COURSE SYLLABUS

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.

The direct contact with development and media organizations, in-person observations in the field, observations on the ground about conditions and contexts for communities in a developing country, and possible participation in some of these efforts will all constitute part of the transformative learning experience in this course.

Our objectives in the course will be to

(a) familiarize ourselves with Indian media and the Indian development context today through multiple sources – video, readings, and field visits, and
(b) observe, participate, and learn firsthand development efforts from a community perspective, and record them (research, write, edit, shoot, upload, present) in various formats.
Our 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

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 has 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.
Class materials

Required readings

Required readings will be made available on ICON.

There is no textbook for this course.

Guest presentations

Guest presentations in panel format and workshops will be arranged by our hosts. Full participation and interaction with presenters is expected of all students in the class.

Student assessments

Course grades

- 15% attendance at all meetings (mandatory)
- 20% active participation following panel discussions, visits, and other activities, with the instructor, hosts, and other sponsoring organizations
- 30% for multimedia blog posts @ 10
- 15% for the final presentation to the hosts
- 20% multimedia feature-length piece

The Iowa Dozen Reminder: We will strive for all of the standards in the Iowa Dozen (uniquely developed for the UI School of Journalism and Mass Communication) applicable to this course. The complete list is given below and the applicable standards are presented in bold font:

We learn to

1. Write correctly, clearly and well.
2. Conduct research and gather information responsibly.
3. Edit and evaluate carefully.
4. Use media technologies thoughtfully.
5. Apply statistical concepts accurately

We value

6. Free speech and First Amendment principles for all individuals and groups.
7. A diverse global community.
8. Creativity and independence.

We explore

10. Theories and concepts.
11. The history, structure and economy of media institutions
12. The role of media in shaping cultures.

Assignments
Guidelines will be given for all assignments. They will be finalized when I have the final pre-course curriculum on-site with the hosts on Dec. 28th.

1. Three multimedia blog posts
2. Presentation to hosts
3. One feature-length multimedia piece

Course policies and requirements

Readings and preparation for meetings
There will be a short list of readings to provide context for the course. Ensure that you read material prior to certain activities related to the reading. They will be indicated in the calendar further down in the syllabus.

Flexibility and an open mind
For the three weeks, we will engage with our partner organization. They are working to give us a variety of experiences and for these purposes they liaise with other NGOs, and other kinds of organizations. As and when opportunities arise, there may be necessary deviations from plans or the course calendar. Be prepared for such deviations, and keep a flexible and open mind to these changes. They are part of the experience, as is the cultivation of an open mind in such contexts.

Attendance and participation
Attendance at all meetings, sessions, field trips as designated, and other activities as planned is mandatory to ensure that you to have a rewarding educational experience. Absences will require excellent reasons, such as ill-health.

Conduct in the course
Please be tolerant of multiple viewpoints and reactions to the course and the travel experiences. Besides the culturally different and far more diverse environment, classmates are dealing with jet lag, adjustments to food, and a host of other issues. We aim for friendly, supportive and courteous interactions. Enjoy the difference; the trip will pass all too quickly, as you will discover.

Prior to departure


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 will be posted on ICON)
- Actively engage with our hosts and partner organizations

- Prepare and upload three blog posts – instructions and guidelines will be provided

- Develop a 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 piece in multimedia format about your experiences in India – due on January 15th.

- 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.

**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.

**Academic dishonesty**

Plagiarism, unattributed duplication (know the difference between quotations and paraphrasing, cite work from sources other than your own), and fabrication are serious violations of academic honesty. The instructor is required to report any instance of academic dishonesty. Academic dishonesty will automatically lead to an “F” grade in the assignment, followed by further action by the instructor. To ensure that you do not engage in academic dishonesty even inadvertently (not considered an excuse), please refer the information at http://www.clas.uiowa.edu/students/academic_handbook/ix.shtml (there is an “underscore” between the words academic and handbook in the URL). If you have questions about academic dishonesty such as plagiarism, duplication, or fabrication, it is your responsibility to ensure that you ask me prior to the assignment due date. If this is not done, then the submitted work with the plagiarized material will automatically be marked an “F” grade and further action will be taken.

**Special needs**

Information on special needs, such as dietary or other, should have been submitted to the Office for Study Abroad. Additionally, in the field, I would like to be kept informed of other special needs you may have.

**Meetings and consultations with the instructor**

By appointment, on-site.
Complaints and grievances

If you have problems with any aspect of the course, please bring them to my attention at the earliest. Keep in mind that we are away from the campus and AJB, and all the facilities here. It may take extra time to resolve problems that may crop up. If the problem is not resolved to your satisfaction, you can contact Professor David Perlmutter, Director, School of Journalism and Mass Communication, at 319/335-3390 or david-perlmutter@uiowa.edu and pursue the matter further.

