

**RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY**  
**SCHOOL OF SOCIAL WORK**  
**SYLLABUS**

**Course Number**      **Special Topics in Social Work Research – Global Education to India – Winter Session 2025**

**Instructors:**        **Rupa Khetarpal, MSW, LCSW**

[rkhetarp@sww.rutgers.edu](mailto:rkhetarp@sww.rutgers.edu)

**Rachel John, PhD**

[rj509@sww.rutgers.edu](mailto:rj509@sww.rutgers.edu)

**Other Contacts:**    Director, Office of Global Social Work Programs

[Rebecca T. Davis](#), Ph. D., LCSW, Associate Professor for Professional Practice, Rutgers School of Social Work

Associate Director of Field Education, Office of Field Education

[Nancy Schley](#), LCSW, Assistant Professor of Teaching, Rutgers School of Social Work

Principal, Sonagachi Research and Training Institute

Protim Ray MD, Durbar Mahila Samanwaya Committee

**Location:**            **Sonagachi, Kolkata, West Bengal, India**

**Dates:**                **Pre-departure Orientation: TBA (December 2024)**

**In-country dates:** **January 4, 2025 → January 18<sup>th</sup>, 2025**

**Post-return Debriefing:** **January 23<sup>th</sup> and 24<sup>th</sup>, 2025**

**Course available online: December 22<sup>nd</sup>, 2024**

**Travel Information:**

Arrive in Kolkata, India (EWR → CCU): January 3<sup>rd</sup>, 2025

Depart Kolkata, India (CCU → EWR): January 18<sup>th</sup>, 2025

Accommodations: Globe International Hotel, Kolkata



## I. Course Description

In this course, students will learn to examine the impacts of healthcare delivery and social welfare policy on a vulnerable community in Kolkata, India. As part of the requirements of the course, students will complete a two-week social work practice based learning program in Kolkata, India. The course of study emphasizes knowledge and skill-building in community engagement and healthcare service delivery that is specific to grassroots social work practice in India. Community development and empowerment for addressing discrimination and oppression is a special strength of social work in the Indian context in contrast to US models that emphasize more individualistic approaches to problem-solving. Field visits engage

students directly with clients (where possible), faculty, students and practitioners in public and private social services agencies, local health service providers and other community groups. This experience will provide students with the opportunity to participate in collaborative work with the Durbar Mahila Samanwaya Committee, a collaborative of sex workers located in Sonagachi, one of Asia's largest red-light districts. Through this organization, students will visit a treatment center for sex workers and those diagnosed with HIV (Mamata Care and Treatment Center), a residential home for children of sex workers (Rahul Vidya Niketan), and a bank for sex workers, established and run by sex workers (Usha Multipurpose Cooperative Society), amongst other site visits. Experiential learning in field hours will be combined with guest lectures, pre- and post-trip class discussions, and research projects to provide students with an optimal understanding of global social work policies and practices.

The Durbar Mahila Samanwaya Committee (DMSC), originally developed as the STI/HIV Intervention Programme (SHIP) in 1992 by Dr. Smarajit Jana, was designed to address STD and HIV prevention amongst sex workers in Sonagachi, Kolkata, India. Since its inception, DMSC has expanded to address the exploitation and discrimination of sex workers, to confront the negative stereotypes held by the greater society towards the field of sex work, and to provide a safe, empowering community to sex workers and their families. At present-day, DMSC is independently managed by a collective of over 65,000 sex workers and their families. A significant focus of DMSC's work is to prevent the entry of minor and trafficked women into sex work by using a unique mechanism called a 'self-regulatory Board' through which all new entrants in sex work are screened, their age is determined through radio logical investigation followed by counseling, in addition to necessary support services. DMSC has been able to identify and refer for services to more than a thousand such minor trafficking victims and is recognized as a successful model in the country. DMSC believes in building alliances and networking with women's organizations and the unorganized labor sector in the country, which nonetheless has strengthened the organization and its profile. DMSC has earned the credential to have led the women's labor force in the state of West Bengal.

