

Nepal: Community, Technology, and Sustainability

CRD 153a: International Community Development-Asia

CRD 198: Field work in International Community Development

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Class: Thursdays 6:30-8:30pm: #2119 International Center



Office Hours:

Jonathan London: Thursdays 3:00-5:00pm: 2335 Hart Hall

Nancy Erbstein: Wednesdays 4:00-5:00pm, place TBA

The seminar abroad program *Nepal: Community, Technology and Sustainability* is comprised of two courses. CRD 153A is a 4-unit letter graded course that meets Thursdays 6:30-8:30 pm in room 2119 at the International Center at UC Davis during Fall Quarter 2023. Half of the course credits are based on work in the fall; the other half from the assignments the winter break period in Nepal. CRD 198/298 is a 4-unit Pass/No Pass field research course in Nepal, December 17, 2023-January 3, 2024. This syllabus covers the fall seminar.

Program Goals: The fall seminar will prepare Seminar Abroad participants for our work in Nepal by pursuing the following learning goals.

1. Develop an introductory-level understanding of the relevant historical, cultural, political, economic, and environmental dimensions of Nepal
2. Build students' capacities for inter-disciplinary, inter-cultural, and international learning
3. Develop hands-on experience with Nepalese student peers to develop a draft plan for the collaborative action research projects that will form the core of the Seminar Abroad activities.

Class methods: The Fall seminar format will include interactive lectures, discussions of course readings, training in inter-cultural skills, small group activities, guest lectures, presentations, project worktime, and several video-link discussions. Homework includes readings, working with your UCD/Nepali project teams outside of class and assignment activities.

Class assignments:

Assignment (Fall)	Points	Individual/ group allocation	Due Date
Reflection Paper: [4-5 pages plus references] <u>Pick ONE topic:</u> Topic Choice #1: What have you learned about Nepali culture and history from readings and guest presentations that may help you understand and operate effectively on your project and in building learning relationships during your time in Nepal? Topic Choice #2 - “What information have you learned about political, economic, environmental and health factors in Nepal from the readings and guest presentations that will help you understand the context in Nepal and Machhapuchhre and prepare for effective work on your class project?”	10	Individual	November 2, 11:59pm
Draft Project Plan	Ungraded	NA	November 13, 11:59pm
Project Plan presentation	10	Group	November 30 th (in class)
Final Project Plan	17.5	7.5 points indiv 10 points group	December 11, 11:59pm
Class participation and leadership	7.5	Individual	
TOTAL	47.5 points: 27.5 Individual & 30 Group		

Assignments (In Nepal)	Points	Individual/ group allocation	Due Date
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Project Final Product(s)	30	10 pts Individual 20 pts Group	December 30
Project presentation (for village event)	5	Group	December 30
Project presentation (in Kathmandu) using Powerpoint slides or poster format	5	Group	January 3
Reflection Paper #2 (Blog post)	5	Individual	Dec 30-Jan 3
Class participation and leadership	7.5	Individual	
TOTAL	52.5 points: 22.5 pts individual & 30 group)		

→ See assignment guidelines on Canvas for assignment grading matrices and for specific details about the activities and timelines.

→ “Project Planning Activities” will be introduced in class.

→ Note: Nepali students on holiday October 15-28th & November 10-14

Week 1 (Sept 28): Introductions/Team Building

Activities:

- Review syllabus and class structure
- In class team-building activities
- Orientation to Logistics:
 - Key travel information: Confirm flights set, pre-trip immunizations arranged.
 - Check whether you are eligible to apply for a visa upon arrival at <http://nepalimmigration.gov.np/content/prohibition-to-visa-on-arrival.html>. Online visa application form (fill in 2 weeks before arrival): <http://online.nepalimmigration.gov.np/tourist-visa>
 - Nepali phrases of the week. (Nepali Greetings) (http://ilanguages.org/nepali_phrases.php).

Project Planning Activity:

- Take the strengths inventory/indication of interest.
- Discuss draft project plan template and presentation template.
- Project Q&A, and project interest ranking.

