opportunity to observe and participate in regional NALSA programs. See the Visthar web site at: http://www.visthar.org/study-abroad
STUDENTS

The course would be of interest to undergraduate and graduate University of Iowa (UI) and non-UI students, as well as interested citizens. The course would be of particular interest to pre-law or law students, as well as people interested in global social justice issues.

WHY INDIA?

Studying abroad generally helps students better understand the world and their role in it. Working with people in a different cultural setting will help to train future global leaders to be more effective, respectful of other cultures and political and economic systems, and willing to take a stand for the world’s welfare, not just what benefits a specific country. Studying the legal system in India offers benefits unique to the students in that social, economic and political justice are rights granted to each citizen by the Constitution. Through study of the variety of way by which the citizens are able to realize their constitutional rights will allow students to think more creatively about ways in which similar goals can be realized in the U.S.

A primary advantage of studying with law faculty and students in India is that all of the law school classes and texts are in English. Additionally, the legal education system in India has adopted many of the principles contained in the MacCrate Report, the American Bar Association’s task force report on professional skills and values.

ABOUT THE INSTRUCTOR

Greg Bal is the supervising attorney for the Student Legal Services clinic at the University of Iowa. He is a graduate of Drake University Law, The Army Judge Advocate General’s School, and the National Criminal Defense College. His law career has primarily focused on the legal defense of indigents and he has supervised public defender offices in both Iowa and Massachusetts. He is a native of India and speaks several Indian languages including Hindi, Punjabi and Urdu.

COURSE REQUIREMENTS

Prior to departure
- Attend orientation meetings.

During our stay in India
- Attend all planned activities and excursions.
- Attend regular group meetings with the instructor(s), other students, our hosts and sponsoring organizations.
- Keep a daily journal starting the first day we arrive in India.

Upon our return from India

A final project report addressing what the student has learned about Indian laws and procedures for securing social justice, the practical problems of the various systems, ideas on how to
improve those systems, and how what the student has learned can be applied to the legal system in the U.S.

**COURSE GRADES**

Grades for the course will be based on the following:

- Daily journal submitted to instructor the last day of the trip. (20%)
- Active engagement and discussion with fellow students and instructors, our hosts, and the sponsoring organizations. (40%)
- Final project report. (40%)

**REQUIRED READING**

- Scott J. Shackelford, *In the Name of Efficiency: The Role of Permanent Lok Adalats in the Indian Justice System and Power Infrastructure*
- Review web page for “Karnataka State Legal Services Authority” at: [http://www.kslsa.kar.nic.in/faq1.htm](http://www.kslsa.kar.nic.in/faq1.htm)

The reading list may be modified prior to actual departure for India. All readings will be available online to registered students.
The University of Iowa

INTERNATIONAL DEVELOPMENT THROUGH MULTIMEDIA STORYTELLING: INDIA

Study Abroad: India Winterim December 27, 2011 – January 16, 2012

165:197:007 International Development, Section 007
019: 169:002 Topics in Mass Communication, Section 002

Instructor: Sujatha Sosale (sujatha-sosale@uiowa.edu)
Coordinator: R. Rajagopal (r-rajagopal@uiowa.edu)

COURSE OUTLINE

Course description and objectives

The Indian economy has grown rapidly in the last 20 years. In keeping with this change, Indian media have grown dramatically both in number and reach. Not so long ago, a handful of newspapers and a solitary government-run TV channel and radio service constituted the sum of modern Indian journalistic media. Today, we find an exponential growth in print media, broadcast channels, online media sources, and media industries operating on multiple media platforms. Contributing to this dense media environment are prominent multinational media conglomerates, also vying for audience share in the Indian mediascape.

However, the high economic growth of the last two decades has not been equitable. Expanding urban areas have created larger pockets of poverty, and the urban-rural gap has heightened. For example, India boasts 69 billionaires (third only to the US and China), but other statistics for critical areas such as public health show a dismal contrast – for example, 47% of the children under age five are malnourished, and 60% of Indian women suffer from anaemia (figures provided by Visthar, India).

This is the context within which this course is situated. We will go to India and observe these extraordinary combinations of progress and disparities characteristic of developing countries. We will learn about the development of modern Indian media, forms of communication unique to the region, and the environments within which Indian media work.

Our objectives in the course will be to (a) familiarize ourselves with Indian media today through readings and field visits, and (b) read about, see, and learn firsthand development efforts from a community perspective, and record them (research, write, edit, shoot, upload, present) in various formats.