## **II. Course Overview and Format:**

This course will consist of pre- and post-travel course requirements completed in the United States, as well as in-country experiential learning requirements. This course is modeled on existing Study Abroad Courses, in which a combination of guest lectures, field visits, and cultural visits will be used to provide students with a comprehensive learning opportunity.

## **III. Place of Course in Program:**

This is a course that provides students with the opportunity to earn three (3) credits towards their degree program requirements, as well as field education hours for social work students.

## **IV. Program Level Learning Goals and the Council of Social Work Education's Social Work Competencies**

The MSW Program at Rutgers is accredited by the Council on Social Work Education (CSWE). CSWE's accreditation standards can be reviewed at [www.cswe.org](http://www.cswe.org). [Links to an external site.](#) In keeping with CSWE standards, the Rutgers School of Social Work has

integrated the CSWE competencies within its curriculum. *These competencies serve as program-level Learning Goals for the MSW Program and include the following. Upon completion of their MSW education, students will be able to: demonstrate ethical and professional behavior; engage in diversity and difference in practice; advance human rights and social, economic, and environmental justice; engage in practice-informed research and research-informed practice; engage with individual, families, groups organizations and communities; intervene with individual, families, groups organizations and communities; and evaluate practice with individuals, families, groups, organizations and communities.*

This course will assist students in developing the following competencies:

### **Core Competency 2: Engage Diversity and Difference in Practice.**

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

### **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

#### **Competency 4: Engage in Practice-Informed Research and Research-Informed Practice**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

#### **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

#### **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals,

families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

#### **V. Course Learning Goals:**

At the end of the program, students will be able to:

- Discuss and compare social work practice and social welfare policy in India and the U.S.
- Describe and apply community engagement theory and principles to the Durbar Mahila Samanwaya Committee's work with sex workers.
- Identify social and community development interventions and their appropriate utilization in India.
- Identify challenges that are embedded within the sociopolitical and economic climate within the specific environment and strategize effective responses.
- Demonstrate the ability to engage reciprocally with professionals, community members, and advocates in a national context other than one's own.
- Assess how one's positionality –specifically, personal and cultural values- affects interactions and understanding of other populations.

#### **VI. School of Social Work Mission Statement and School-Wide Learning Goals**

The mission of the School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengths individual, family, and community well-being, in this diverse and increasingly the global environment of New Jersey and beyond.

School-Wide Learning Goals: Upon graduation, all students will be able to:

1. Demonstrate Ethical and Professional Behavior;



2. Engage Diversity and Difference in Practice; and
3. Engage, Assess, and Intervene with Individuals, Families, Groups, Organizations, and Communities

## VII. Diversity Statement

The RU SSW supports an inclusive learning environment where diversity, individual differences and identities (including race, gender, class, sexuality, religion, ability, etc.) are respected and recognized as a source of strength. Students are expected to respect differences and contribute to a learning environment that allows for a diversity of thought and worldviews. Please feel free to speak with me if you experience any concerns in this area.

## VIII. Assignments for the course:

1. **Pre-departure Orientation:** A required orientation will be held to review travel information and logistics, information about India and Kolkata, identify key learning objectives and personal reasons for participating, and group exercises to introduce each other and prepare for the group learning experience. Study Abroad will also provide pre-departure information about health and safety and other required travel information as needed. **Date: December 13, 2024**
2. **Pre-Departure Group Discussion:** Participation in an ongoing discussion on Canvas prior to the trip to Kolkata. The discussion is focused on the course material that provides a foundational understanding of the sociopolitical and economic context of the population being studied. The material will address empowerment through community-based interventions, promoting collectivism and capacity building, which is the overall theme and title of the India Study Abroad Program. There are readings in Canvas on Community Engagement that will be useful for reflection and analysis of our experiences and the programs that are being visited. **Due date: December 22, 2024.**
3. **Journal:** Travel Journal or Travel Blog to be submitted to the instructor by **Monday January 27, 2025**. You are required to keep a travel journal that you organize in a way that works best for you. Journaling is a very private thing. You may find that you write every day, or you may decide to write once every 2-3 days, but in more detail. Some students prefer to combine writing and scrapbooking. It's up to you to do what works best. There is no right way or wrong way to keep a journal. The instructor will keep your journal contents confidential! It will be shared only if you decide you want it to be shared.
4. **Final Paper (8-10 pages) & Presentation (5-10 minutes):** This is a paper that you will write that will provide the instructor with the opportunity to evaluate how well you achieved selected course objectives through a research-guided assignment. The paper will be accompanied by a 5-10-minute presentation shared during the debriefing session. The final paper is to be uploaded in canvas. The final paper is due on **Friday, January 31, 2025**. The presentation is due on **Monday, February 3, 2025**. Guidelines for the final assignment are provided in a separate document.
5. **Post-Program Debrief and Reflections on Learning Goals and Experiences:** A required post-program reflection meeting will be held 2-4 weeks after the program to

