



ABRD: 3361:0001

**Women's Empowerment in the Dominican Republic
December 30, 2024 – Jan 17, 2025**

Instructor:

**Prof. Motiér Haskins, School of Social Work
(motier-haskins@uiowa.edu)**

Course Outline

1. Why Travel to the Dominican Republic

Travel broadens the mind and expands the self. Imagine a **study abroad pilgrimage** to the beautiful Hispaniola, The Island Nation of the Dominican Republic. During this magnificent trek in a land with great dichotomy, students will be able to take a life-changing cultural plunge. The DR is known for its cultural wealth and heritage. This course will be based in the Capitol city of Santo Domingo and surrounding cities of the Dominican Republic. Students will learn via classes, webinars and interactions with service providers from several NGO's (non-governmental organizations) who work towards the empowerment of women and who focus on the elimination of gender-related violence, discrimination and other hidden inequalities.

This course will be a combination experience. Through guided discussions, journal prompts and new experiences, you'll challenge assumptions you may have had about Sexism, Patriarchy, and Toxic Masculinity. Additionally, about wealth and poverty, about yourself, privilege and what it means to actively participate in your global community.

Week one will be a **Virtual** experience that will offer the chance to engage in substantive, empowering tasks followed by two Weeks "**Boots on the ground**" travel to the island nation of the Dominican Republic where students will gain international experience by physically traveling throughout the DR.

This course will build on years of experience in the Dominican Republic and engage our extensive network of partners to provide opportunities with local organizations in fields such as public health, social change, LGBTQ+ rights, sustainable human rights, and women's empowerment. This course will help students develop an international professional network and build intercultural skills.

Mark Twain once wrote "Travel is fatal to prejudice, bigotry, and narrow-mindedness, and many of our people need it sorely on these accounts. Broad, wholesome, charitable views of men and things cannot be acquired by vegetating in one little corner of the earth all one's lifetime."

Someone should have told Mark that Women should travel as well 😊

2. Instructor

Motiér Haskins is an Associate Professor of Instruction at the University of Iowa, School of Social Work. He received his degree in Social Work from Syracuse University in New York. He teaches courses on Social Economic and Environmental Justice, Discrimination Oppression and Diversity, Social Justice and Social Welfare, Theories of Organization and Community Practice. Professor Mo was born in Harlem, New York and has traveled and studied in (Mexico, India, Europe, South America, Africa, Haiti, and The Middle East). Professor Mo is an experienced faculty director who has led six cultural excursion trips to India and four trips to the Dominican Republic.

3. The Course

We believe that women are key actors in improving household livelihoods and industry competitiveness, and that their active economic participation enables societies to grow and achieve results across economic and social indicators. We will learn how to develop realistic and locally relevant gender-inclusion strategies, support women-owned and women-operated businesses, and the entrepreneurial ecosystem in which they operate. Additionally, we will observe how local women build the skills and self-confidence of necessary to empower them to make important decisions about their economic and social well-being.

This course will be a three-credit elective designed to prepare students to understand and address the complex issues associated with women's empowerment, dealing with cross-culture issues, and working with marginalized and at-risk young women. Students will engage with non-profit organizations, visit local government offices, and explore the geographic and sociocultural context. Students will experience and be exposed to the most respected organizations serving Women throughout the Dominican Republic.

Classes will consist of mini-lectures, podcast, videos, webinars, class discussions and a variety of individual and group hands-on activities throughout the experience. Since learning is proven to best occur in a collaborative learning environment, there will be reduced lecture time and increased use of team-based learning pedagogy and other experiential models. For this method to be successful, it is essential that you, as a student, take the responsibility for reading the materials before class and complete the assignments as required. You are expected to come to class prepared for critical, cooperative, and collegial discussions and activities. (This includes participation in **ALL** activities while in the Dominican Republic). Your opinions and thinking are more valid when informed by the readings and out of class work. For several activities, you will be working in small groups, which will be formed during the first week. Your responsibility is not only to learn, but also to contribute to your assigned group and overall class learning. **For this reason, part of the engagement and participation grade will be assigned by other students in your group.**

Students will learn directly from several organizations, and experts in the field of Women's Empowerment in the DR. Each employing a diverse variety of techniques to address gender equality and equity, by means of providing a diverse range of curriculums, tools, and services on various topics such as anti-violence, the economics of female wellbeing and addressing intersecting issues of poverty, healthcare for the poor, illiteracy, discrimination, and oppression.

