

CARLETON UNIVERSITY
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

SOCI 3220C: Working Toward a Violence-Free Society in Nepal, Part 1
On campus preparation for Study Trip to Nepal

Winter 2020 - Wednesday, 8:35am to 11:25am

Room: (Richcraft Hall, Room 3220, TBC)

Instructor: Deborah Conners
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Office hours: Mondays, 1pm to 2pm or by appointment or chance

Prerequisite(s): SOCI 1001 and SOCI 1002, or SOCI 1003 [1.0], or ANTH 1001, or ANTH 1002, and third-year standing. This course is offered as a prerequisite to SOCI 3210 in Spring 2020. Only those accepted into SOCI 3210 will be eligible for this course.

cuPortfolio: We will be using cuPortfolio. Student support is available from:
Stacy Malloch
Email: cuportfolio@carleton.ca Phone: 613-520-2600 x 8412
Support Website: <http://carleton.ca/cuportfoliosupport/help>

Carleton University acknowledges the location of its campus on the traditional, unceded territories of the Algonquin Nation. For more information see: <https://carleton.ca/indigenous/resources/territory-acknowledgement/>

Course Description

Welcome to *Working Toward a Violence-Free Society in Nepal, Part 1!* This course is a prerequisite for SOCI 3210 and involves foundational work on the Carleton campus in Winter 2020 that will prepare you for a successful and productive trip to Nepal in the spring (SOCI 3210). Registration in this course requires an application to the instructor. Spaces are limited.

In this course, we will gain sociological insight into violence against women in Nepal and initiatives to counter this social issue through readings and through direct contact with the Women's Foundation of Nepal and local initiatives in Ottawa which support the Women's Foundation. We will then make use of our learning to design a small social action project to raise support for the work of the organization in Canada. We will also develop video skills for use in Nepal to document the work of the Foundation. A final product of the course will be a plan for our trip to Nepal and a team presentation on Canada to perform there.

I expect this course, along with SOCI 3210, to be exciting and rewarding as well as demanding commitment, time, and teamwork. Much of the teamwork will be done in class time with the support of the instructor. Individual assignments based on 'book learning' are positioned outside class time. I am certain that those who are prepared to put in the effort will have an extremely rewarding experience.

Success in this course relies on your PRESENCE IN CLASS and at other events, (i) to have the experiences of engagement with the issues and skills building opportunities that are provided in class time, and (ii) to be part of the work of your team. Attendance and participation in class and other meetings is necessary for you and your classmates to complete the course successfully. Treat the class time as you would any other work commitment.

The Women's Foundation of Nepal

The Women's Foundation of Nepal is a national organization based in Kathmandu, Nepal with the resources and connections to provide an outstanding experiential learning opportunity for Carleton students. Their mission is to work toward a violence-free society by helping women and children in Nepal who are victims of violence, abuse and poverty. The organization has a powerful social analysis to support its work, seeing social justice emerging from integrated social supports and economic independence. The Women's Foundation runs a shelter, a kindergarten, a school and a fair-trade cooperative in the Kathmandu area. They provide training and micro-credits for women in rural areas, legal assistance for poor children, and work in many other ways to empower women and children to shape their future (<https://www.womenepal.org/>).

Course Learning Objectives

By the end of the course, you will be able to:

1. Describe violence against women and approaches being taken to confront this issue in Nepal.
2. Understand and describe the gaps that can exist between stereotypical understandings of a social issue and the lived realities of people experiencing those issues, particularly in reference to issues overseas.
3. Engage productively with a team while contributing to a positive team experience.
4. Design, plan and conduct a multi-pronged social action project in concert with others.
5. Use video skills gained in the course as part of the social action intervention.
6. Communicate in an engaging and persuasive way with a non-academic audience.
7. Use reflection to improve your teamwork and social advocacy skills.
8. Prepare effectively for SOCI 3210 in Spring 2020.

Required Readings

Readings will be available on cuLearn. We will also read one book which will be available in Haven Books, a bookstore owned and operated by the Carleton University Student Association and located at 43 Seneca St. at Sunnyside.

Reading List

Apale, A. N., & Stam, V. (Eds.). (2011). *Generation NGO*. Toronto, CA: Between the Lines.

Atteraya, M. S., Ebrahim, N. B., & Gnawali, S. (2018). Determinants of child maltreatment in Nepal: Results from the 2014 Nepal multiple indicator cluster survey (the 2014 NMICS). *Child Abuse & Neglect*, 76, 400. Retrieved from Sociological Abstracts. (2019061572)

Atteraya, M. S., Gnawali, S., & Song, I. H. (2015). Factors Associated with Intimate Partner Violence Against Married Women in Nepal. *Journal of Interpersonal Violence*, 30(7), 1226–1246. <https://doi.org/10.1177/0886260514539845>

Atteraya, M. S., Murugan, V., & Pandey, S. (2017). Intersection of Caste/Ethnic Affiliation and Poverty Among Married Women in Intimate Partner Violence: The Case of Nepal. *Global Social Welfare*, 4(2), 81–90. <https://doi.org/10.1007/s40609-016-0056-2>