Partner organization

Visthar, our host, is a non-governmental organization working and advocating for children’s rights, especially female children of marginalized populations. It runs educational programs to train them to join a productive workforce. Visthar is also an academy of Peace and Justice Studies. The organization is located in a green and eco-friendly campus at the outskirts of Bangalore, a southern Indian metropolis, and serves as host and partner organization to several universities in the US participating in exchange programs. Visthar collaborates for program planning and will arrange various activities and field visits both in Bangalore and surrounding areas and region. Students will have opportunities to meet people of different caste, class, and religious backgrounds. Education on the campus includes experiential learning. To quote a Visthar coordinator, “While we take theory seriously, our education begins with the experiences of the people at the grassroots.”
Source: Laura Northup, UI Student who went to Visthar in 2009-10

**Eligibility**

Undergraduate and graduate students, and non-UI students. This course will fulfill the conceptual course requirement for UI Journalism majors, and is accepted for a Media Studies minor. Students from other departments in UI and from other institutions should consult with their academic advisors to determine whether this course will meet their program requirements.

**Study Abroad location**

The three-week course will take place in Bangalore, in the state of Karnataka in South India. Dubbed the Silicon Valley of India, it is also a regional media hub, and a city known for educational institutions for engineering, law, and medicine.

**Benefits of the experience**

At a minimum, stepping outside one’s comfort zone to consciously expand horizons is one of the best ways to appreciate one’s own culture and life situation. Contrasts and comparisons help us learn in ways a traditional classroom experience cannot. More, encounters abroad may well have powerful influences on career choices. Media work in development contexts have the potential to open up extraordinary professional opportunities in the future for creatively using media to foster social change. Field visits and activities are designed to expose students to different types of media organizations, and gain some familiarity with dilemmas of developing regions such as the struggle for sustainable livelihoods, consequences of water privatization, development-induced displacements, and more.
Course requirements

Prior to departure

- Attend orientation meetings (non-UI students should check with the instructor for arrangements)

- Read and view


  View “Divided by Language: Newspapers in India,” (2008), a documentary by Vandana Pednekar-Magal (will be placed on reserve at Main Library)

During our stay in India

- Attend all planned activities and excursions

- Attend regular group meetings with the instructor to process experiences

- Prepare for readings and discussion sessions (readings below in bibliography)

- Actively engage with our hosts and partner organizations

- Prepare and upload three blog posts (individual assignment) – instructions and guidelines will be provided

- Develop a group project related to a specific topic and related field visits – instructions and guidelines will be provided. Some choice is available for choosing topics for the project – alternatives will be provided.

- Discuss individually with the instructor the angle you will take to write a feature-length article in multimedia format about your experiences in India – due upon return

- Prepare a summary and present to our local hosts on the last day of the course – likely a public event will that will attract people who have been marginalized, activists, and members of the general public who may be unaware of the scale and details of development-related triumphs and dilemmas. Guidelines will be provided.

- The first four requirements apply to graduate students. They will then work with the instructor to develop a final paper on a topic of their choice. Guidelines will be provided.

Follow-up

- Prepare a feature-length article (750 words text) in multimedia format on your experiences in India, taking the angle you will have discussed with the instructor (graduate students will have different requirements and will have to consult the instructor)
• 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 UI. No presentation is required of non-UI students, but they will have to write a brief essay of 5 pages maximum, double-spaced, on a development issue they have witnessed and experienced.

Course grades

• 20% attendance at all meetings

• 20% active participation following panel discussions, visits, and other activities, with the instructor, hosts, and other sponsoring organizations

• 15% for blog posts @ 5

• 20% for the group project

• 15% feature-length article or brief essay (non-UI students)

• 10% for presentations @ 5

• For graduate students, attendance and participation grades are the same, assignments will differ.

Readings to be completed for discussion at Visthar:


University of Iowa India
Winterim 2011–12
(December 27th, 2011 - January 15/16th, 2012)

Introduction to the Music, Dance, Theater and Cinema of South India
165:197 International Development, Section 008

Faculty Facilitator: Alan Sener (alan-sener@uiowa.edu)
Program Coordinator: R. Rajagopal (r-rajagopal@uiowa.edu)

Background

Last year, for the first time as part of the UI India Winterim program, students travelled to Chennai, India on a cultural learning journey for a new course with a performing arts educational component and for first-hand experiences with respected Indian arts professors and renown professional artists.

