

**University of Iowa 2013-14**  
**165:197 005 International Development**  
**December 27, 2013 - January 18, 2014**

**Sustainable Healthcare and Social Services for the Needy**

**Instructors:**

**Prof. Motiér Haskins, Social Work ([motier-haskins@uiowa.edu](mailto:motier-haskins@uiowa.edu))**

**&**

**Ms. Karla Alvarez, Center for Diversity and Enrichment ([karla-alvarez@uiowa.edu](mailto:karla-alvarez@uiowa.edu))**

Mr. Cory Petersen, Educational Support Specialist and Advisor, 335-0353, [cory-petersen@uiowa.edu](mailto:cory-petersen@uiowa.edu)

Prof. Raj Rajagopal, Director, India Winterim Program, 319-594-9442, [r-rajagopal@uiowa.edu](mailto:r-rajagopal@uiowa.edu)

**Course Outline**

**Why Travel to India**

Travel broadens the mind and expands the self. Imagine a pilgrimage to Southern India, the State of Tamil Nadu. The trek involves three weeks in a land with great dichotomy. A truly ancient place flavored and coupled with a fast move toward modernization. During the journey, students will be able to take a life changing cultural plunge. India is an amazingly huge country with a variety of climatic conditions combined with diverse flora and fauna. Otherwise known as the cradle of the Indus civilization, India is known for its cultural wealth and heritage running back into the prehistorically times. This course will be based in south India, the state of Tamil Nadu. Southern India is brimming with natural splendor and cultural diversity. Participants will experience India's vibrant culture in one of the most exciting healthy and safe parts of the country.

**Instructors**

**Motiér Haskins** is an Assistant Clinical Professor at the University of Iowa, School of Social Work. He received his degree in Social Work from Syracuse University. He teaches courses on Discrimination Oppression and Diversity, Organization and Community Development, Individual Families and Groups and Integrated Theory and Practice. He is the Coordinator of the Critical Cultural Competence Certificate Program. He was born in Harlem, New York and has traveled and studied in several countries including (Europe, South America, Africa, The Middle East and Asia).

**Karla I. Alvarez**, M.A. is a Counseling Specialist at the Center for Diversity & Enrichment. Karla was born in Mexico in the state of Guanajuato but raised in Michoacán. Ms. Alvarez graduated from the University of Iowa with a Bachelor of Business Administration a Bachelor of Arts in Spanish, a certificate in International Business and a Master of Arts in Spanish and Portuguese in Latin American

Literature. She has taught Spanish at different levels at the University of Iowa and at Muscatine Community College.

### **Students Reaction to previous trips to Pondicherry, India**

“My experiences in India were amazing, powerful and sorrowful at different times. I had the opportunity to climb rocks, encounter monkeys, work with children and some wonderful organizations, go into villages and meet people who live completely different than I do. I learned so much including what it is like to be in a different culture and to appreciate what it's like for people when they come to America from other countries”

“India solidified my commitment to the service of others. There are so many people who are in need and while it is impossible to help everyone it is so doable to help someone. I was impressed by the resilience, graciousness, and kindness of individuals who by some standards have so little. The people of India were an inspiration and I will carry this experience with me always”.

“India was an opportunity to step outside my reality and emerge myself in a completely new culture. It was an experience in growth and self exploration and ultimately helped make me more aware of the world around me. It was an excellent way to see innovation in a new light and help impact communities in need”.

### **The Course**

Students will be placed with the most respected organizations throughout South India. Choose from working with the differentially-disabled, the elderly, the sick, and the blind. Join historic preservation efforts; get hands-on experience at health clinics, and hospitals. In this course we will visit, participate with, and learn directly from several organizations, employing a diverse variety of techniques to address social problems such as: blindness, unemployment, poverty, healthcare for the poor, illiteracy, disabilities and conduct research in the areas of Indology, South Indian Society, history and culture.

### **Our Host Organizations**

#### **1) Satya School for Children with Special Needs (<http://www.satyaspecialschool.org/>)**

Satya is a nonprofit, voluntary organization. The school was started in June 2003 with 40 special children with various mental disabilities - like Autism, Down's syndrome, Mental Retardation, Learning difficulties and multiple disabilities. The vision is to change the current fragmented rehabilitation system into an integrated holistic rehabilitation system. The staff at Satya is dedicated at improving the lives of intellectually disabled children through individual specialized training making meaningful and sustainable services a reality.

**Students who select this NGO will engage children with various disabilities.**

#### **2) Aravind Eye Institute (<http://www.aravind.org/>)**

Aravind's mission is to eradicate blindness, restore to people the precious gift of sight, and provide compassionate and high quality HEALTH CARE. Students placed at Aravind will have access to a variety of experiences including:

**A) Vision Centers** (These centers are run by well trained ophthalmic assistants who perform assessment and counseling. These vision centers work closely with the community through community workers who create awareness about the eye problems in the community).