Teaching Policies & Procedures: Syllabus Insert

Administrative Home
The College of Liberal Arts and Sciences is the administrative home of this course. Different colleges may have different policies. Questions may be addressed to 120 Schaeffer Hall, or see the CLAS Student Academic Handbook.

Electronic Communication
University policy specifies that students are responsible for all official correspondences sent to their University of Iowa e-mail address (@uiowa.edu). Faculty and students should use this account for correspondences. (Operations Manual, III.15.2. Scroll down to k.11.)

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

Academic Honesty
The College of Liberal Arts and Sciences expects all students to do their own work, as stated in the CLAS Code of Academic Honesty. Instructors fail any assignment that shows evidence of plagiarism or other forms of cheating, also reporting the student's name to the College. A student reported to the College for cheating is placed on disciplinary probation; a student reported twice is suspended or expelled.

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

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

Understanding Sexual Harassment
Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be
reported immediately. See the UI Comprehensive Guide on Sexual Harassment for assistance, definitions, and the full University policy.

**Reacting Safely to Severe Weather**
In severe weather, class members should seek appropriate shelter immediately, leaving the classroom if necessary. The class will continue if possible when the event is over. For more information on Hawk Alert and the siren warning system, visit the Public Safety web site.

*These CLAS policy and procedural statements have been summarized from the web pages of the College of Liberal Arts and Sciences and The University of Iowa Operations Manual.*

College of Liberal Arts & Sciences
**COURSE CALENDAR**

**Note:** The calendar provides a general plan of activities for the course; deviations may necessary.

**Prior to departure**


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

### Course calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Activities</th>
<th>Assignments and deadlines</th>
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<tbody>
<tr>
<td>Thursday, Dec. 29</td>
<td>Students arrive in Bangalore</td>
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<td>Inaugural, walk in the campus, walk in the neighborhood</td>
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<td>Read Sachs (chapters on Poverty, Resources)</td>
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<td>Read Sen (Chapters 1, 5)</td>
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<td>Friday, Dec. 30</td>
<td>Orientation programme – Citizens’ panel on caste, women, and children in India</td>
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<tr>
<td>Saturday, Dec. 31</td>
<td>The alternate tour of Bangalore</td>
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<td>Read legal article, link given</td>
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<td></td>
<td>Review Indian media chapter from the Gunaratne book</td>
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<tr>
<td>Sunday, January 1</td>
<td>Happy New Year!</td>
<td>Blog post 1 – by midnight local time.</td>
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<td>Off day</td>
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<td></td>
<td>Explore Bangalore independently</td>
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<tr>
<td>Day, Jan.</td>
<td>Morning Activity</td>
<td>Afternoon Activity</td>
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<tr>
<td>Monday</td>
<td>State of the Media in India</td>
<td>Visit to Times of India offices</td>
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<td>Tuesday</td>
<td>Briefing for Wayanad Field Visit and Production</td>
<td>Documentary viewing and discussion (gender) Joseph reading (chapters 2, 14)</td>
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<td>Wednesday</td>
<td>Workshop led by prominent Indian journalist Ammu Joseph</td>
<td>Optional Production Workshop</td>
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<td>Thursday</td>
<td>Travel to Wayanad</td>
<td>Sachs (chapter on Environment) Shiva (first and last chapters)</td>
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<td>Friday</td>
<td>Field visit and media production in Wayanad</td>
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<td>Day</td>
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<tr>
<td>Monday, Jan. 9</td>
<td>Visit SVYM Mysore</td>
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<td>Health education for tribals</td>
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<td>Tuesday, Jan. 10</td>
<td>Day off: Sightseeing in Mysore. Depart at 4 PM. Arrive in Bangalore by 8 PM.</td>
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<td>Wednesday, Jan. 11</td>
<td>Morning: Debrief Wayanad Field Visit</td>
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<td>Afternoon/Evening: Research (library/ online) and prepare for the presentation (Guidelines will be given)</td>
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<td>Blog post 3 – Post by midnight local time</td>
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<td>Thursday, Jan. 12</td>
<td>Research and production work</td>
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<td>Friday, Jan. 13</td>
<td>Morning: Presentations to our hosts; audience will extend beyond our hosts into the community</td>
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<td>Saturday, Jan. 14</td>
<td>Work on final assignment</td>
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<td>Sunday, Jan. 15</td>
<td>Upload final assignment</td>
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<td>Submit the final assignment by 5 PM local time</td>
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<tr>
<td>Monday, Jan. 16</td>
<td>Students depart for the US</td>
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