I. Course Information:

**Title:** Service Learning India  
**Course #:** INTB5020-001 OR INTB8081-002  
**Credit Hours:** 3  
**Term:** Spring Semester 2015  
**Prerequisites:** As listed in the LCOB Bulletin

II. Lead Instructor Information:

<table>
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<th>Names</th>
<th>Dr. Ratee Apana</th>
<th>Dr. Rajan Kamath</th>
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**Communication Policy:** Students are encouraged to contact me anytime via email. A response will be given within 36-48 hours except on weekends.

Other Instructors:

Dr. Rob Jonason (Journalism)Tom Callinan (CEO Charitable Words), Jay Sinnard (Media Services, Langsam Library)

III. Course Materials

**How to get Required Reading Material**

- You can purchase the text “Sold” by Patricia McCormick, ISBN978-0786851720 at Amazon.com or anywhere that books are sold.
IV. COURSE INTRODUCTION:

In today’s world, the issues we face are no longer just local and regional: they are international and global in scale. The next generation of students cannot afford to go into the world unable to tackle the needs of those areas and peoples whose issues and concerns markets have failed to address. When important social problems are not solved or social needs go unmet due to neglect or inaction in the private sector, even though the technological, financial, and human means exist to address these problems and needs, a market failure occurs. Social ventures are created to address some of these market failures. Social ventures as opposed to regular for-profit entities have an explicit focus on solving some social or environmental problem and maximizing social or environmental good alongside (or sometimes even at the expense of) pure, short-term profit maximization.

Our topic focus in this UC Forward class will be on the interplay of environment and globalization in the context of an important global issue: the rehabilitation of trafficked girls. Students will get to see and learn firsthand from social entrepreneurs in India. The Study Abroad experience in India enables students to observe and study NGOs that are dedicated to addressing the challenge of human trafficking.

Students in this course will focus their attention on one of three NGO’s they will be visiting in India. Students will assess the NGO’s needs and engage in assessing the skill-sets that can empower the rescued women and men in these NGOs. Students will outline a marketing plan and fund-raising opportunities for the NGO, this will help give voice to both the organizations and the issue. Students will create 3-minute documentaries in teams, these documentaries or films serve to tell the story of the NGO in a manner that it assists and highlights any one of the following:
- The NGO (this would be an extension of the NGO’s marketing plan), or
- The university or
- The course.

It is our goal that the stories the students create after the trip will assist these local NGO’s as well as serve to market our course and our University.

In India, our work will focus on anti-trafficking NGO’s, in India. The founder of the NGO STHREE - Ms Hema Bedi – will serve as our consultant and coordinator. To see the total outlay of the mechanisms involved in human trafficking, we will focus on NGO’s in the source or procurement areas, destination areas, and the sex tourism area. We hope to get a total perspective of human trafficking, ie: across country borders and across state borders in India and gain some valuable insights that could lead to the development of a strong business model for the sustainability of these survivors.

To deliver this class we have developed interdisciplinary partnerships with professors from the School of Journalism, the University Libraries, the NGO “Charitable Words” and the School of Business.
V. OTHER COURSE DETAILS
WHICH COLLEGES MAY BE INTERESTED
This interdisciplinary course can be very beneficial to students in business, education (ESOL), journalism, engineering, women studies, fashion, criminal justice medicine and computers. The course will be tailored to accommodate all interdisciplinary interests that apply to problem solving at the NGO.

BRIEF DESCRIPTION
Students will be exposed to challenges and opportunities available at the institutional level and at the individual level in the context of social entrepreneurship in the rapidly growing economy of India, and they will learn about socio cultural impacts of new technologies. Student learning will be integrated into pre-trip lectures, and in India/guest lectures/panel discussions, organization visits and cultural explorations in and around the host cities.

The course is divided into 2 parts. Class room time and the field visit. During the semester students meet each week. In the class room experience at Cincinnati, students are exposed to the following

1. INDIA: Students are introduced to India, her geography, culture, religions, politics and her people. Students gain an understanding of India’s role in global economics and politics.
2. JOURNALISM and VIDEO EDITING: Students will explore journalistic techniques for bringing the stories they experience to life
3. NGO’S: Students study business model development of NGO’s their needs, strategic positioning and market awareness. The business model will be explored by articulating the Customer Value Proposition, Profit Model, Key Resources and Key Processes of the NGO.

In the field experience students will do the following:

1. VISIT TOLEDO: Students will visit a local NGO “Daughter’s project in Toledo”. This has been tentatively set up and will be finalized during the semester. We will organize transportation for the class. The visit will be on a Saturday. Every student is expected to attend. The local visit and subsequent assignment will account for 20% of your grade. A student cannot do the assignment if he/she does not visit Toledo. You will be given sufficient time to make this happen and I think it will be a great bonding experience. Medical excuses with a doctor’s certificate will be accepted.
2. VISIT INDIA: On our visit to India, we will meet with Hema Bedi who will be the coordinator for our trip. We will talk to leaders of NGO organizations and learn about their experiences to gain an understanding of the complex socio economic factors around the problem of child slavery and prostitution.

