

MSID INDIA

**ACADEMIC YEAR
2008-2009**

**SPRING SEMESTER
SCHEDULE
&
SYLLABI**

SPRING 2009

**MINNESOTA STUDIES IN INTERNATIONAL
DEVELOPMENT**

MSID INDIA

SPRING 2009

**Schedule for Spring (2nd Semester) for Academic Year
2008-2009 MSID-India Students**

SECOND SEMESTER (SPRING 2009) ACADEMIC CALENDAR	
January 5-14 (Monday to Wednesday)	Library & research time; Hindi classes; & Research Seminar (incl methodology & discuss of individual research proposals) at Jaipur.
January 14-15	Departure for individual internship sites (own arrangements)
January 15 Thursday	Internship Resumes
February/March	Visit by Director/ Faculty to student sites. (Hand in work installments)
March 15 Sunday	Students travel to Jaipur (own arrangements) for research-time & mid-term seminar
March 16 Monday to March 20 Friday	Research and writing in Jaipur. (Meetings with MSID faculty; Directed Research; Library Research); & Mid-term Integrating Seminar Presentations on ongoing research projects
March 23 Monday	Internship Resumes
April 10 Friday	Last day of internships.
April 11 Saturday	Students return to Jaipur
April 13-17 (Monday to Friday)	Research and writing in Jaipur (Meetings with MSID faculty; Directed Research; Library Research); & Final Integrating Seminar (Presentation on research project; discussions; re-entry preparations etc. Final seminar schedule to be handed out separately).
April 17 Evening	Academic Year program ends.
April 18, Saturday	Students free to travel back to the US.

(Schedule subject to minor modifications)

OVERVIEW OF SPRING SEMESTER 2009

A) 1st Phase of Spring Internship & Research (January 5 to March 15)

Academic Year students have a Hindi revision phase along with Research Methodology related work-cum-seminar at Jaipur during 5th to 14th January 2009, before they return to their field sites to resume their internships and their research. Each student will be visited by the Academic Director or another faculty member during February/March. This site visit is the first regularly scheduled point in the second semester for Academic Year students to discuss their work, hand in assignments, and talk about any issues that may be of interest to the students.

B) Spring Midterm Research-writing & Seminar (March 15 to 20)

In the early part of March students will travel back to Jaipur for research and writing-work, which will be followed by a Mid-Term Seminar at which the MSID India Director, Deputy Director, and some faculty members will be present. This is a time to compare experiences, take stock of progress on the internship and research project and reflect with classmates and program staff on what has been learned. It also is a second scheduled point in the semester for handing in assignments.

C) 2nd Phase of Spring Internship & Research (March 23 to April 10)

Students resume their internships on the Monday following the Mid-Term Seminar.

D) Final spell at Jaipur & the Final Seminar (April 13-17)

The mid-semester pattern is repeated from April 14th, with students again having a few days in Jaipur to finish final research-work and writing, before joining the in-country Director, Deputy Director and faculty members for the final integrating seminar. This seminar also provide an opportunity for debriefing experiences, processing learning, and evaluating the program.

Re-entry preparation: - The impending return of the Academic Year students to the US will also taken up, with MSID India faculty and invited Resource Team members facilitating students towards anticipating issues involved in intercultural re-entry, and in reflecting on the impact MSID might have on their lives and their roles as local and global citizen. Inevitably it is also a time for emotional good-byes.

E) End of program. The seminar concludes on the afternoon of April 17, Friday, after which students are free to travel or to return to the US.

AY 2008-2009 Spring Semester Curriculum

The Spring Academic Curriculum for academic year students comprises of 4 courses towards earning 16 credits¹. Please note, that the Spring semester is distinct from the preceding Fall semester as it does not depend on formal classroom-based learning. Instead, the focus is on individual learning at the internship site and in the field, assisted by site visits by the Director or other Faculty members, as well as MSID seminars (one mid-semester in March, and a final seminar in April) at Jaipur. All the courses have specific written assignments which should prove helpful to you in collecting and processing information and field experiences, and linking them with previous classroom work and on-going learning. Student effort for these purposes includes activities like participation in research seminars, work on the assigned projects, reading up on research methods, designing the research project, carrying out the research in the field, data analysis, writing, editing, assisting/critiquing other students in their projects, etc

The overall **Course Co-ordinator** for all 4 of the courses will be Dr. Rima Hooja, the MSID Director. Your host agency will provide some feedback where required.

While you are in the field, you are welcome to telephone Rima about academic matters between 10 am and 5 pm all 7 days of the week on the following numbers: -

Mobile: 98290 58400

Home Tel.: (0141) 2622005. (In case of an emergency you can call at *any time!*)

Rima's email address continues to be: - rimahooja@yahoo.com

During the various research-writing and seminar phases at Jaipur, Rima's office hours will be from 11am to 1pm Mondays to Fridays, and at other times by appointment.