reflect on learning experiences, the program structure and information, as well as the learning community experiences. This group reflection will go through a series of questions that will guide the reflections that will also include how each student can apply their learning in their own practice here in the US. Future aspirations will also be discussed.

#### Numerical

Grade		Definition	Equivalent
A	100-90	Outstanding	4.0
B+	89-85		3.5
B	84-80	Good	3.0
C+	79-75		2.5
C	74-70		2.0
F	69 and below	Failing	0.0

#### Course Requirements:

1. Mandatory pre-departure course work and orientation
2. Read required documents and articles that are posted on Canvas
3. Participate in a threaded discussion on Canvas
4. Attend and participate in 90% of the scheduled meetings, classes and cultural events
5. A personal journal about experiences, observations, thoughts, and feelings
6. A final paper (8-10 papers) and presentation that discusses the client population and the environmental context visited and experienced in the program (guideline provided in a separate document).
7. Mandatory debrief and reflections meeting

#### Readings and Participation

Students are expected to do all assigned readings and engage in full participation for all course activities and assignments. Participation involves being alert, taking notes, and asking questions during lectures and meetings; engaging in service learning assignments and being prepared with activities for service users; participating in class discussions and fieldwork; and engaging in cultural events and planned group excursions.

#### IX: Course Outline

The itinerary is provided separately. Site visits will be organized in partnership with the Durbar Mahila Samanwaya Committee, and Dr. Jana in Sonagachi, Kolkata, in consultation with the All India Institute of Hygiene and Public Health, Kolkata. There are specific programs that provide services to sex workers and their children that will provide excellent learning opportunities, including a health clinic, residential school for the



children, a bank for the sex workers, and the public social welfare and child protection services.

## **X. Library Resources**

Library Research Assistance \_

**Julia Maxwell** is the social work the social work librarian on the New Brunswick Campus [julia.maxwell@rutgers.edu](mailto:julia.maxwell@rutgers.edu); **Natalie Borisovets** is at Newark, Dana Library [natalieb@rutgers.edu](mailto:natalieb@rutgers.edu) 973-353-5909; **Katie Anderson** is at Camden, Robeson Library: [Katie.anderson@rutgers.edu](mailto:Katie.anderson@rutgers.edu) 856-225-2830. They are all available to meet with students.

## **Writing Assistance**

Success in graduate school and within the larger profession of social work depends on strong writing skills. Several resources are available to help students strengthen their professional and academic writing skills. Writing assistance is available to all MSW students as described below.

**All MSW SSW students** (New Brunswick, Camden, Newark, Intensive Weekend, online and blended) are eligible to access writing assistance at the New Brunswick Learning Center.

Online tutoring may also be available.

<https://rlc.rutgers.edu/student-services/writing-tutoring>**Links to an external site.**

## **Newark Campus**

The Newark writing center is available for MSW students on the Newark campus by appointment.