4. Course Goals & Objectives:

The course aims to enhance students' abilities to better understand, analyze and apply practical work. Our goal is to leave the DR with a new depth of character, a broader appreciation of different cultures and a deeper sense of gratitude for the resources they do have, no matter their current circumstance.

If you leave the DR with a new vision of how to better love your neighbor, participate in community and use your life for good, then we've accomplished our goal.

- Key theories and concepts of gender, oppression, empowerment, intersectionality's, and masculinity.
- Underlying assumptions, changing perceptions and new approaches for gender equity and Women's empowerment in development in the Dominican Republic.
- The role of Feminist movements in development practices across selected historical and geographical contexts.

5. Our Host Organizations:

1) ENTRENA (<https://entrenadr.com/en/>)

Entrena- is a renowned social entrepreneurship firm in the Dominican Republic specializing in social development, sustainability, education and training since 1982. With a portfolio of high-profile clients from governments, private sector, NGOs and international organizations.

Entrena has implemented projects in eight countries in the Latin American and Caribbean region.

***Specialized projects may be negotiated with Entrena. (Instructors approval required)**

2) Caminante (https://www.globalministries.org/partner/caminante_dr/)

An NGO in the Dominican Republic dedicated to protecting and supporting vulnerable children, youth, and families. Caminante is an educational project that works with children that are living and working in the street. Children that have been victims of abuse or sexual exploitation and works with the communities of Boca Chica and San Andres to raise awareness and prevent further cases of abuse.

3) USAID Dominican Republic YOUNG PEOPLE LEADING THE PROMOTION OF WOMEN'S RIGHTS

Alerta Joven project, has focused on the protection of at-risk youth (particularly at-risk females) for them to take an active leadership role in decision- making and promote the rights of the LGBTQI+ community.

This includes the implementation of technical courses, in which 20 young people from the LGBTQI+ community have participated, and 30% of the participants have been placed in work internships, allowing them to improve their living conditions and obtain employment.

Additional NGO's to be announced.

A **collaborative learning** approach will be used. 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.

8. Student Conduct

- **No Alcohol or illicit drug consumption allowed!!!!**
- **Violation of this policy will result in the immediate dismissal from the program. (TBD)**

This course will foster an environment of mutual respect for all program participants. It is incumbent upon each student to work through disagreements with peers. If a student is struggling in the group, they are urged to approach The Faculty Director (Prof Mo) to assist in resolving disagreements or processing various dynamics.

9. Course Requirements

- Attend four (4) **mandatory** Virtual (Zoom) meetings to be held (**December 30, 31, Jan 2, January 3, 2025**)
- Watch the Video “Borders” Part 1. Divided Island: How Haiti and the DR Became Two Worlds. (YouTube) To be viewed during class.
- Discuss selected chapters from “In the Time of the Butterflies”

During our stay in The Dominican Republic (Arrive January 4, 2025)

- Attendance at **all** planned activities and excursions.
- Attendance at group meetings with the instructor to process experiences.
- Active engagement with our hosts and partner organizations.
- Attendance at evening processing/reflection meetings.

Upon our return from The Dominican Republic (Depart January 17, 2025)

Prepare a short paper (500 words) on the most important part of the experience. (Due TBD)

Research

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

Required Reading

- “In the Time of the Butterflies” (Julia Alvarez) Algonquin Books, 2010. Available from eBay or Amazon.com.
- Various articles, podcasts, videos located on ICON

10. Assignments

The description of activities provided below is a brief explanation of what is required for this course. Detailed assignment instructions along with specific requirements and grading criteria will be provided during the trip and on ICON.