*Carnatic music* and the Indian classical dance form *Kuchipudi* was the main focus of lectures, demonstrations and practice. With the Chennai Music and Dance Festival as the backdrop, world-class performances were seen, and field trips to historic sites conducted.

The course culminated in a performance presentation by the students at Chennai’s TAG Center for which the American Consul General in Chennai was in attendance.
Cultural Connections Through The Performing Arts, a documentary of last year’s course created from photos and videos of participating students may be viewed at this link:


The second offering of this course promises to be even more diverse, informative and exciting! And so… “Vanakkam”… the Tamil greeting spoken by US Secretary of State Hilary Clinton on her July 2011 visit to India, a diplomatic trip that included an Indian classical dance performance at the Kalakshetra Foundation in Chennai.

Course Description and Content

This course is a three-week introduction to the origin, history and evolution of the traditional music, dance, theater and culture of South India. Lectures, demonstrations and performances will be presented by professors and professional artists, experts in Carnatic music, the Indian classical dance forms of Bharata Nrityam, Kuchipudi and Kathakali, traditional folk and contemporary theater (Therukoothu and Adishakti), as well as a variety of related cultural and performing arts topics including Indian cinema. The course is offered while the world-renowned Chennai Music and Dance Festival is in progress. Field trips will be made to live performances, historic sites within the region and film institutions in Chennai. Classes in yogic tradition will also be offered. The course will culminate in an informal performance presentation, and is open to all students of music, dance and theater, as well as enthusiasts of the performing arts.

One of our sponsoring organizations is the Siva Foundation, a leading dance academy situated in the heart of the city of Chennai. Its director is Madhavapeddi Murthy, a world acclaimed dancer in the tradition of the classical dance Kuchipudi. Mr. Murthy and his organization are outstanding devotees of classical dance forms of India. The Carnatic music content coordinator in India will be Dr. M. A. Bhageerathi of the famous Parur family of performers. Dr. Bhageerathi will arrange for musicians and vocalists to present a series of lectures, demonstrations and mini-concerts. Dr. Geetha Rajagopal, Executive Director of Sampradaya, the Center for South Indian Music Traditions located at the world-renowned Kalakshetra Foundation, will provide an historical music context for the course, as well as organize lecture/demonstrations by traditional and contemporary Indian theater exponents. In addition, M. Subbulakshmi (M. Sc, Yoga), a well-respected Chennai-based yoga instructor, will sponsor yoga study.

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.

Other field trips will include a visit to the original Kuchipudi Art Academy founded by the great Dr. Vempati Chinna Satyam. Also, a visit to a Kollywood movie set will take place. Studio Green, a Chennai based Tamil film and distribution company, will be in production Studio Green was established by Suriya, a very popular Indian film actor. Plans are currently in motion to experience a performance and workshop at Adishakti, a laboratory for theater arts research in Auroville, under
the direction of Veenapani Chawla, a recent recipient of the nationally prestigious Sahitya Akademi Award for contemporary theater.

The University of Iowa faculty facilitator for the course is Professor Alan Sener, whose 35-year career in the performing arts has taken him across the United States and throughout the world to numerous countries within Eastern and Western Europe, Central America, the Near and Far East, Africa and India, as well as Mexico, Australia and Canada. Professor Sener has presented over 80 dances at the University of Iowa where he teaches improvisation, choreography and western contemporary dance technique.

Course Requirements
Attendance and participation in all scheduled activities and excursions is essential along with active discussion about your learning process during our group meetings in India.

Participation in the culminating performance both in India and its presentation at the University of Iowa Winterim Symposium in February 2012 is required. (Iowa date TBA)

A maximum ten-page assessment paper recounting your experience and what you learned is also required. This content of this assignment will be determined for you in consultation with the UI Faculty Facilitator, and is due no later than Monday, January 30, 2012.

Course Grading
Grades will be based on your attendance, the extent of your active participation in all planned activities, classes, group discussions, readings, viewings, culminating performances, and the timely submission of your final assessment paper.