- Clark, C. J., Ferguson, G., Shrestha, B., Shrestha, P. N., Oakes, J. M., Gupta, J., ... Yount, K. M. (2018). Social norms and women's risk of intimate partner violence in Nepal. *Social Science & Medicine*, 202, 162. Retrieved from Sociological Abstracts. (2103117113)
- Emery, C. R., Thapa, S., & Wu, S. (2017). Power and Control in Kathmandu. *Violence Against Women*, 23(4), 482–502. <https://doi.org/10.1177/1077801216644993>
- Jewkes, R., Flood, M., & Lang, J. (2015). From work with men and boys to changes of social norms and reduction of inequities in gender relations: A conceptual shift in prevention of violence against women and girls. *The Lancet*, 385(9977), 1580–1589. [https://doi.org/10.1016/S0140-6736\(14\)61683-4](https://doi.org/10.1016/S0140-6736(14)61683-4)
- Korzenevica, M. (2016). Being Included and Excluded. *Gender, Technology and Development*, 20(1), 25–48. <https://doi.org/10.1177/0971852415618749>
- Neupane, S. (2014). Using inexpensive technology and multimedia to improve science education in rural communities. *McGill Journal of Education (Online)*, 49(3), 697.
- Shields, R. (2011). ICT or I see tea? Modernity, technology and education in Nepal. *Globalisation, Societies and Education*, 9(1), 85–97. <https://doi.org/10.1080/14767724.2010.513536>
- Uprety, A. (2014). Gender and Nutrition in Nepal: Experiences from the field. *Development*, 57(2), 274–277. <https://doi.org/10.1057/dev.2014.62>

Course Activities and Evaluation

The main deliverables for this course are comprised of several team and individual assignments which are described below. The teamwork required in this course does mean that you must have availability to meet with your team outside of class time. However, the team-based work has significant class time allocated to it. While students are expected to participate in some activities and meetings outside of class, it is understood that students may have scheduling conflicts with specific events.

Submissions by week:

Schedule to be confirmed or amended as required to meet the goals of the course.

Submitted to	Week	Assignment	Worth	Due date
cuPortfolio	Week 3	Reflection 1: Hopes and fears	5%	Jan. 22
cuLearn	Week 5	Project plans for the team projects	10%	Feb. 5
cuPortfolio	Week 6	Issues analysis	10%	Feb. 12
cuPortfolio	Week 9	Reflection 2: My thoughts on our plans	5%	Mar.11
cuLearn	Week 10	Plan for trip to Nepal	30%	Mar. 18
Instructor	Week 11	Team projects	30%	Mar. 25
cuPortfolio	Week 12+	Reflection 3: Looking forward to Nepal	5%	Apr. 1
cuLearn	Week 12+	Participation	5%	Apr. 1+

Assignment Descriptions:

1. Team Project (40%)

You will work in teams to complete projects in three areas that the Women's Foundation of Nepal has indicated will support their work. One is increasing their access to computers, a second is sourcing retail opportunities for the scarves made by the women working in the weaving cooperative, and the third is

creating a video about the cooperative weaving production facility. We will also explore fundraising opportunities for the trip.

Evaluation will be based on (i) assessment by the organizational representative and the instructor on how well the project met the goals of the project plan, and (ii) the team member's, organization's and team leader's experience of the process. Attendance will be taken each week in class and will be noted for other team meetings. Missing classes without notice or without adequate explanation and effort to avoid missing the class will negatively affect your individual final mark in the project. Contributes to all learning objectives.

a. Project Plan (Week 5)

Your team project plan will include a statement of the issues being addressed, and an outline of the activities you will undertake to address the issues. A timeline, goals and assigned roles and budget will be included. You will have training in how to create a plan and we will work together on this in class time. Independent research on the context of the projects will be required.

b. The Project (Week 11)

We will work in teams to complete the following projects:

- (i) Computer sourcing and training. The Women's Foundation of Nepal has over 100 children and women in residence. While women and children receive training that can prepare them for a successful work life, their learning about computers is only theoretical – they learn how computers work and about the common programs, but they do not have computers on which to practice. Currently the organization has no means of getting computers and training in place, limiting opportunities for learning and employment. Our course will address this need by seeking donations of used laptops on campus that can run current open-source programs. We will take these laptops (goal is 1 each) with us to Nepal and provide training in using them.
- (ii) The Foundation has a social enterprise in which women weave scarves, generally of silk and wool. The sale of these beautiful scarves supports the other work of the foundation. Right now, the Foundation can produce many more scarves than they sell. A significant contribution will be made by our course by finding several stores willing to carry these scarves.
- (iii) The organization has indicated that a video about the weaving cooperative would be helpful in promoting this social enterprise. We will be getting training on video production and doing work toward this video which will be shot in Nepal in the spring term.