Administrative Matters:

For all matters concerning administration, please contact Rakshat on (0)98293 21444

Health issues:

In the event of any health problems or other issues that need resolving, please let your **host agency in-charge** or your **site-supervisor** know **immediately** and make sure that Dr. Mira, Rekha-ji and Rima are also informed as soon as possible!

NOTE:

Students must phone-in and report every Thursday to the MSID Deputy.

¹ For a details about the spring semester courses, please refer to your MSID program guide.

COURSE :- GloS 4005

Advanced International Development Internship

Spring Semester for Academic Year students
Undergraduates, 4 credits

Course Objectives:

The Spring internship seeks to give students an in-depth grassroots experience with a development agency or project. It permits students to gain insights into their agencies and communities, explore issues of social justice and development as experienced at the level of the individual and community, strengthen knowledge of a particular sub-field of development within the host country, and hone skills related to the internship.

Course Content and Method of Presentation:

This course takes place mostly at the internship site. Although program faculty are available for trouble-shooting if needed, very few regular points of contact with students are built into the semester's schedule (as outlined earlier in the program description), namely: faculty site visits in February/ March, a midterm seminar in March, and a final seminar in April. Much of the learning is through writing assignments designed to help students analyze their experiences and relate them to academic concepts. Each intern's day-to-day efforts are overseen by a site supervisor who is a staff member of the host agency or a leader in the community. Though most site supervisors are not academicians, their 'Supervisor's Report' to the MSID-India Director concerning the intern's work contributes to the final grade.

Faculty:

The Program Director is the instructor for this course. Students will also have academic input from invited guest faculty during the mid-term and final integrating seminars.

Evaluation of Student Achievement:

Students are graded on a combination of 2 FORs, 1 POR, presentation of on-going work at the March mid-term seminar, a final Internship report, and Internship performance assessment (which is done jointly by MSID faculty and the host agency site supervisor).

Grade Break-up:		Date due
Field Observation Report # 1	10%	Feb/ March site visit
Internship (on-going work) Mid-term presentation	20%	March Mid-term Seminar
Personal Observation Report # 1	10%	March Mid-term Seminar
Field Observation Report # 2	10%	March Mid-term Seminar
Advanced International Devt Internship Paper	25%	Final Seminar
Internship performance assessment	25%	

Assignments:

Field Observation & Personal Observation Reports:- A Field Observation Report is a short analytical account (2-3 pages) of something you have seen, heard, read, or

experienced. Your analysis reflects on aspects of development and how it is manifested in your MSID country; while a Personal Observation Report is a short written record (again, 2-3 pages), grounded in experience, of your own journey. It can contain description, exploration of issues, reflection, the posing of questions, personal perspectives, and analysis of your thoughts, feelings, and observations. The focus is on the ways in which a particular aspect of development impacts you personally and your values.

Use the FORs and POR to reflect on your experiences as an intern and focus on issues that relate to the workplace – for instance issues of gender, hierarchy, organizational values, your location as a foreigner, work culture - and your coping strategies.

Internship Mid-term presentation: Based on your experiences in the field, talking to people, and observing, prepare a critical written assessment (3-5 pages long) regarding the internship agency's performance, and your own work with the organization, and present it at the March mid-term seminar.

The presentation should attempt to provide a balanced assessment, along with highlighting the objectives of the organization, strategies and interventions adopted to achieve the objectives, the context of the grassroots where these are being implemented, and the impact on the people at the grassroots. Identify the strengths as well as the weakness of the organization and also try to explore the opportunities available to the organization and the possible threats it may encounter. [For instance, an organization may opt to link with government initiatives to further their objectives etc.]. Provide concrete illustrations from the field.

Advanced International Development Internship Paper: This paper, to be handed in before the end of the program, should provide a vehicle for demonstrating that you have been thinking systematically about development issues in relationship to your internship experience.

This paper can build upon your Fall semester internship experience, but should go beyond it in terms of content and analysis, and demonstrate that you have been thinking systematically about development issues in relationship to your internship experience. The report should be approximately 10–15 typed pages in length (or equivalent in legible handwriting if you lack access to a typewriter or computer) and must be handed in before the end of the program in April 2009.

Developing the paper²: - This is not a project simply to do during your last week at your site. Rather, throughout the period of your Spring internship keep thinking about it, discussing it with fellow students and with colleagues in your agency, jotting down ideas, flagging passages you might wish to draw on from papers you have done, and gathering relevant printed materials, and beginning to draft large portions of the paper.

Content: - You may like to use some of the following points as guidelines for your paper, though you are free to develop the report in your own way.