Course Materials, Suggested Readings and Viewings
Before departure for India you will be provided with a South Indian cultural orientation manual and supplementary information to familiarize you with the various contents of the course. For further preparation, some suggested readings and viewings are listed below. Consult with the UI Faculty Facilitator regarding these materials with respect establishing a specific area of in-depth study. There is a plethora of publications and public information available about these subjects. The materials listed below are adapted for the course on an ongoing basis; they presently include and are not limited to excerpts from the following sources:

Indian Culture
Books:

Indian Mythology
Books:

Carnatic Music
Books:

Some Carnatic music websites:
http://www.carnaticindia.com/
http://www.carnaticcorner.com/
http://www.carnatic.com/

South Indian Classical Dance
Books:

DVDs:
Nandanar Charithram. Bala Devi Chandrashekar. DVD released by London based cultural foundation Gnanalaya, March 2011

Some websites:
The Kuchipudi Art Academy
http://www.kuchipudi.com/home.cfm
Kuchipudi:
http://chandrakantha.com/articles/indian_music/nritya/kuchipudi.html
http://www.youtube.com/results?search_query=kuchipudi&q=Kuchipudi
http://chandrakantha.com/articles/indian_music/nritya/kuchipudi.html
Bharatanatyam
http://bharatanatyam.co.uk/bharatanatyam.html
Kathakali
http://www.malayalamresourcecentre.org/Mrc/culture/artforms/kathakali/kathakali.html
Mohiniyattam
http://www.malayalamresourcecentre.org/Mrc/culture/artforms/mohiniaattam/mohiniaattam.html

South Indian Theater
Books:

Some South Indian Theater websites:
Adishakti Laboratory for Theater Arts Research
http://adishaktitheatreats.com/home.html
Teyyam. A ritualistic form of theater from Kerala
http://www.indianetzone.com/34/teyyam_indian_ritualistic_form.htm
Thirayaattam. A ritual dance-drama from Kerala.
http://www.malayalamresourcecentre.org/Mrc/culture/artforms/thirayaattam/thirayaattam.html
Koodiyattam. Sanskrit drama from Kerala
Mudiyyettu. A ritualistic devotional drama.
http://www.cyberkerala.com/mudiyyettu/index.html

Bhagavata Mela. A Telugu dance-drama.
http://www.indianetzone.com/28/bhagavata_mela_indian_dance-drama.htm

Therukoothu. Street drama of Tamil Nadu
http://www.indianetzone.com/25/therukoothu_street_play_tamil_nadu.htm

Yakshagana. Classical folk theater from Karnataka.
http://www.bestindiansites.com/culture/yakshagana.html

South Indian Cinema
Books:

Wikipedia websites for your general reference:
Studio Green. Tamil film production and distribution company.

And:
Tamil Cinema
http://en.wikipedia.org/wiki/Tamil_cinema
Suriya

Tamil Films to see:
In India, we will be surrounded by genius: the single mother and entrepreneur who runs a successful business selling organic produce she started with a $250 microloan, and is now a leader in her community; the child who is now a ‘topper’ in his class at school after receiving microloan support to return to school instead of spending his days working in the fields; the devoted, expert executives at our partner organizations who run innovative educational institutions, have built global companies, and who have designed cutting-edge social entrepreneurship programs. Our goal is to observe, listen, and learn, and in so doing, explore ways that we could contribute, and apply the lessons we learn to our own ventures and projects.

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

Host Organization

The South State Business School situated within the St. Mary’s College in Hyderabad, (http://www.stmaryscollege.in/) will be our host and partner organization. The St. Mary’s College in Hyderabad collaborates with the St. Mary’s University and the Bill Greehey School of Business in San Antonio, Texas (http://www.stmarytx.edu/) to offer selected educational programs. Director Abhirama Krishna of South State Business School and Mahender Reddy, Director of St. Mary’s College will guide, coach, and mentor to successfully enable the implementation of this program. Director Krishna will serve as the single point of contact (SPOC) and actively assist the University of Iowa group to implement every component of this proposed program, including the content, logistics, and site-specific details. St. Mary’s College in Yousufguda, Hyderabad:
Partner Organizations

Students will have the opportunity to visit and work with managers and executives at a number of partner organizations. We are working on partnerships with organizations and corporations such as the following:

The **Administrative Staff College of India** (ASCI) is one of the leading executive training and public administration institutions in India. [http://www.asci.org.in/](http://www.asci.org.in/). For several decades, they have spearheaded the effort to encourage effective management, innovation, transparency, and sustainable development in India.