Engagement and participation in class activities. You will be graded on your **attendance (mandatory)**, preparation for activities, participation in discussion, and group activities.

Presentations/applications.

1. You will prepare and conduct a twenty-minute presentation based on selected topics with the purpose of promoting a better understanding and reflection on the course topics. Some of these will be undertaken individually while some in groups (of two). The number will vary depending on the final class size.
2. 20-minute presentation:
 - Select an Article/Podcast/Video/ or Chapter from the Textbook
 - Provide 2 key ideas and 1 main weakness of the pre-assigned Article/Podcast, Video or from the course textbook (In the Time of the Butterflies)
 - Use a Topic from the suggested list:
 - The presentation will be timed, and strictly enforced. This will allow students to develop the ability to synthesize effectively and make a concise presentation.

Purpose: This assignment invites you to read an article, view a documentary/video, listen to a podcast or select a chapter from the text that relates to our course topics or themes. The purpose of this assignment is to give you the opportunity to learn more about a particular topic or issue and critically reflect on the information and the overall message. This activity is worth (35 points)

Assignment Guidelines:

- During your presentation you will:
- Follow the CEM questions to guide you:
 - **What do I feel?** What emotional and/or physical reactions came up?
 - **What do I think or believe?** What thoughts came up? How does this relate to my beliefs, experiences, social norms, and cultural influences?
 - **What do I know?** What is the perspective or message of this source? Who do you think was the intended audience? What did the author/facilitator/creator want people to learn or do? What is the impact of their message on me, other people, and communities? How were systemically marginalized communities discussed or represented? What key information did you find most important from this experience? What additional questions came up?
 - **What do I do?** How could this shape your attitudes, decisions, and/or actions? How does this relate to your professional or academic growth in your major? How does this relate to your civic engagement (your commitment and responsibility to active participation in the communities where you live and work)?

11. Course Grades

Grades for the course will be based on the following:

- **40%** Attendance & Active engagement and discussion with fellow students, the instructor, our hosts, and other organizations.

- **25%** 500-word paper on the Turning Towards Each Other: A Conflict Workbook - due (TBD).

Directions

Purpose: Reflect on your skills in working with conflict, especially in task groups. In this reflection, we'll focus on our approaches to conflict and how we can respond constructively to conflict.

Skills: critical self-reflection

Task: Read Self-Explorations chapter in *Turning Towards Each Other: A Conflict Workbook* (<https://movementstrategy.org/wp-content/uploads/2021/12/Turning-Towards-Each-Other-1.pdf>Links to an external site.) with special attention on conflict archetypes and identifying your own patterns.

1. What is your primary conflict archetype? (If you have two, or a close second, mention them both). Why?
2. What are the practices that you will use to move through it (them)? What has worked in other groups I was a part of? What has NOT worked?
3. Looking to page 15:
 - What supports you when you are in victim?
 - What do you need to move through warrior?
 - How can you use power wisely in leader/healer?
 - What allows you to embody creator?
4. How will having this knowledge and doing these practices be helpful to you in your group? In your work? In your personal life?

Criteria for success: critically reflecting on each of the 4 questions above.

35% Presentations (TBD).

12. Grading Policies/Expectations

1. Due Dates & Late Assignments: All written assignments are to be submitted on ICON. Unless otherwise noted in the assignment descriptions, late assignments will result in 10% reduction in the grade for each day the assignment is late unless an extension has been negotiated with the instructor. Please contact the instructor if you have concerns or challenges in turning in assignments by the assigned due date.
2. Grading: The instructor reserves a two-week period for grading and returning assignments.

***Active reading** means that you make notes on the major points, generate questions as well as points of interest, and note inconsistencies that you find. As you read, ask yourself questions to be sure that you have comprehended the material.

Questions such as:

What does this material mean to me?