2. Personal analysis and reflection (25%)

You will submit 3 personal reflection papers on your learnings and 1 issues analysis paper over the length of the term. Your papers are your individual space for thinking through the issues your team is addressing. I will be looking for content that engages your reader in understanding the exciting work you are doing, analyses the issues, documents your participation, and demonstrates the skills you learned as well as reflecting on the issues. Include pictures of your activities and other artifacts. These will be submitted on cuPortfolio. Contributes to learning objectives 1, 2, 3, 6, 7 and 8.

3. Plan for trip to Nepal (SOC 3210) - Week 10 (30%)

During the term we will develop and finalize our itinerary and the project plan for our work in Nepal in Spring 2020. You will do individual research to support the planning process between classes. The project plan will be submitted to cuLearn. You will also create a presentation(s) on Canada to use while in Nepal. Contributes to learning objectives 3, 4, 6 and 8.

4. Participation (5%)

You will do an assessment of the participation of you and your student colleagues. A rubric will be provided.

See *Course Schedule at a Glance* for further details on the outline of the course.

YOUR FEEDBACK ABOUT THE COURSE: *If you have any suggestions about the course, they are helpful and are encouraged at any time, and will count towards your participation mark. You do not need to wait until the course evaluation. Feedback is much more useful if it happens DURING the course. I have incorporated a number of students' suggestions in the past.*

Course Grading

In accordance with the Carleton University Undergraduate Calendar Regulations, the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50	WDN = Withdrawn from the course		DEF = Deferred

Academic Regulations, Accommodations, Plagiarism, Etc.

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Academic Accommodations for Students with Disabilities

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at **613-520-6608** or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*).

*The deadline for contacting the Paul Menton Centre regarding accommodation for final exams for the **Winter 2020** exam period is **March 13, 2020**.

For Religious Obligations:

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

For Pregnancy:

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the

Equity Services website: www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

For Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: www.carleton.ca/sexual-violence-support

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Plagiarism

Plagiarism is the passing off of someone else's work as your own and is a serious academic offence. For the details of what constitutes plagiarism, the potential penalties and the procedures refer to the section on Instructional Offences in the Undergraduate Calendar. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy (See <https://carleton.ca/registrar/academic-integrity/>). The Policy is strictly enforced and is binding on all students. Academic dishonesty in any form will not be tolerated. Students who infringe the Policy may be subject to one of several penalties.

What are the Penalties for Plagiarism?

A student found to have plagiarized an assignment may be subject to one of several penalties including but not limited to: a grade of zero, a failure or a reduced grade for the piece of academic work; reduction of final grade in the course; completion of a remediation process; resubmission of academic work; withdrawal from course(s); suspension from a program of study; a letter of reprimand.

What are the Procedures?

All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and departmental chairs. The Dean writes to the student and the University Ombudsperson about the alleged plagiarism. The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

Assistance for Students:

Academic and Career Development Services: <https://carleton.ca/career/>
Writing Services: <http://www.carleton.ca/csas/writing-services/>
Peer Assisted Study Sessions (PASS): <https://carleton.ca/csas/group-support/pass/>

Important Information:

- Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are

intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

- Students must always retain a hard copy of all work that is submitted.
 - Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.
 - Carleton University is committed to protecting the privacy of those who study or work here (currently and formerly). To that end, Carleton's Privacy Office seeks to encourage the implementation of the privacy provisions of Ontario's ***Freedom of Information and Protection of Privacy Act*** (FIPPA) within the university.
 - In accordance with FIPPA, please ensure all communication with staff/faculty is via your Carleton email account. To get your Carleton Email you will need to activate your [MyCarletonOne account](#) through Carleton Central. Once you have activated your MyCarletonOne account, log into the [MyCarleton Portal](#).
 - Please note that you will be able to link your MyCarletonOne account to other non-MyCarletonOne accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid MyCarletonOne address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://students.carleton.ca/>
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Important Dates – Winter 2020

December 30, 2019	Deadline for course outlines to be made available to students registered in winter term courses.
December 25, 2019-January 1, 2020	University closed.
January 6, 2020	Winter term classes begin.
February 17, 2020	Statutory holiday. University closed.
February 17-21, 2020	Winter Break. Classes are suspended.
March 13, 2020	Last day to request formal exam accommodations for April examinations to the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfill accommodation requests received after the specified deadlines.
March 24, 2020	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in winter term or fall/winter courses before the official examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
April 7, 2020	Winter term ends. Last day of winter term and fall/winter classes. Last day for academic withdrawal from winter term and fall/winter courses. Last day for handing in term work and the last day that can be specified by a course instructor as a due date for term work for winter term and fall/winter courses. Last day for take home examinations to be assigned, with the exception of those conforming to the examinations regulations in the

April 8-9, 2020	Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
April 10, 2020	No classes or examinations take place.
April 13-25, 2020	Statutory holiday. University closed.
April 25, 2020	Final examinations in winter term and fall/winter courses may be held. Examinations are normally held all seven days of the week. All take-home examinations are due on this day, with the exception of those conforming to the examinations regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
May 15-27, 2020	Winter term and fall/winter deferred final examinations will be held.
May 18, 2020	Statutory holiday. University closed. No examinations take place.