LEARNING OBJECTIVES
1. Students will learn experientially about culture in India, social entrepreneurship and key social issues in emerging economies, a unique nation-state with multiple languages and religions.
2. Learn how to develop a business model that connects the needs of an NGO in an emerging economy with donor and philanthropic interests in a developed economy.

3. Students will understand the power of photo/digital media in relating stories and bringing attention to social issues.

4. Students will appreciate and understand social development policy. Through hands on experience at NGOs, students can utilize this forum to analyze and visualize challenges and opportunities in education, women empowerment and alleviation of poverty and ignorance.

Specifically, at the end of the course, Students understand the context, the problem and the tools required by NGO’s to handle their issues

Context:
- Students are encouraged to go beyond stereotypes of India and understand the complex and nuanced picture of India’s development.
- Students will be familiar with the socio-cultural changes and the effect of multinational companies on the socio-cultural environment in India.
- Students learn about women in India, matriarchal societies, work, marriage, personal liberty, dress, and the concept of Shakti, the real power of women in India.
- Students understand the uniqueness of business models for NGO’s
- Problem: Students are exposed to issues of poverty, illiteracy and trafficking of women locally as well as globally.
- Tools: Students are empowered to build a sustainable bridge that allows UC students to interact and create sustainable solutions that empower women, in education, micro-finance and micro-business.
- Students learn how to communicate visually, orally and in written communication within the context of an international learning project.
- Students master the basic elements of effectively using digital media to tell impactful stories utilizing audio recordings and images that reveal a depth of understanding about the issues.
- Students will have an appreciation for professional characteristics such as ethics, tolerance for cultural differences, an appreciation for the power of education, adaptability, and an appreciation for life-long learning.

OUTCOMES
Interfaces with Indian art, culture and social enterprises will allow students to appreciate the following professional characteristics:
- an ability to function on multi-disciplinary teams
- an ability to use the techniques and skills of digital media and sophisticated storytelling
- an ability to communicate effectively through different media.
- broad education necessary to understand the impact of globalization in the economic, environmental and societal context
- a recognition of the need for, and an ability to engage in life-long learning
• an understanding of professional and ethical responsibility

GRADING:
Class participation (Behavior while travelling, Class participation and attendance): 25%
Team Paper: 20%
Write an article that you can send to your hometown newspaper. 10% (Individual)
Quiz, homework and exercises: 20%
Documentary presentation 25%

Each of the grading components and expectations are detailed below:

CLASS PARTICIPATION 15% +10%
Students are expected to attend all classes during the semester. Attendance, mini, in-class assignments/ quizzes and small group exercises contribute to class participation. Before you leave for India in May you will be assigned 15% of your participation grade based on prompt handing in of assignments and attendance. You will be dropped a quarter letter-grade for each class missed. Only medical excuses with a doctor’s note will be considered.

Visits to NGO’s in Ohio & India as well as visits to cultural sites in India form a critical component of the class; students are expected to participate actively in the travel portions of this class. Site/ study visits will include a detailed tour of the site, a visit with the relevant officials/students/associates followed by discussions. In India, students are expected to be ON TIME for scheduled departures. Lateness may see students left out of required educational activities, thus damaging both their learning and class participation. (We will drop you a half letter grade for tardiness.) When we participate in the educational content in India, including cultural sites and NGO visits and the like, students are expected to collect preliminary information on each of the company and culture visits and to be avidly engaged, taking an interest and asking questions.

Finally, students are expected to participate in impromptu discussions either in the hotel or bus on what we are seeing and learning. Quieter students must find a way to communicate their engagement to the instructor in order to score well in class participation. You are pioneers, venturing to India as ambassadors of the UC academic community for the first time.

If you are sick and unable to go on any of the visits (I hope this does not happen) one of the instructors will stay back, help you with a doctor. Sick students will be confined to their rooms and will not be allowed to go out. For those of you who feel motion sickness on a bus please talk to your doctor here and get the required prescriptions.

Dress code for NGO and other visits: Business casual for all our NGO visits. No shorts or sneakers. No drinking alcohol in your hotel rooms. This is a LCB rule. Noncompliance of the hotel “in room” drinking policy will result in a zero on your course.

TEAM PAPER 20%
The class will be divided into 2-3 person teams. Each team will develop a business model for the NGO and do an NGO SWOT Analysis on “The Daughter Project” (TDP) that we will visit in Toledo...
on the 28th of February. The basic principles of business model analysis and SWOT analysis will be covered in the class sessions in Week 5 and Week 6. In order to do this assignment, students have to visit the NGO in Toledo on the date specified in your schedule. After presenting your analysis, your Team Paper must conclude with recommendations to improve the effectiveness and efficiency of TDP.