How will I use what I have read to inform my understanding?

What questions do I have about the material?

- ***Active learning** means that you will take notice of the connections between other readings, course materials, and the real world. As a class member, it is expected that you will make meaning of the course material for yourself and not solely wait for the instructor or your classmates to do it for you.
- ***Active participation** means that you bring insight and will make contributions to the class discussion. All class members bear the responsibility of active participation. Every class meeting should result in a fluid, active, open, reflective, and engaging discussion.

Grading Criteria:

- Completeness of response: Adequately responded to all the prompts.
- Critical thinking: Demonstrated awareness of key points, connection to course themes, and consistent application of CEM model.
- Is able to express and adapt ideas and messages based on others' perspectives.
- Writing mechanics: Paper is well-organized and is free from grammatical or typological errors that might distract a reader from following the student's work.

13. Course Readings/Listening/Watching

WEEK ONE
Virtual Zoom Meetings Time TBA

Dec 30:

Welcome/Introductions/Review Course Orientation & Presentation by Entrena our Dominican Host Speaker John Seibel Director Entrena, Noah Williams, Ruth Baez.

Lecture and Class Activities

Divided island: How Haiti and the DR became two worlds

<https://www.youtube.com/watch?v=4WvKeYuwifc>

Today I Learnt: “Womxn and Womyn Mean Two Different Things” On ICON

Dec 31:

Required Readings/Listening/Watching

Thinking back to your history classes growing up, we had one question: Where are the ladies, Enter, “**Womanica**”.

In just 5 minutes a day, learn about different incredible women throughout history. On Wonder Media Network’s award-winning podcast, we’re telling stories of women you may or may not know — but definitely should.

<https://podcasts.apple.com/us/podcast/womanica/id146452472>

CEM- Edward P. Hanna on ICON

“A Cognitive Emotional Methodology for Critical Thinking”
ICON

Jan 2:

Required Readings/Listening/Watching

The Invisible War.

<https://bit.ly/3y7rYz4>

Watch “America's Backyard: The Dominican Republic”

https://www.youtube.com/watch?v=L8HOcEq_jFE

Jan 3:

TBD (In class video)

“In the Time of the Butterflies”

(En el tiempo de las Mariposas).

Marc Anthony. Salma Hayek.

<https://www.youtube.com/watch?v=CVToNpzsGjU>

Jan 4:

We will be traveling 😊 No Class

WEEK TWO

Welcome to the Dominican Republic



If you need me, I'll be at the beach!

My Cell 641-455-6568

WEEK TWO

Jan 4:

Lecture and Class Activities

Travel Day 1

See you at the Airport in Chicago (If possible, wear UOI clothing (Black and Gold)

Reflections on the travel experience

Culture Shock

Jan 5:

Required Readings/Listening/Watching

Dominican Republic Women: Face Discrimination

<https://bit.ly/3hBormP>

Jan 6:

Presentation-LGBTQ+ In the Dominican Republic.

Required Readings/Listening/Watching

Scene on Radio

Seeing White Podcast Episode 32

How Race was made

<https://bit.ly/3y7uJ3D>

Jan 7

Required Readings/Listening/Watching

http ://laylafsaad.com/poetry-prose/white-feminism-video

Speaker Pablo Zapata DR environment challenges

Municipal Office of the Ministry of Women Haina

Machismo, Femicide, and Sex Tourism: An Overview of Women's Rights in the Dominican Republic

<https://bit.ly/3yebiGe>

Jan 8:

Lecture and Class Activities

Jan 9:

Required Readings/Listening/Watching

Haitian Female Sex Workers

A Qualitative Study of HIV on ICON

Perspective on Women's Empowerment in the DR On ICON

Jan 10:

Lecture and Class Activities

Lecture and Class Activities

Narrated Power Point Presentation

WEEK THREE

Jan 11:

Lecture and Class Activities

Narrated Power Point Presentation

Required Readings/Listening/Watching

The Death and Life of Martha P Johnson" on Netflix.