Week 2 (Oct 5): Cultural Humility and Village Project Team formation

Required Readings

- Tervalon, Melanie & Murray-García, Jann. "Cultural Humility Versus Cultural Competence: A Critical Distinction in Defining Physician Training Outcomes in Multicultural Education."
- Impacts of Othering:
Tsering Shakya: On Tibetan Politics https://info-buddhism.com/Myth_of_Shangri-la_Tsering_Shakya.html
- Chimamanda Ngozi Adiche, The Danger of a Single Story
https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?language=en
- Nepali phrases of the week.(Numbers http://ilanguages.org/nepali_vocabulary.php)

Project Planning Activity:

UCD project team convening: Share your strengths, identify potential gaps. Begin to clarify project goal(s) and objectives, and types of information if would be helpful to gather to support plan development.

Prepare for conversation with Nepali team-mates. Plan how you'll conduct conversation to establish shared understanding of project deliverables and information needs, share information online (e.g. on a Google Drive) and divide up information gathering responsibilities.

Optional Readings:

- Amira Benali & Olga Kravets (2022) An exploration of poverty as a consumption object: voluntourist's stories from an orphanage in Nepal, *Consumption Markets & Culture*, 25:5, 469-484, DOI: 10.1080/10253866.2022.2116429
- Catherine Hartung 2017, Selfies for/of Nepal: Acts of Global Citizenship and Bearing Witness pp. 39-47.
- Cultural Humility video (30min): <https://www.youtube.com/watch?v=SaSHLbS1V4w>

Week 3 (Oct 12): Nepal Geography and Demography (Introduction to Machhapuchhre)

Required Readings

- Bikash Gupta 2021. One hat to rule them all: the dhaka topi and the subjugation of minority cultures in Nepal. <https://www.recordnepal.com/one-hat-to-rule-them-all-the-dhaka-topi-and-the-subjugation-of-minority-cultures-in-nepal>
- Bishnu Pariyar and Jon Lovett 2016. Dalit identity in urban Pokhara, Nepal
- Tirupati Pariyar Mim Bahadur Pariyar 2023. Unheard voices of Dalit representatives
<https://english.ratopati.com/story/27532>
- Tibetans in Nepal:
 - <http://www.thetibetpost.com/en/outlook/reviews/4806-human-rights-situation-for-tibetan-refugees-in-nepal>

- <https://www.reuters.com/article/us-nepal-tibet-refugees/nepal-detains-tibetan-refugees-in-crackdown-as-chinas-influence-grows-idUSKBN13A2BQ>.
- Machhapuchhre Municipality Demographics: <https://www.nepalarchives.com/content/machhapuchhre-rural-municipality-kaski-profile/>

View/ scan:

- Great Machhapuchhre Trail vlog: <https://www.youtube.com/watch?v=C0xkXjMK8Jk>
- Machhapuchhre Homestay: <https://www.machhapuchhrehomestay.com/>

First Online with Nepal-based team (7:30-8:30pm)

Project Planning Activity: Document: What types of information do you need to plan/pursue your project (key questions that need answers)? What resources might you tap to collect this information (this might include faculty on campus, Nepalis in the area, print/online resources, individuals in Machhapuchhre, other experts in Nepal, etc.)?

Homework: Plan to report back in the next class on the conversation with your Nepali team-mates. What worked well, what was challenging, what was the most valuable thing(s) you learned, what remains to be figured out? Share some of the skills of your team-mates.

Optional Readings:

History series from Record Nepal:

Part 1: <http://www.recordnepal.com/wire/features/the-making-of-the-gorkha-empire-part-i-land-nepal-unification/>

Part 2: <http://www.recordnepal.com/wire/features/the-making-of-the-gorkha-empire-part-ii-the-ruling-class/>

Part 3: <http://www.recordnepal.com/wire/features/the-making-of-the-gorkha-empire-part-iii-dominance-and-hegemony/>

Part 4: <https://www.recordnepal.com/the-making-of-the-gorkha-empire-part-iv-%E2%80%93-the-present>

Adhikari, J. (2000). Urbanisation, government policies and growing social and environmental problems in Pokhara, Nepal. *Studies in Nepali History and Society*, 5(1), 43-87.