Students have the option to visit and learn from executives at several leading corporations with headquarters or significant facilities in Hyderabad. We are working on visits to several of the leading corporations in this growing center of global entrepreneurship, such as:

- **Mahindra Satyam** [http://www.mahindrasatyam.com/](http://www.mahindrasatyam.com/) an IT service company. They are part of the Mahindra Group, [http://en.wikipedia.org/wiki/Mahindra_Group](http://en.wikipedia.org/wiki/Mahindra_Group), a $13 billion company and one of the largest corporations in the world.


- **GMR Group / Hyderabad International Airport** – Part of one of India's largest transportation and infrastructure companies, and considered the best airport in the country, and most well-connected and integrated into the metro area’s development plan. [http://www.gmrgroup.in/Airports/GMR_Hyderabad_International_Airport_Limited.html](http://www.gmrgroup.in/Airports/GMR_Hyderabad_International_Airport_Limited.html)

We plan to visit and collaborate with several of the leading microfinance organizations in India, who have major operations in the Hyderabad area, and are working on partnerships with MF organizations such as:

- **SKS Microfinance** ([http://www.sksindia.com/](http://www.sksindia.com/))

- **Spandana Sphoorty Financial Limited** ([http://www.spandanaindia.com/index.html](http://www.spandanaindia.com/index.html)),

- **Share Microfinance** ([http://www.sharemicrofin.com/](http://www.sharemicrofin.com/))

Microfinance has come under significant criticism recently, sometimes for not adequately considering the environmental impact of entrepreneurship programs, or for charging exorbitant rates of interest, or for becoming a major corporate industry that aims to grow loan portfolios even by lending to the middle class for so-called “consumption loans”, rather than uplifting the poorest of the poor. See the recent New York Times article: [http://www.nytimes.com/2010/04/14/world/14microfinance.html](http://www.nytimes.com/2010/04/14/world/14microfinance.html).

We plan to work with our partner institutions to give each of us a perspective on development in India, microfinance, management, and culture. They will help us develop theoretical frameworks to
understand the tremendous impact the microfinance movement has made in the last four decades, as well as the challenges it faces.

**Course Content**

Students will be comfortably housed to provide a safe, convenient work and study environment. Students will work directly with the course instructor, with our host organization’s staff, and our partner organizations’ management to learn and collaborate on projects.

To facilitate this aim, students will work with a successful, growing virtual team network called *BplansForHumanity* – founded at the University of Iowa in 2008. [www.bplansforhumanity.org](http://www.bplansforhumanity.org) Students can use virtual teams for real change. They will have a chance to involve others in their social entrepreneurship study and work by forming a virtual team to provide assistance, resources and ideas with colleagues at the UI and elsewhere as they develop their projects while in India. This leverages impact by allowing other students and volunteers who aren’t able to travel with us to participate virtually and learn from us and from our partner organizations.

Students will apply their knowledge of or interest in entrepreneurship, sustainability, volunteer work, environment, education, writing, business, public relations, marketing, finance, communications, agriculture, water quality, multimedia, photography, and video, among other possible areas, to develop final projects at the end of the course which will help our partners and provide us with lessons we can apply our ventures and careers.

Almost nothing is more impressive on a resume than a study abroad experience in one of the world’s leading economies, and fastest growing regions. Even better than that, is a course that doubles as an internship experience, where students research and develop projects for a partner organization, and present their results. This course aims to provide students with just that opportunity.

Students need not have taken a course in business. All instruction will be provided. The only course prerequisites include curiosity, flexibility, dedication, empathy, and a passion for hands-on learning and service.

**Testimonials from past participants in past Entrepreneurship and Microfinance Winterim courses:**

*During my junior year winter break, I was fortunate enough to be a part of the Entrepreneurship and Microfinance course taught by David Burgess, a section of the program which worked closely with a local NGO in the Indian district of Tamil Nadu and one which had a pretty big wait list to get into. Our three week session was spent working closely with the various departments of Hand in Hand, an internationally recognized microfinance group in Tamil Nadu. Our small class was allowed very close contact with the operations at Hand in Hand; our task was to observe their programs and offer any positive insights we could come up with. Getting such an up close and personal view of a large, socially conscious organization was an invaluable experience. The course was not about grades and assignments (there weren't any); it was about working in teams to creatively come up with ways to help people in need. In short, we got to try our hand at social entrepreneurship. The fact that we got to work in the economically exciting, culturally breathtaking country that is India was just a bonus. I loved it.*
Our section was filled with students and professionals with various backgrounds (finance, law, IT, education, and many others) and I really enjoyed working with peers with diverse perspectives. Our instructor, David Burgess, helped to keep our many different viewpoints and objectives focused on the common goal of helping Hand in Hand help others. We used a new online network developed at the UI, www.BplansforHumanity.org, to coordinate our many projects and goals. Getting settled in a strange new country and creating detailed reports on socially conscious programs in only three weeks would not have been possible without David’s experience in creating workable plans for action and with adjusting to life in India.