Gendered Cultural Norms in the Dominican Republic

<https://bit.ly/3eTaxuv>

Jan 12:

Patriarchy Hurts Men too

<https://apple.co/3tNaAMz>

Sonido Del Yaque

Speaker Esperanza and Ivelisse

Required Readings/Listening/Watching

My Struggles as a Black American in the DR

<https://bit.ly/3eQQJI7>

Jan 13:

Class Activities

Blanco/bonao is a city in the Cibao region of Dominican Republic. It is the capital of the Monseñor Nouel province. The city is located in the center of the country, to the northwest of the national capital Santo Domingo. The city is known as "Villa de las Hortensias" - the town of hydrangeas.

Travel to Juan Dolio Resort

Jan 14:

Travel to batey Los Conucos former batey in Juan Dolio
Free afternoon at hotel

Jan 15

Visit to the Jazme Yow
Dance studio to learn to dance merengue and salsa
Students will have the opportunity to learn what inspired this successful young Dominican female entrepreneur

Jan 16

Free day at Hotel
Student Presentations Evening
Wrap Up /Final Presentations/ Course Evaluations/

Jan 17

Departure to Airport

Participation Criteria	Consistently	Sometimes	Rarely	Never
I have brought enthusiasm and curiosity to the course				
I actively engage in discussions and encourage others to engage.				
I have asked for help or support from the class or instructor when I needed it.				
I have offered support to other class members when they needed it.				
I have maintained ongoing communication with my class members.				
I have contributed to and completed assigned tasks.				
I have tried to build positive relationships with my class members to support learning and success.				
I made adjustments to be more effective.				
Something I learned from my class members that I would not have learned by working alone was...				
My class members would say that my most valuable contribution to class was...				

Based on the self-evaluation ratings above, highlight the point range that best matches my participation since the last evaluation:

- (A/A+) Exemplary
- (B+/A-) Effective
- (B-/B) Meets expectations
- (C/C+) Developing
- (D+/C-) Marginal
- (D-/D) Below minimal expectations
- (F) Have not meaningfully contributed at all

On the next page, please use the same participation criteria above to assign a rating for each of your class members.

For each class member, assign a peer rating based on their participation by placing an X in the appropriate box.

Class Member Name	Exemplary	Effective	Meets Expectations	Developing	Marginal	Below Minimum Expectations	Has not participated at all
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							

Comments:

References

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- Paigea, Michael, R., Frya, G, Stallman, E. (2009). "Study abroad for global engagement: the long-term impact of mobility experiences" *Intercultural Education*, Volume 20, Supplement 1.
- Gmelch, G. (1997) "Crossing Cultures: Student Travel and Personal Development" *International Journal of Intercultural Relations* 21: 475-490.
- Shannon, E. (1995). "Reflections on the meaning of study abroad." *Frontiers: The International Journal of Study Abroad* 1.
- Noran, C. (1995): 47. "Traveling Abroad: Expanding Borders, Part II." *The National Honors Report* 16
- Black, T., & Duhon, D. (2006) "Assessing the Impact of Business Study Abroad Programs on Cultural Awareness and Personal Development" *Journal of Education for Business* Volume 81, Issue 3, January, pages 140-144
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice-Hall.

Dominican Republic



- Santo Domingo: Diversidad Dominicana to discuss inclusion of vulnerable groups -women, migrants, persons with disabilities, LGBTQI+.
- Manoguayabo to Fundación La Mercedwest of Santo Domingo to participate in wome’s empowerment activities of the Fundación La Merced.
- Travel to the city of Santiago & Jarabacoa located in the northeastern part of the country. Mirabel Family museum
- Boca Chica Mental Health Orgs/ Sex Trafficking/Public Health (Caminante)
- Travel to batey Los Conucos former batey in Juan Dolio
- Depart from Santo Domingo



Our wonderful welcome!



x^{3/4} 7 3/4 4 | 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100