² This section is based on the MSID Academic Guide

Reflect upon your agency's/project's approach to development, using the following questions to guide your discussion.

- What assumptions/values/paradigms about development seem to underlie your agency's approach? Are these made explicit or left implicit?
- What national policies exist, if any, in the field in which you are working (e.g., micro business development, public health, environmental preservation, etc.)? Document your answer through appropriate bibliographic references. Can you identify the assumptions/values/paradigms that underlie these policies?
- How do your agency's objectives and approach dovetail with national policy? Are your agency and the government "on the same wave length"?
- How successful is your agency in promoting development and empowering the people with whom it works? Unsuccessful? Why? Support your answer with concrete illustrations taken from your experiences.
- Describe briefly the organization and culture of your agency. You might wish to address topics like hierarchy vs. collegiality; attitudes toward work; values in the workplace; and the role of gender, ethnicity, class, status, etc.
- Describe briefly your own internship and the particular project of your agency to which you were assigned. How did your activities and that project fit within your agency's overall approach to development? Did you feel you were contributing to development? Why or why not?

Bibliography:

This course draws on pre-departure and Fall semester readings. The Program Director may assign a limited amount of additional reading. Students are expected to read materials directly related to their agency and/or project. Kindly also, re-read 'Stages of Fieldwork' (M.Suelzle & L.Borzak) from your *Readings Packet*.

Topics: Case Studies in International Development

Spring Semester for Academic Year students

Undergraduates, 4 credits

Course Objectives, Content, and Method of Presentation:

This course is closely tied to the internship. It consists of readings and assignments that should help students contextualize the experience and use it to reflect on development issues. Once again, this course takes place mostly at the internship site. Learning is structured through the writing assignments, the site visit by faculty, and the midterm and final seminars.

Faculty:

The Program Director will serve as the instructor for this course. Students will also have the opportunity for interactions and academic inputs from invited guest faculty during their mid-term and final integrating seminars.

Evaluation of Student Achievement:

Students are graded on a combination of 2 FORs, 2 PORs, an oral presentation about their project area and/or community at the March mid-term seminar, preparation of an annotated bibliography, and a Focus Paper.

Grade Break-up		Date due
FOR # 1	15%	Feb/ March site visit
POR # 1	5%	Feb/ March site visit
Oral report on communities & internship project area	15%	March seminar
FOR # 2	15%	March seminar
POR # 2	5%	March seminar
Focus Paper	25%	April seminar
Annotated Bibliography	20%	April seminar

Assignments:

FORs #1 & 2 and PORs #1 & 2: See above assignment description on FORs and PORs.

Oral Report on the community/communities, and/ or the internship project area: This is intended to help you critically view the community/ communities with whom your host agency and you are interacting, and convey the flavor of that and your area of work to the rest of your class when you meet for the March seminar. Draw from the *International Development* and *Country Analysis* readings and lectures, and from your personal experiences over the past several months, for your presentation.

Focus Paper: Coming to India on the MSID program, attachment with an NGO, and being out in the field etc. has, undoubtedly, exposed you to innumerable issues and ideas about international development and its ground reality in ‘Third World’ countries. It has probably also honed your ability to observe and think critically through the rhetoric and reality – especially in your own areas of interest – environment, education, and health. Having looked critically at India and its “development” related issues, including through the NGO sector, now re-focus your gaze and look at your own society (USA), in a critical manner. Try and identify or explore a social problem and its manifestation in American society that falls within your area of interest – education, health, and environment. Look beneath the surface to evaluate cross-cultural similarities as well as differences.

Annotated Bibliography: Prepare an annotated bibliography on readings you have done which are related to your internship/research project. Each entry should include a full bibliographic citation followed by a brief description that summarizes the main content/argument of each work. Some evaluation may also be included if you feel strongly about it. You are strongly encouraged to make use of the library resources available in Jaipur and your respective internship sites to identify relevant literature in your fields of study.

Bibliography:

Each student will have different readings for this course. Some will re-cap material read during the topical breakout sessions and/or regular classroom phase of the Fall Semester program for the *International Development: Critical Perspectives on Theory and Practice* and *Country Analysis* courses.

Additional Spring Semester readings will include general readings on the sector in which the student is working (e.g. environment, health, or education), readings on particular policies or programs addressing problems in that sector, and readings on the student’s agency or project. Some readings may be assigned by faculty or agency supervisors, others selected by the student. Students are strongly encouraged to stay in contact with their Track and other Fall semester faculty.