<http://www.ncas.rutgers.edu/writingcenter>**Links to an external site.**

## **Additional Online Resources**

### ***APA Style***

All students are expected to adhere to the citation style of the *Publication Manual of the American Psychological Association*, 7<sup>th</sup> edition (2020). It can be purchased at [APA Manual 7th Edition](#)**Links to an external site.**. The Purdue OWL website also provides assistance with APA style : <https://owl.english.purdue.edu/owl/resource/560/01/>**Links to an external site.**

The Rutgers University library system contains a very impressive collection of resources and materials that will be of great assistance to you as you complete assignments for this class and your other graduate courses. Many of these materials can be accessed on-line. The university librarians offer free tutorials on using the in-library services and on-line search tools; understanding how to navigate these tools is vital for ensuring timely, thorough, and proficient completion of the assignments for this course.

Some library tools that may be of particular relevance to this course. Under the main library website, check out the following:

1. *The Electronic Reference Sources* under the **Reference** You can find on-line links for the APA Style Manual, assistance with grammar and writing, and many other useful connections under (see Style Manuals).
2. *Subject Research Guides* under the **Research Resources** The *Social Work* category contains links to *Government Resources* (state and federal websites relevant to policy research) and numerous other resource sites and reference collections.
3. *RefWorks*, a web-based bibliography and citation manager

## **XI. Course Evaluation**

Rutgers University issues a survey that evaluates both the course and the instructor. This survey is completed by students toward the end of the semester; all answers are confidential and anonymous. An additional mid semester evaluation may be distributed.

You are also encouraged to provide me with feedback on the course content and format during each class session, as well as during my office hours: Are the material and concepts presented in a clear manner? Is adequate time being given to individual topics? Are different learning styles being accommodated?

## **XII. Academic Integrity Policy**

As per Rutgers University Academic Integrity Policy, “Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.” All SSW students are expected to review and familiarize themselves with the [RU Academic Integrity Policy](#) [Links to an external site.](#) in its’ entirety.

As per Rutgers University Academic Integrity Policy, “The principles of academic integrity require that a student: make sure that all work submitted in a course, academic research, or other activity is the student’s own and created without the aid of impermissible technologies, materials, or collaborations; properly acknowledge and cite all use of the ideas, results, images, or words of others; properly acknowledge all contributors to a given piece of work; obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student’s interpretation or conclusions; treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress; uphold the ethical standards and professional code of conduct in the field for which the student is preparing.” <sup>[1]</sup> Students should review all types of Academic Integrity Violations per the RU Academic Integrity Policy. Below are some of the more common violations, as articulated in Rutgers University Academic Integrity Policy:

**“Plagiarism:** Plagiarism is the use of another person’s words, ideas, images, or results, no matter the form or media, without giving that person appropriate credit. To avoid

plagiarism, a student must identify every direct quotation using quotation marks or appropriate indentation and cite both direct quotation and paraphrasing properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are: Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution; Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own, regardless of the nature of the assignment; Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources, regardless of format, without proper attribution." [L]  
[SEP]

**“Cheating:** Cheating is the use or possession of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results or reports, analyses, and other textual or visual material and media as one's own work when others prepared them. Some common examples are: Prohibited collaboration: receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted; Copying another student's work or answers on a quiz or examination; Using or having access to books, notes, calculators, cell phones, technology, or other prohibited devices or materials during a quiz or examination; Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved; Preprogramming a calculator or other device to contain answers, formulas, or other unauthorized information for use during a quiz or examination.; Acquiring a copy of an examination from an unauthorized source before the examination; Having a substitute take an examination in one's place; Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement; Submitting as one's own work a term paper or other assignment prepared, in whole or in part, by someone else.” [L]  
[SEP]

Any faculty member or academic administrator who becomes aware of a possible academic integrity violation must initiate a formal complaint with the Office of Student Conduct and the SSW's Academic Integrity Facilitator (Patricia Findley at [pfindley@ssw.rutgers.edu](mailto:pfindley@ssw.rutgers.edu)). The AIF deciding the case (the “adjudicator”) shall notify the accused student of the allegation in writing or by electronic communication within fifteen working days of the time the faculty member becomes aware of the alleged violation.

Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information, see [RU Academic Integrity PolicyLinks to an external site.](#) and [Procedures for Adjudicating Academic Integrity ViolationsLinks to an external site.](#)[Open this document with ReadSpeaker docReader Links to an external site.](#)

To promote a strong culture of academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: *On my honor, I have neither received nor given any unauthorized assistance on this examination/assignment.*

### **XIII. Disability Accommodation**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>[Links to an external site.](#). If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>[Links to an external site.](#)

### **XIV. Other Resources**

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.

Confidential support and academic advocacy are available through the Rutgers Office on Violence Prevention and Victim Assistance, 848.932.1181, <http://vpva.rutgers.edu>. Services are free and confidential and available 24 hrs/day, 7 days a week.

**Selected Readings and Resources**  
**(Annotated Bibliography at the end)**

**Sex Work: Historical Perspective**

[Vijayakumar, G., Panchanadeswaran, S., & Chacko, S. \(2019\). Sex work, marginalization, and activism in India. Archives of Sexual Behavior, 48, 1969-1972.](#)

**Healthcare and Equity in India**

[Balarajan, Y., Selvaraj, S., & Subramanian, S.V. \(2011\). Health care and equity in India. The Lancet, 377\(9764\), 505-515.](#)

[Raj, A. \(2011\). Gender equity and universal health coverage in India. The Lancet, 377\(9766\), 618-619.](#)

**Community Engagement & Collectivization**

[Cornish, F., & Ghosh, R. \(2007\). The necessary contradictions of 'community-led' health promotion: A case study of HIV prevention in an Indian red light district. Social Science & Medicine, 64, 496-507.](#)

[Ghose, T., Swendeman, D.T., & George, S.M. \(2011\). The role of brothels in reducing HIV risk in Sonagachi, India. Qualitative Health Research, 21\(5\), 587-600.](#)

[Jana, S., Basu, I., Rotheram-Borus, M.J., & Newman, P.A. \(2004\). The Sonagachi Project: A sustainable community intervention program. AIDS Education and Prevention, 16\(5\), 405-414.](#)

[Jana, S. \(2012\). Community mobilisation: Myths and challenges. Journal of Epidemiological Community Health, 66\(S2\), 5-6.](#)

**Mental Health & Well-Being**

[Ghose, T., Chowdhury, A., Solomon, P., & Ali, S. \(2015\). Depression and anxiety among HIV-positive sex workers in Kolkata, India: Testing and modifying the Hospital Anxiety Depression Scale. International Social Work, 58\(2\), 211-222.](#)

[Jana, S., Ray, P., Roy, S., Piduttia, J., Ghose, T., & Jana, S. \(2017\). Depression and its relation with HIV risk and social well-being among the brothel-based female sex workers in Kolkata, India. Journal of Community Medicine and Public Health Care, 4\(25\), 1-12.](#)

[Salunkhe, G., & Braeunig, M. \(2020\). Mental health in India: Perspectives for psychosomatic medicine. In K. Fritzsche, S.H. McDaniel, & M. Wirsching \(Eds.\), Psychosomatic Medicine: An International Guide for the Primary Care Setting \(pp. 343-350\). Springer International Publishing.](#)

## **Policy & Laws/Legislation**

[Azhar, S. \(2019\). Recent changes in gender & sexuality policy in India: A postcolonial analysis. Paper presented at the International Conference on Gender Research, Rome, Italy.](#)

[Dasgupta, S. \(2019\). Of raids and returns: Sex work movement, police oppression, and the politics of the ordinary in Sonagachi, India. Anti-Trafficking Review, 12, 127-139.](#)

## **Human Trafficking**

[Joffres, C., Mills, E., Joffres, M., Khanna, T., Walia, H., & Grund, D. \(2008\). Sexual slavery without borders: Trafficking for commercial sexual exploitation in India. International Journal for Equity in Health, 7\(22\), 1-11.](#)

[Sarkar, S. \(2014\). Rethinking human trafficking in India: Nature, extent and identification of survivors. The Round Table, 103\(5\), 483-495.](#)