-Ben Mescher  (UI class of 2011)

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

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

I loved the course at IRRAD [in Gurgaon/New Delhi] earlier this year and I really liked the fact that we weren’t only working on microfinance. Unlike other courses and organizations I worked with in the US, I was able to get my hands into IRRAD’s work from day one, and participate in and have an impact on programs I never thought I would. Expect the unexpected and have an open mind, and that will determine what you get out of this experience.

-Alex Brown (UI class of 2011)

I will forever remember my first trip outside of the US and the endless life experiences that have changed my life within three short weeks that I spent in India through the University of Iowa's study abroad program. I chose the course “Entrepreneurship and Microfinance” with David Burgess for a couple of reasons. I wanted to choose a program which would allow me to experience a new country (specifically incredible India) while simultaneously gathering important life lessons and education pertaining to my profound interest: nonprofit organizations. The program allowed me to work with a well respected NGO, Hand-in-Hand, while encouraging me to push my ideas and thoughts further than I could have imagined. I was able to witness, single-handedly, the many different highs, lows and hard-work that goes into such a large and successful NGO. My favorite experience working with Hand-in-Hand was the high expectation that they held for us University of Iowa students, they were looking for us to produce results to them, and it was this notion that made me feel my work was important and very worthwhile to both mine and their time. They asked us to help them become more efficient, what we thought as outsiders was working well and what needed some work. I knew going into the program that my passion was working with NGO's, and it intensified after having spent three beautiful weeks in India. Because of this program, I have decided to take what I have learned a step further to pursue my passion. I am going to be attending Minnesota State University this fall earning a Master’s certificate in Nonprofit Leadership with the hopes of making a difference in the world mimicking what Hand-in-Hand does every single day.

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

-Alisha Otting  (UI class of 2010)

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

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

-Kyle Schlinz  (UI class of 2010)

Course Instructor

David Burgess has been a Lecturer in UI’s Tippie College of Business, where he taught for eleven years, and a Lecturer in entrepreneurship at Cornell College, where he’s taught for two years. He now teaches entrepreneurship and social entrepreneurship part-time at both institutions so he can focus on building two businesses. He is the co-founder of and partner in NurturEnergy, Inc. (www.nurturenergy.com), which received the 2010 “Heroes of the Planet” award from the St. Louis Business Journal, and Smart Data Leads (www.smartdataleads.com), which won the top prize in the 2011 John Pappajohn Entrepreneurship Center’s and the Iowa Center for Innovation’s New Venture Competition. Previously, he worked in international development at USAID/Vilnius, in Lithuania, and had his first study abroad experience as a Fulbright Fellow. His teaching and professional experience focuses on social entrepreneurship, entrepreneurship, business ethics, communications, and marketing. He has taught three social entrepreneurship courses with the Winterim in India program since 2008, working with over fifty students, staff, and faculty course participants.

Required Texts

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

Recommended Texts

Entrepreneurship by Bygrave and Zacharais
Poverty Capital: Microfinance and the Making of Development  by Ananya Roy
Grading Policy and Procedures

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

Course Schedule

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

**Week 2:** Meet with project managers, workers, volunteers, clients, and community Members at our three microfinance partners. Research and collaborate with BplansForHumanity virtual teams. Conduct analyses, write brief success stories and document impacts with data, photographs, videos, etc.

**Week 3:** Final meetings with microfinance partner organizations and ASCI staff. Prepare and deliver project or Bplan to organization leaders, classmates, and instructors at student-led and organized conference at St. Mary’s College.

In addition to the course activities outlined above, we will also visit several religious, social and cultural landmarks, including temples, ancient ruins, and places of contemplation. We will also have the opportunity to attend cultural events, such as music concerts or dance. We will experience Indian culture and see our partner organizations’ initiatives in both urban and rural settings. Our experience will be broad, intensive, and life-changing.

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