Sharma, P. (2008). "The Ethnic Context of Contemporary Nepal." In *Unravelling the Mosaic: Spatial aspects of ethnicity in Nepal*. Kathmandu: Social Science Baha/Himal Books.

Gurung, H. (2004). *Mountain Reflections: Patterns and Development*. Kathmandu: Mandala Publications.(pp.47-59)

Bennett, L. and D. Parajuli (2014). *The Nepal Multidimensional Exclusion Index*. Kathmandu: Himal. pg 20 and pg 28.

Nepal Multidimensional Inclusion Index: <http://idsn.org/wpcontent/uploads/2014/12/Nepal-Inclusion-Index-Tribuvan.pdf>

Darnal, S. (2009). A Land of Our Own: Conversations With Dalit Members of Constituent Assembly, Lalitpur, Nepal: Samata Foundation. Pp.8-21

Lawoti, M. and Hangen, S. (2013). Nationalism and Ethnic Conflict in Nepal: Identities and Mobilization after 1990. London: Routledge. Pp. 5-34

Chapters from Perspectives on social inclusion and exclusion in Nepal

<http://markturin.sites.olt.ubc.ca/files/2014/04/PSIEN.pdf>

Megan Adamson Sijapati. Nepali Muslims, Islamic Revival, And The ‘New Nepal’: A Look At Secularism, Religion, And The Politicisation Of Identities <https://soscbaha.org/lecture-series/nepali-muslims-islamic-revival-and-the-new-nepal-a-look-at-secularism-religion-and-the-politicisation-of-identities/>

Sijapati, M. A. (2011). Muslims in Nepal: The local and global dimensions of a changing religious minority. *Religion Compass*, 5(11), 656-665.

Nepali phrases of the week. (Time expressions (http://ilanguages.org/nepali_vocabulary.php),

Week 4 (Oct 19): Nepal’s Current Political and Economic System

Required Readings:

- Prashant Jha, *Battles of the New Republic: A Contemporary History of Nepal*, pp xiii-xix
- Khanal, Krishna State-Society Covenant at the Subnational Level. In https://asiafoundation.org/wp-content/uploads/2019/03/The-Politics-of-Change-Reflections-on-Contemporary-Nepal_Thapa.pdf

eKantipur/Himalayan Times app download & introduction

Project Planning Activity: Debrief discussions with Nepali peers. Report back on what worked well, what was challenging, the most valuable thing(s) you learned, and what remains to be figured out.

Work as group to review and fill in information for first 3 elements of project plan (Goals/Objectives, Background Information, Key Strategies).

Optional:

- View: Pradip Pariyar, Samata Foundation (former): <https://www.youtube.com/watch?v=blZbMAxU-pg>

Nepali phrases of the week: Fruits and vegetables, colors and food (http://ilanguages.org/nepali_vocabulary.php),

Week 5 (Oct 26): Youth Labor and Well-being

Required Readings

- Neha Basnet, Margaretha C. Timmerman & Josje van der Linden (2023) ‘Figuring it out’. Continuity or discontinuity of work in young rural-urban migrants’ education work transition in Kathmandu, Nepal, *Journal of Youth Studies*, 26:4, 425-440, DOI: 10.1080/13676261.2021.2010688.

- Jagannath Lamichhane, Sanjaya Mahato, and Sushav (2021) What are Nepali youth thinking? The findings of the survey paint a rather somber picture! *My Republica*. May 16, 2021

Project Planning Activity: Discuss risk and uncertainty associated with your project strategies. Consider whether identifying risks and uncertainties and building strategies to address them requires additional information gathering and how best to handle that! Also consider potential contingency plans in light of uncertainties. Think through how to have a conversation about this with your Nepali team-members.

Nepali phrases of the week: Weather, relatives vocab
http://ilanguages.org/nepali_vocabulary.php;

Optional Readings:

A. Khan, A. (2022). Embodied circular migration: Lived experiences of education and work of Nepalese children and youth. *Journal of Youth Studies*, 25(4), 470-486.