Applied Field Methods

Spring Semester for Academic Year students
Undergraduates, 4 credits

Course Objectives and Content:

This course is closely tied to the Directed Research project, and aims at helping students:

- develop the theoretical and methodological tools necessary for a successful project
- examine critically other tools and approaches
- consider practical and ethical issues in field research, especially in another culture

The course actually begins with group and individual sessions during Fall Semester, and leads to individual research proposals presented by each student during the final Fall seminar. Thereafter, students refine their proposals at the beginning of Spring Semester through discussions at the January research seminar and in individual conversations with their instructor. Methodological discussions continue at the contact points through Spring Semester—the faculty site visits and the midterm and final conferences. Students are also strongly urged to maintain individual ‘Field Journals’ – as will be discussed at the January Research Methodology seminar – to facilitate their own learning processes.

Faculty:

The Program Director will be the instructor for this course, assisted by invited guest faculty with research expertise. There may also be some input from faculty and site-supervisors at host agencies, and/or US based faculty facilitating a student’s study.

Evaluation of Student Achievement:

Students are graded on a combination of 4 Field notes, 1 POR, a Book Report, and the preparation of a Methodology Portfolio.

Grade Break-up		Date due
Fieldnotes # 1 & 2	20%	Feb/ March site visit
Methodology Portfolio	30%	March seminar
Book Report	20%	March seminar
Field notes # 3 & 4	20%	Final Seminar
POR # 1	10%	Final Seminar

Assignments:

Fieldnotes # 1, 2, 3 & 4: Fieldnotes refer to the description that a researcher renders regarding the people, places, objects, events, activities, and conversations after a visit or a research session etc. In addition, as part of such notes, the researcher also records ideas, strategies, reflections, hunches, as well as note patterns that emerge. Thus, fieldnotes should comprise of two kinds of material – descriptive (i.e. provide a word picture of the

setting, people, action, conversations as observed) and reflective (capturing your frame of mind, ideas, and concerns).

Methodology Portfolio: All of you will follow a range of methods to collect and process information. These may include conducting a survey, preparing case studies, and holding interviews, besides readings of secondary sources. By the middle of March prepare a methodology portfolio that will identify the possible tools you will be using for your work. This portfolio should include – as and where applicable - aspects like your survey questionnaire, research tool kit, questions and themes that will be addressed in unstructured interviews, who will be interviewed and why, case studies/oral histories, who will be profiled and why etc.

Book Report: Prepare a book report on James Spradley’s book, “*Participant Observation*”, highlighting his contribution to the concept of participant observation and its relevance – or otherwise - to your own research. Identify Spradley’s concrete suggestions (e.g. domain analysis, discovering cultural themes etc.) which you found useful (or not so useful) in your own research and illustrate its (non) validity through your own concrete experiences. Try and identify and explore at least two methodological strategies suggested by Spradley.

POR #1: This POR should focus on the ethics of doing development research, what ethical issues have cropped up, and so forth..

Bibliography:

While readings are tailored to each student’s project, the following book is a required reading for all:

Spradley, James C. *Participant Observation*. Fort Worth, Harcourt Brace College Publishers (1980).

(You can borrow the above book from the MSID library)

MSID Directed Research

Spring Semester for Academic Year students
Undergraduates, 4 credits

Course Objectives and Specifications:

'Directed Research Project' is the University of Minnesota term for what some institutions designate as an independent study. It is an individualized academic course consisting of a project contracted between a student and a faculty member. It permits students to work in-depth on a topic or project that takes them beyond the regular University of Minnesota curriculum classes. The course objectives for the MSID Directed Research Project stress acquisition of knowledge on a specialized topic, as well as the improvement of research skills. Many academic departments have found it to be an appropriate vehicle for a senior thesis or honors thesis. MSID does not specify the length of the final paper: quality is important. University of Minnesota requires that the combination of this and the Applied Field Methods course reflect about 360 hours of student effort.

Faculty:

The MSID Director is the instructor of record for this course. Students can have interaction and academic input from invited guest faculty during the mid-term and final seminars. MSID encourages you to consult faculty on your home campus having expertise in your area of interest for advice, reading lists, or material that can help you in your research.

Evaluation of Student Achievement:

The course grade is based on a Research Paper, its presentation and sharing at the Final seminar, students' contributions (comments and participation in discussions etc.) to other presentations, and the MSID faculty's assessment of its quality etc.

Grade Break-up:		Date due
Research Paper – work-in-progress	5%	Feb/ March site visit
Research Paper detailed outline	15%	March seminar
Final research paper - Oral presentation and its defense	20%	Final seminar
Contribution to other presentations & general participation	10%	Final seminar
Research Paper	50%	April 16

Assignments:

Research Paper Outline: This should include sections and sub-headings, with important themes/ ideas/ contributions highlighted under these sections.

Oral Paper Presentation: This will be judged on the basis of content, style, and manner of presentation. You will also be assessed over your ability to engage other presenters and further a dialogue on the issues raised.

Research Paper: Your final paper.