**B) Specialty Clinics in the Hospital including (Retina & Vitreous, Cataract / General Ophthalmology, Neuro Ophthalmology, Pediatric Ophthalmology, Glaucoma).**

**C) Community Outreach in rural villages** (An integral part of The Aravind Institute is its community outreach programs such as the screening eye camps, school eye health programs, village volunteer programs all of which provide different strategies for taking eye care service to the doorstep of the community. They provide curative, preventive and rehabilitative care to the community along with IEC (information, education & communication) programs to improve service delivery to potential patients in the community).

**Students interested in Medicine, Nursing and Ophthalmology will benefit from this experience.**

**3) Sri Aurobindo Society (SAS)** <http://bit.ly/15wcTB8>

The Society is a not-for-profit NGO, working throughout the world for individual perfection, social transformation, and human unity in diversity. It invites participation from all who want to work together for a better tomorrow, with no distinction of nationality, religion, caste or gender. SAS seeks to bring a dynamic spirituality into material life and all its activities, so that the global problems can find a true solution, and the dreams of humanity, through the ages, can be realized.

Visit Auroville (universal town where men and women of all countries are able to live in peace and progressive harmony above all creeds, all politics and all nationalities. The purpose of Auroville is to realize human unity) <http://bit.ly/19avJOH>

**Students interested in:** Integral Education, Integral Health, Rural Development, Sustainable Development or Indian Culture **will benefit from this experience.**

**4) INTACH Pondicherry** (Indian National Trust for Art and Cultural Heritage) <http://bit.ly/1fsAo3N> is an all India organization, dedicated to heritage conservation and awareness. It has more than 140 chapters. The INTACH chapter was started in Pondicherry in 1984. Since then, it has been working with the Government of Pondicherry and the public to conserve the architectural heritage and townscape of Pondicherry.

**Students interested in** protection of architectural heritage or those majoring in (architecture, engineering) **will benefit from this experience.**

**5) French Institute of Pondicherry IFP** <http://www.ifpindia.org/>

(This is a primarily but not solely a research based opportunity) <http://bit.ly/1cw6yfd>  
**The mission of the IFP is to function as an establishment for higher studies and research. The aim of the Institute is to deploy its resources for projects in South and South-East Asia.**

**Students who select this option will immerse themselves in one or more of the following fields of research:**

- a) Indology: Indian Society, History and Culture: Sources and Resources
- b) Social Sciences: Contemporary Social Dynamics
- C) Ecology: Environment and Sustainable Development

6) \***HelpAgeIndia** <http://bit.ly/131TNpP> .

HelpAge India is a registered charity working for the care and concern of the elderly particularly the dis-advantaged elderly. A secular, not-for-profit organization that raises resources to protect the rights of India's elderly and provide relief to them through various interventions such as: **advocacy** with national & local government to bring about policy that is beneficial to the elderly and raising **awareness** of the concerns of the aged to promote better understanding of ageing issues.

**Students interested in issues relating to the Elderly will benefit from this experience.**

**\*We will visit with HelpAgeIndia.**

A **collaborative learning** approach will be used while in India. That is, a philosophy to learning not just a classroom technique. The students will come together as a single group. This approach suggests a way of dealing with people which respects and highlights individual group members' abilities and contributions. There will be a sharing of authority and acceptance of responsibility among group members for the group's actions. The underlying premise of this collaborative learning is based upon consensus building through cooperation by group members, in contrast to competition in which individuals best other group members.

### **Course Requirements**

#### **Prior to departure**

- Attend orientation meetings.
- Skim Read *How to Change the World*.
- Watch the following movies:  
"The Story of India" (Disc 1 & 2), "Namesake" "The Best Exotic Marigold Hotel" "Slum Dog Millionaire and the Life of Pi (filmed in Pondicherry) ☺ available from Netflix or your local video/DVD rental store.

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

- Attendance at all planned activities and excursions.

- Attendance at regular group meetings with the instructors to process experiences.
- Active engagement with our hosts and partner organizations that have agreed to work with us—you will spend 8+ days with your partner organization.
- Keep a daily journal.
- Each student (or group of students) is expected to produce and deliver a high quality presentation detailing their findings on a topic of their own choosing to the NGO staff/leadership community.

### **Upon our return from India**

- Prepare a short paper (500 words) on the most important part of your experience with your partner organization.

### **Research**

\*\*\*I would like to use materials for this course in my research. I will only do so with your explicit consent and whether or not you decide to allow me to use your materials, your grade will NOT be affected.