Donini, A., Sharma, J., & Aryal, S. (2013). Structural violence and social suffering among marginal Nepali migrants.

Parajuli, M.N. (2015). Cultural Gap in Education: Making Education Unresponsive to Local Needs. *Journal of Education and Research (Kathmandu University, School of Education)*, 5(1):1-6. <http://kusoed.edu.np/journal/index.php/je/article/view/119/67>

Dhakal, R.K. (2014). Re-engineering Education and Re-imagining Rural Transformation, *Journal of Education and Research (Kathmandu University, School of Education)*, 4(2):1-6. <http://kusoed.edu.np/journal/index.php/je/article/view/110/59>

Optional resources:

Review online websites, social media and readings related to Nepali youth civic engagement that are relevant to projects (examples include the following).

- <http://kathmandupost.ekantipur.com/news/2017-08-13/young-gifted-and-held-back.html> ,
- Green Growth CSA <http://nepalitimes.com/article/nation/Green-growth-of-local-for-local-buy-local,3558>
- YPARD <http://www.ypard.net/country/nepal>
- AYON <http://ayon.org/>
- Saathi Sanga Man ka Kura <http://ssmk.org/radio-programs>
- Nepali Youth In Figures: <http://restlessdevelopment.org/news/2015/02/17/nepali-youh-in-figures>
- CMIR 2017: <http://www.cmir.org.np/index.php/event-activities/news/124-more-nepalis-going-abroad-for-employment>
- CMIR 2017: <http://www.cmir.org.np/index.php/event-activities/news/107-those-who-die-young-and-in-vain>

- Ojha, G. (2017). Just victims?: <http://kathmandupost.ekantipur.com/news/2017-08-25/just-victims.html>

Week 6 (Nov 2): Environment and Health

Guest Lecture: Dr. Jagannath Adhikari: <https://www.policyforum.net/authors/jagannath-adhikari/>

Homework

- Guided online organizational research on key INGOs/government aid entities, Nepalese NGOs and UCD faculty working in Nepal in areas related to student projects, with specific emphases on finding data and resources related to projects

Required Readings

- Sonia Awale (in press) “Women, water and weather: Kavre villages adapt to the increasing impacts of the climate crisis”
- Shuvam Rizal, 2021, Choking City. <https://www.recordnepal.com/choking-city>
- Sherpa, P. (2014). Climate change, perceptions, and social heterogeneity in Pharak, Mount Everest region of Nepal. *Human Organization*, 73(2), 153-161.

Project Planning Activity:

Tap Nepali team-mates to establish shared understanding of project deliverables and information needs and assign any additional information gathering responsibilities (hint: be sure to tap your unique expertise(s) and resource access).

Optional readings:

- Kurmi, O., P. Regmi, P. Pant (2016) Implication of air pollution on health effects in Nepal: Lessons from global research, *Nepal Journal of Epidemiology*, 6(1); 525-527.
- Subedi, Shukra Raj, et al. "Challenges of Consumer Culture and Solid-waste to the Environment Protection in Pokhara Metropolitan City, Nepal." (2022).
- Chakraborty, R., Gergan, M. D., Sherpa, P. Y., & Rampini, C. (2021). A plural climate studies framework for the Himalayas. *Current Opinion in Environmental Sustainability*, 51, 42-54.

Nepali phrases of the week: animals and clothes vocab
(http://ilanguages.org/nepali_vocabulary.php);

→ Short Paper Due Week 7 (choose Topic 1 OR Topic 2)

Week 7 (Nov 9): The Dilemmas of Development Assistance and Doing Research in Nepal

Required Readings

- Prakash Chandra Lohani, “Nepal’s Experience of Financial Aid and How it can Kick the Habit.” In *Aid, Technology and Development*.
- Majushree Thapa, *The Lives we Have Lost*: pp. 79-84.

Project Planning Activity: Try drafting a task/timeline and logic model ... consider whether your project deliverables seem feasible given available time and expertise, as well as the type of evidence that will help you gauge short term success.