[Silverman, J.G., Decker, M.R., Gupta, J., Maheshwari, A., Patel, V., Willis, B.M., & Raj, A. \(2007\). Experiences of sex trafficking victims in Mumbai, India. International Journal of Gynecology and Obstetrics, 97, 221-226.](#)

[Oram, S., Stockl, H., Busza, J., Howard, L.M., & Zimmerman, C. \(2012\). Prevalence and risk of violence and the physical, mental, and sexual health problems associated with human trafficking: Systematic review. PLoS Medicine, 9\(5\), 1-13.](#)

## **Child & Adolescent Well-Being**

[Dalla, R.L., Erwin, S., & Kreimer, L.M. \(2019\). Children of Mumbai's brothels: Investigating developmental prospects, primary relationships, and service provision. Family Relations, 68, 104-118.](#)

[Deb, S., Ray, M., Bhattacharyya, B., & Sun, J. \(2015\). Violence against the adolescents of Kolkata: A study in relation to the socio-economic background and mental health. Asian Journal of Psychiatry, 19, 4-13.](#)

[Hasumi, T., Ahsan, F., Couper, C.M., Aguayo, J.L., & Jacobsen, K.H. \(2012\). Parental involvement and mental well-being of Indian adolescents. Indian Pediatrics, 49, 915-918.](#)

## **HIV Prevention & Response**

[Basu, I., Jana, S., Rotheram-Borus, M.J., Swendeman, D., Lee, S.J., Newman, P., & Weiss, R. \(2004\). HIV prevention among sex workers in India. Journal of Acquired Immune Deficiency Syndromes, 36, 845-852.](#)



[Kerrigan, D., Kennedy, C.E., Morgan-Thomas, R., Reza-Paul, S., Mwangi, P., Win, K.T., McFall, A., Fonner, V.A., & Butler, J. \(2015\). A community empowerment approach to the HIV response among sex workers: Effectiveness, challenges, and considerations for implementation and scale-up. The Lancet, 385, 172-185.](#)

[Ng, M., Gakidou, E., Levin-Rector, A., Khera, A., Murray, C.J., & Dandona, L. \(2011\). Assessment of population-level effect of Avahan, an HIV-prevention initiative in India. The Lancet, 378, 1643-1652.](#)

### **Financial Empowerment**

[Stanton, M. \(2015\). Short-circuiting neoliberal development: A case study of the Usha Multi-Purpose Cooperative. Publicly Accessible Penn Dissertations, 1146.](#)

[Stanton, M.C., & Ghose, T. \(2017\). Community-led economic initiatives with sex workers: Establishing a conceptual framework for a multidimensional structural intervention. Sexuality Research & Social Policy, 14, 454-466.](#)

### **Child Welfare**

[Ali, S. \(2013\). A family-based sexual health communication intervention with sex worker mothers in Kolkata, India. Publicly Accessible Penn Dissertations, 829.](#)

[Dasgupta, S. \(1990\). Child welfare legislation in India: Will Indian children benefit from the United Nations Convention on the rights of the child. Michigan Journal of International Legislature, 11\(4\), 1301-1316.](#)

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### **Aging & Gerontology**

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### **Gender-Based Violence**

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[Karandikar, S., Frost, C., & Gezinski, L. \(2014\). Patriarchy and gender-based violence: Experiences of female sex workers in India. International Journal of Social Work, 1\(1\), 1-14.](#)

[Shannon, K., & Csete, J. \(2010\). Violence, condom negotiation, and HIV/STI risk among sex workers. Journal of the American Medical Association, 304\(5\), 573-574.](#)

## **Grading**

### **IV. Course Evaluation**

Study Abroad at Rutgers University will issue a survey that evaluates the course and instructors. This survey is completed by students after the end of the program and all answers are confidential and anonymous. Course evaluations do not impact final grades.

India Informational and Travel Resources

### **V. Course Outline**

**Itinerary is provided separately.**

Site visits will be organized in partnership with the Durbar Mahila Samanwaya Committee and the School of Social Work, in consultation with Rutgers Global-Study Abroad.