### **Required Reading**

- David Bornstein (2007). *How to Change the World: Social Entrepreneurs and the Power of New Ideas*. Oxford University Press. Available from EBay or Amazon.com.

### **Course Grades**

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

- **25%** 500 word paper on the most important part of your experience with your partner organization, due on or before January 18, 2014.
- **30%** Active engagement and discussion with fellow students and instructors, our hosts, and the sponsoring organizations. (On-going).
- 20% Group presentation to the host organization (TBA). \*See below.
- **25%** Participate in daily reflection groups, and keep a daily journal: record your thoughts, feelings, ideas, fears, joys, anxieties, and experiences. No self-censorship is wanted or needed. The instructor will keep what you write confidential. Submit to Professor Motier Haskins or instructor Karla Alvarez on the last day of the trip. (On-going).

### **\*Group Projects**

We strongly encourage students to choose from one of the following two types of projects:

- 1) **General evaluation:** provide detailed background (statistics, theories) on one social problem, critically evaluate the efforts of your chosen organization to address the problem, and based on your experiences with the organization and background reading, suggest potential (general approaches) ways of improving such efforts.

- 2) **Project plan:** work with one of the host organizations to learn in detail about their operations. Design a project that will help improve the organization’s services or take the organization in a new direction, and develop a draft plan to implement your project; if possible, lay the groundwork for your plan before leaving. What factors are most important in determining whether your project will be helpful, successful and viable
- 3) **Group and other projects:** in the past, students have come up with project ideas that fall outside our own categorizations. We encourage you to discuss your creative ideas with us prior to fully implementing them.

- <http://www.nationmaster.com>
- <http://www.censusindia.net/>
- <http://www.cs.colostate.edu/~malaiya/india.html#States:%20Literacy%20&%20Population%20By%20Religion>
- <http://www.census.tn.nic.in/pca2001.aspx>

### **Partner Organizations**

<b>Organization</b>	<b>Website</b>
Aravind Eye Hospital	<a href="http://www.aravind.org">http://www.aravind.org</a>
Satya Special School	<a href="http://www.satyaspecialschool.org/">http://www.satyaspecialschool.org/</a>
French Institute of Pondicherry	<a href="http://www.ifpindia.org/">http://www.ifpindia.org/</a>
HelpAgeIndia	<a href="http://www.helpageindia.org/pdf/TEV-Brochure.pdf">http://www.helpageindia.org/pdf/TEV-Brochure.pdf</a>
Sri Aurobindo Society (SAS)	<a href="http://bit.ly/15wcTB8">http://bit.ly/15wcTB8</a>
Indian National Trust for Art and Cultural Heritage)	<a href="http://bit.ly/1fsAo3N">http://bit.ly/1fsAo3N</a>

### ***Selected further reading and exploration:***

#### **Websites:**

Stanford Social Innovation Review <http://www.ssireview.org/>

India Travel Forum (India Mike) <http://www.indiamike.com/>

The India Winterim program application is available on the Study Abroad web site (under the “Application” tab): <http://bit.ly/18iZmjh>

**The application deadline is Friday, September 27th at 5:00 PM.**

**Applications must be submitted in-person to the Study Abroad office’s front desk in 1111 UCC.**

Contact Professor Motier Haskins at [motier-haskins@uiowa.edu](mailto:motier-haskins@uiowa.edu) or stop by his office (North Hall room 334) TTH at 11:00 am or call 641-954-6600.

Contact Ms. Karla Alvarez at [karla-alvarez@uiowa.edu](mailto:karla-alvarez@uiowa.edu) or stop by her office (Center for Diversity and Enrichment) 24 Phillips Hall or call 319-335-3555.

For information about financial aid possibilities, go to <http://international.uiowa.edu/study-abroad/financial-aid> and click on either “undergraduate scholarships” or “graduate fellowships.”



## References

Gmelch, G. "Crossing Cultures: Student Travel and Personal Development." *International Journal of Intercultural Relations* 21 (1997): 475-490.

Shannon, E. 1995. "Reflections on the meaning of study abroad." *Frontiers: The International Journal of Study Abroad* 1 (1995).

Noran, C. "Traveling Abroad: Expanding Borders, Part II." *The National Honors Report* 16 (summer, 1995): 47.

Killian, K. D., & Hardy, K. V. (1998). Commitment to minority inclusion: A study of AAMFT conference program content and members' perceptions. *Journal of Marital and Family Therapy*, 24, 207-223.

Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice-Hall.

Talbert, S., & Steward, M. A. (1999). What's the subject of study abroad?: Race, gender, and "living culture." *Modern Language Journal*, 83(2), 163-175.

**Photo with permission of villagers, students and Instructor at a rural village near Pondicherry, India**

