Nepal: Community, Technology, and Sustainability
CRD 153a: International Community Development-Asia
CRD 198: Field work in International Community Development

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Office Hours:
Jonathan London: Thursdays 4:00-5:00pm: International Center Lobby
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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 2019. 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 2-unit Pass/No Pass field research course in Nepal, December 16, 2019-January 2, 2020. 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 hand-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.

Class assignments: The Fall seminar assignments, totaling 50 points will include:

1. Two reflection papers (3-4 pages each); 10 points each allocated individually
2. One group presentation: 7.5 points allocated as a group
3. One final group project plan (8-10 pages): 15 points allocated as a group
4. Class and group participation: 7.5 points allocated individually

The remaining 50 points of 153a will be allocated based on the in-country activities. This will include the group final project:

1. 35 points for the report itself (allocated as a group),
2. 5 points for the final presentation (allocated as a group)
3. 10 points for set of 10 journal entries related to participation/contributions to the project (allocated individually).
See final project guidelines on Canvas for assignment grading matrices and for specific details about the activities and timelines.

“Project Planning Activities” will be introduced in class for work over the following week.

Week 1 (Sept 26): Introductions/Team Building
- 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](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](http://online.nepalimmigration.gov.np/tourist-visa)
  - Nepali phrases of the week. (Nepali Greetings) ([http://ilanguages.org/nepali_phrases.php](http://ilanguages.org/nepali_phrases.php)).

Project Planning Activity:
Take the strengths inventory/indication of interest. Introduce draft project plan template and presentation template.

Week 2 (Oct 3): Cultural Humility and Village Project Team formation

Required Readings
- Impacts of Othering:
  - (On Tibetan Politics) [https://info-buddhism.com/Myth_of_Shangri-La_Tsering_Shakya.html](https://info-buddhism.com/Myth_of_Shangri-La_Tsering_Shakya.html)
  - (On Dalits) [https://tinyurl.com/yytkk5qk](https://tinyurl.com/yytkk5qk) [30 minute podcast]

Project Planning Activity:
Team convening (UCD only). Share your strengths, identify potential gaps. Begin to clarify project goal/objectives and deliverables.

Optional Readings:
- Othering and disasters: [https://link.springer.com/chapter/10.1007/978-3-319-45270-8_5](https://link.springer.com/chapter/10.1007/978-3-319-45270-8_5)
- Cultural Humility video (30min): [https://www.youtube.com/watch?v=SaSHLbS1V4w](https://www.youtube.com/watch?v=SaSHLbS1V4w)
Week 3 (Oct 10): Nepal Geography and Demography

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

Required Readings

- Tibetans in Nepal:

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.)?

Optional Readings:

Perspectives on social inclusion and exclusion in Nepal [http://markturin.sites.olt.ubc.ca/files/2014/04/PSIEN.pdf]


eKantipur/Himalayan Times app download & introduction

**First Skype with Nepal-based team (7:30-8:30pm)**
Required Readings:

- Pradip Pariyar: The representation of Dalits in the country’s politics is alarmingly low [https://tinyurl.com/yvy4lvgf](https://tinyurl.com/yvy4lvgf)
- Prashant Jha, Battles of the New Republic: A Contemporary History of Nepal, pp xiii-xix


Project Planning Activity: 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 (on the class Google Drive) and divide up information gathering responsibilities.

→ Paper #1 Due: “What have you learned about Nepali culture and history that may help you understand and operate effectively on your project and in building learning relationships during your time in Nepal?”

Week 5 (Oct 24): Nepal’s Education System

Required Readings


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

Project Planning Activity: Check in with Nepali team-mates to establish shared understanding of project deliverables and information needs and assign information gathering responsibilities (hint: be sure to tap your unique expertise(s) and resource access).

Homework: Prepare 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 a fun fact about one or more of your team-mates.

Optional Readings:


Optional resources:
Review online websites, social media and readings related to Nepali youth civic engagement that are relevant to projects (examples include the following).
- YPARD http://www.ypard.net/country/nepal
- AYON http://ayon.org/
- Saathi Sanga Man ka Kura http://ssmk.org/radio-programs

Week 6 (Oct 31): Environment and Health

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
- Readings on land use, environmental issues, OSM

Required Readings

Project Planning Activity: Discuss risk and uncertainty and think through how to have a conversation about this with your Nepali team members. 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.

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

Nepali phrases of the week: animals and clothes vocab (http://ilanguages.org/nepali_vocabulary.php);
Week 7 (Nov 7): 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

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

➔ Paper #2 Due: “What information have you learned about policy factors in Nepal from the readings and presentations that will help you understand the context in Nepal and Machhapuchhre and prepare for effective work on your class project?”

Week 8 (Nov 14): 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 daktor chhainchhaa.”)

Week 9 (Tuesday Nov 21): Project Presentations with Nepal teams
NOTE➔ Class time: 7pm-9pm

Project Planning Activities:
Make presentation in class. Plan revisions based on presentation feedback

Nepali phrases of the week: In class—tell instructors phrases you want to learn but haven’t yet. See pp. 211-212 to learn numbers by tens to 100, 1000, 100,000.
(https://www.livelingua.com/course/peace-corps/Basic_Course_in_Spoken_Nepali)
Week 10 (Nov 28): NO CLASS: HAPPY THANKSGIVING!

**Homework**
- Compile project-relevant resource materials that you’d like to bring to Nepal for your team.
- Compile a photo album to share in Nepal.

Week 11 (Dec 5)

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 11\textsuperscript{th} 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 an adventure 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.

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.

Student Support:
- 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](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](https://shcs.ucdavis.edu/counseling-services).
- The Pantry is a student-run resource that provides free food and personal items for students. [http://thepantry.ucdavis.edu/](http://thepantry.ucdavis.edu/).