**NEWSPAPER ARTICLE 10% (individual)**
Write an article about the theme of this class for your home town newspaper. You could address the pervasive nature of human trafficking in Ohio – explain human trafficking to your audience from a business perspective, a human rights perspective and a victim’s perspective. Include your experience with The Daughter Project.

After you turn in your assignment you will make corrections based on feedback and submit the corrected assignment to your local newspaper.

**DOCUMENTARY /PRESENTATION/ (photo documentary essay) 25% (team)**
We expect one 3 -4 min documentary per team. While the documentary can be reflective, it must also serve a purpose. Who is the customer for your mini documentary? Is it the donors, the general public, UC community etc.? What is its purpose? Is it meant to create awareness of the issue or help the NGO in its mission or perhaps it is meant to boost UC’s image in the community through your experiences or maybe your documentary serves to address the issue and discourage brothel users or pimps, Information is arranged to tell your story. Specific topics relating to our visit will be offered in class. Prior to your travel to India, we will go over digital media presentation in the classroom with the help of media experts. Remember you are narrating the story so include the background of sites and places in India while you tell your story. This documentary essay is turned in only after you return to Cincinnati. Due one week after arrival.

**QUIZZES HOME WORK AND ASSIGNMENTS 20%**
Details will be provided to you by the individual professors.

**NGO AND CULTURAL VISITS DURING OUR TRAVELS**
As part of our visit to India, it is important to note that both NGO and cultural visits are equally important. We will divide our time equally between the two. In order to enhance your learning, it is important to display the highest level of professionalism during the visits to the NGO, and to prepare carefully any background material needed or as instructed by your professor.

We have scheduled several cultural and social visits. During our visits to the cities, although you will be bused to these locations, we have built in a little free time for you to have the opportunity to maximize your overall learning experience. While you have some degree of flexibility, part of this time should be allocated for planning and taking pictures for the final project. The remaining time is available to pursue individual or group activities for learning and experiencing the culture of the country. For example, such activities might include experiencing
the country’s music, visiting traditional folk markets, exploring historical monuments, visiting art and historical museums, etc.

HANDLING HARDSHIPS ON THE TRIP
Travel in India is challenging. As with visit to any new environment, most of us will experience culture shock. While some of you will embrace the differences, others may be overwhelmed by them, this can lead to irritability and dissatisfaction and it is quite normal to feel so during the first part of your trip while both mind and body are beginning to make adjustments to the new environment. On the trip, be constantly attuned to your state of mind and when you've had enough. Be aware of when/how you re-group and re-collect yourself (Do you need to be alone? Do you need to talk it out, have a meal, and go to bed early? Do you blame others when you are stressed? Do you lash out? Do you need to talk to your instructor?)

Some things that you will notice right away is overcrowding; poverty; locals wanting to take pictures with you, children reaching out to touch you; beggars young and old often disabled, with babies; transvestites; aggressive shopkeepers and touts; driving on the left side and roads that appear without rules; occasional physical inconveniences such as oppressive heat, cold showers, power outages In India as elsewhere, female travelers in particular must be aware of the possibility of predatory behavior by males and be constantly mindful and aware of their surroundings. Students need to be careful of well-dressed strangers offering to exchange money or do you favors that involve money and your passport. It is best always to be with a couple of buddies from the group.

None of the difficulties ranging from inconvenience to genuine hardship should be enough to prevent you from having an amazing trip to India. However, how we handle challenges determines how they impact the group. Any students who become disruptive for any reason and interfere with other students' learning will be sent home. Any students so dismissed from the course will not have any money refunded to them. Disruptive or disrespectful behavior unacceptable in a classroom in UC is also unacceptable in India, whatever the cause: tiredness, cultural adjustment, etc.

COSTS
The program fee does not include tuition, the cost of obtaining a US passport (@$100) or visa for India (@$75), meals (except breakfast), personal expenses (laundry, souvenirs, and tips), camera or recording equipment, pre-departure shots and medical precautions.

Travel in India requires a great deal of flexibility. Some visits, despite the instructors' best efforts, may be re-organized or cancelled. Students are requested to meet these inevitable changes as part of the learning experience.

A detailed travel itinerary will be available to you by week 5.
Prior to travel, students will learn about the history and culture of India (Dr. Apana), NGO business models (Dr. Kamath), Photography and its importance in telling the story (Dr. Apana and Dr. Jonason), Video editing (Jay Sinnard), writing a news story (Tom Callinan). We will visit with a local NGO situated in Toledo. Our travel in India will be for a period of 10 days during the days immediately following the Spring Semester exams.