Optional Readings

- Nepalese development advocate: Mahabir Pun
<https://www.nicnepal.org/view/conceptPaper.php>

Nepali phrases of the week: More personal info about origins/profession
(http://ilanguages.org/nepali_phrases.php);

Week 8 (Nov 16): Doing Research in Nepal— Work Session... Hitting the Ground Running in Machhapuchhre Village

Group work time

Project Planning Activity:

Develop your presentation

Nepali phrases of the week: “Survival/emergency” phrases
(http://ilanguages.org/nepali_phrases.php but note that for “I need a doctor” use “Malaai doktor chhainchhaa.”)

Week 9 (Nov 23): NO CLASS: HAPPY THANKSGIVING!

Consider starting to pack; get any medications, clothing, supplies

Week 10 (Nov 30): More on Machhapuchhre Context and Project Planning

Readings:

- Adhikari, J. (2005). The significance of towns in rural development: A case study of Western Nepal. *Studies in Nepali History and Society*, 10(2), 295-319.
- Journal of Political Science, Vol. 21, February 2021 31
Girdharti Dahal 2021. Local Governance in Nepal: A Study of Machhapuchhre Rural, Municipality, Kaski.
- Timalisina, Y., & Singh, S. (2020). Impact of rural development initiatives on women empowerment and sustainable livelihood—“A Case of Machhapucchre Village, Kaski”. In *8th IOE Graduate Conference, Tribhuvan University*.

Optional Readings:

- Adhikari, J. (2000). Urbanisation, government policies and growing social and environmental problems in Pokhara, Nepal. *Studies in Nepali History and Society*, 5(1), 43-87.

Final Presentation with your Nepali team-mates! (7:15pm-8:30pm)

Homework

- Compile project-relevant resource materials that you'd like to bring to Nepal for your team.

Week 11 (Dec 7)

Review travel plans, meet up plans, travel concerns, packing tips, etc.
Group work time

Project Planning Activity: Revise your project plan

Week 12 (Finals Week)

Final group project plan due Dec 11th 11:59pm on Canvass (no extensions without medical/similar documentation)

Homework

- Pack
- Fill out online visa forms if appropriate.
- Practice your Nepali skills
- *Get ready for a learning experience of a lifetime!*



Class/Community Standards

Readings

Class readings form the backbone of the course, providing the structure on which our class discussions and your out-of-class assignments will be developed. Therefore, you are expected to have read all the assigned readings for each class, and come prepared to engage in a thoughtful discussion on them. Most class sessions will begin with a short period of discussion to synthesize the key points, concepts, and terms from the readings, and to develop questions to guide the full class discussion. Active participation in discussing the readings will be an important contribution to the participation grade.

- Course texts are on the course Canvas organized for each week.
- Many week reading sections also include links to relevant websites. Please browse these and pick out readings, projects, resources, or links that are most relevant to your interests.

Late assignment policy

- No late assignments will be accepted without written approval from the instructors. In other words, you will receive reduced credit for an assignment if you turn it in late without a valid and documented excuse (medical/ family emergency or other issue.)

Classroom climate

- **Come to class prepared.** We expect everyone to come to class familiar with the reading assignments associated with lecture. Please bring the assigned readings with you to class – either printed out or on a computer/tablet. Please also always bring the syllabus, class schedule, paper, and something to write with. To facilitate active learning, class will often include small and larger group activities aimed at identifying and clarifying questions and concepts that are confusing, difficult, or unclear. You and your classmates benefit most from these experiences when you are already familiar with the main ideas from the readings. You do not have to understand it all; you should in fact come to class ready to share at least two questions you have about the readings (chances are that many others will have the same or similar ones).
- **In-class Technology Policy:** Except in cases of emergency, phones should not be in sight or used in class. Laptops, tablets, and other electronic devices should be used only in conjunction with exercises directly related to class activity.
- **Community expectations.** This class is a learning community, and will function best if we all agree and abide by principles of reciprocity, fairness and compassion, and collaboration. We will set mutual agreements in the first class session, but these will include:
 - **Pro-active approach to microaggressions:** Microaggressions are forms of systemic everyday symbolic violence, such as daily, intentional or unintentional, verbal, behavioral, and environmental indignities. They can be layered assaults that include insults or judgments related to race, ethnicity, citizenship, gender, sexual orientation, age, type of college (4-year vs. transfer student), immigration status, language, disability, socioeconomic status, and religion. Microaggressions found in classrooms and other educational settings can have a psychological, academic, and physical toll on those who experience them. In order to foster a safe learning environment for all those participating in class, please:

- Be conscientious about creating space where all feel safe, supported, and encouraged to ask questions and participate. Keep in mind this sometimes means stepping back so that others can step forward.
- Respect: Give undivided attention to the person who is speaking (professor, classmates, guests, field research experts).
- Nonjudgmental approach—We can disagree with another person's point of view without putting that person down.
- Openness: Avoid assigning intentions, beliefs, or motives to others.
- Be conscientious about things that are said and done in the classroom that may be considered a microaggression.
- Recognize and respond to microaggressions when they occur. This includes either speaking to the individual outside of class, stopping the behavior, or requesting to have a class dialogue about the issue.
- Do not assume that all are familiar with U.S. or others cultures.
- Do not make assumption about gender, race, ethnic background, religion, etc. when presenting material, asking for opinions, or making a commentary.
- Always feel free to seek assistance or advice from on-campus resources, such as the Student Disability Center, the Student Recruitment & Retention Center, the Academic Success Centers, LGBTQIA Resource Center, and CAPS.

Communication

- Please send questions/ concerns/ requests about the class to **both** the professors – Jonathan London (jklondon@ucdavis.edu) and Nancy Erbstein (nerbstein@ucdavis.edu).
- One of us will respond to emails about the class within 24 hours of your email, Monday through Friday. Always include “CRD 153” in your subject line.
- We will only occasionally open or respond to emails after 5pm on Fridays, or on Saturdays and Sundays.

4. Accommodations:

- We want this class to be accessible and comfortable to all. We will gladly make needed accommodations that can help you deal with disability issues or any other issue that could be an obstacle to you getting the most out of the class.
- Please consult the Student Disability Center <https://sdc.ucdavis.edu/> for assistance in setting up an accommodation plan for you.
- Please let us know as early as possible in the quarter to tell me what accommodations you will need.

5. Plagiarism and the Student Code of Conduct

- All should be familiar with the Student Code of Academic Conduct that includes definitions and policies about plagiarism and related issues. See: <https://ossja.ucdavis.edu/code-academic-conduct>
- Please review this carefully and ask me if you have any questions. Remember that we are obliged to refer you to Student Support and Judicial Affairs in all cases of violation or suspected violation.

Using your own written material from other courses

In addition to the well-known problems of plagiarism and cheating on examinations, it is also a violation of the Code of Conduct to use your own written materials from papers prepared for other classes. However, it is permissible to use materials and texts from other class projects, within CRD or in other departments, under these conditions:

- You inform both instructors beforehand.
- You clearly identify the portions where you quote yourself (or have collaborated with others)
- You provide a copy of the work you have submitted / will be submitting in the other class to the instructor.
- To ensure that you receive good grades, make sure that the quoted or reused parts fit seamlessly into the assignment for THIS class.
- If you have any doubts about the extent to which you can use already written materials, please speak with the instructor to making any submission. ^L_{SEP}

6. Student Support:

→ For a comprehensive list of campus resources see:

<https://ebeler.faculty.ucdavis.edu/resources/faq-student-resources/>

- Please consider using the assistance from the Student Academic Success Center to help with writing strategies, editing, grammar, formatting and other issues.
<http://success.ucdavis.edu/academic/writing.html>.
- Confidential and professional support for social, emotional, and psychological issues can be accessed through the Student Health and Counseling Service:
<https://shcs.ucdavis.edu/counseling-services>
- The UC Davis Center for Advocacy, Resources & Education (CARE): Advocacy Office for Sexual and Gender-based Violence and Sexual Misconduct): <http://care.ucdavis.edu/>
- The Pantry is a student-run resource that provides free food and personal items for students.
<http://thepantry.ucdavis.edu/>
- AB 540 and Undocumented Student Center: <http://undocumented.ucdavis.edu/>