

**CARLETON UNIVERSITY**  
**DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY**

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**SOCI 3210A: Summer 2020**

**Working Toward Women's Equality in Nepal: A qualitative research project**

**Instructor:** Deborah Conners  
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**Prerequisites:** SOCI 1001 and SOCI 1002, or SOCI 1003 [1.0], or ANTH 1001, or ANTH 1002, and third-year standing.  
**Delivery:** Blended; on-line with classes by video conference on Tuesday and Thursdays from 6 to 7:30

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**

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Welcome to *Working Toward Women's Equality in Nepal: A qualitative research project*. In this course we will build on our understanding of qualitative research methods and feminist international development principles to undertake research exploring women's equality in Nepal. Our research question will be: "What would be a made-in-Nepal approach to women's equality?" This research question emerges from connections made with the Women's Foundation of Nepal (WFN) in Winter 2020 by students and the instructor in SOCI 3220C. Students will work with the instructor and the WFN on the research project design (including a literature review), data collection through interviews with five Nepalese women leaders, data analysis, and knowledge dissemination projects. The title of the research project is: *Working toward women's equality: What is a made-in-Nepal approach?*

This course will be conducted using cuLearn, video conferencing, Google Docs and other on-line technologies. The data collection will also be done remotely. Success in this course will depend on your active participation. This will be a fast-moving course based on experiential learning; your presence online and "in class" will be essential to the success of yourself and your team members.

## **Course Learning Objectives**

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

1. Use sociological feminist concepts to describe, analyze and evaluate the intersection of approaches to development and to gender equality work in Nepal.
2. Understand your positioning as a student in Canada addressing an international development issue.
3. Understand and describe the gaps that can exist between stereotypical Western understandings of social issues overseas and the lived realities of people experiencing those issues.

4. Generate research findings that can support improvements in the interaction of Nepalese women working for women's equality with international actors interested in supporting them.
5. Engage productively with a team while contributing to a positive team experience.
6. Create a small research project using interviewing as the research method.
7. Communicate in an engaging and persuasive way with a non-academic audience.
8. Use reflection to improve your teamwork and social advocacy skills.

## The Women's Foundation of Nepal

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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 children's home 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/>).

## Readings

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The readings for this course will be "front-end loaded" in the first 2 weeks as background for our research project. There are a total of 6 readings here and you will not be asked to do any further literature search beyond these readings although I have provided some further optional reading under the "For reference" section below. The readings will give you the necessary background to identify issues to be addressed in the research interviews and to give a context for the political and social situation in Nepal. You will find all of these materials on ARES within our course cuLearn.

### Week 1B

- Bhadra, C. (2001). Bhadra 2001 Gender and Development.pdf. *Contributions to Nepalese Studies*, 28(1), 95–107.
- Grossman-Thompson, B., & Dennis, D. (2017). Citizenship in the Name of the Mother: Nationalism, Social Exclusion, and Gender in Contemporary Nepal. *Positions: East Asia Cultures Critique*, 25(4), 795.
- Tamang, S. (2009). The politics of conflict and difference or the difference of conflict in politics: The women's movement in Nepal. *Feminist Review*, 91(1), 61–80. <https://doi.org/10.1057/fr.2008.50>
- FEDO. (2020, April 24). Feminist Dalit Organization (FEDO) website. [fedonepal.org](http://fedonepal.org)

### Week 2A

- DAWN. (2020, April 24). DAWN (Development Alternatives with Women for a New Era) website. <https://dawnnet.org/>
- Gyawali, D. (2016). Chapter 1: The dharma of development. In *Aid, Technology and Development: The Lessons from Nepal* (1st ed.). Routledge. <https://doi.org/10.4324/9781315621630>. (pp. 3-12).
- Quataert, J. H. (2014). A knowledge revolution: Transnational feminist contributions to international development agendas and policies, 1965–1995. *Global Social Policy*, 14(2), 209–227. <https://doi.org/10.1177/1468018113511835>
- Sen, G., & Grown, C. (1987). Introduction. In *Development, crises, and alternative visions: Third World women's perspectives* (pp. 15–22). Monthly Review Press.

### Week 3A

Van den Hoonaard, D. K. (2019). Trust the Process. In *Qualitative research in action: A Canadian primer* (3rd ed., pp. 169–192). Oxford University Press Canada.

### For reference

Brunson, J. M. (n.d.). *Reproducing hierarchy: Women's positions and embodiment of social change in the Kathmandu Valley* (59960723; 200948777).

*Budhist Nuns engaging in forbidden practice*. (2020, March). <https://www.bbc.com/reel/video/p0862547/the-millennial-nuns-practicing-a-forbidden-ancient-skill?dicbo=v1-7e108ea6105617205b5e0a3da605cb8c-00560ebd930f92cd4badef06d4669e9520-hfstazrzmiydsljtm4wcljugfrgmljymu2dkllcmmzwiodggvsdmntdmm&ocid=ww.social.link.email>

Sarker, S. (2016). A position embedded in identity: Subalternity in neoliberal globalization. *Cultural Studies*, 30(5), 816–838. <https://doi.org/10.1080/09502386.2016.1168114>

Tamang, S. (2011). Exclusionary Processes and Constitution Building in Nepal. *International Journal on Minority and Group Rights*, 18(3), 293–308. <https://doi.org/10.1163/157181111X583297>

Tamang, S., & Malena, C. (n.d.). *The Political Economy of Social Accountability in Nepal*. 94.

Van den Hoonaard, D. K. (2019). *Qualitative research in action: A Canadian Primer* (3rd ed.). Oxford University Press Canada.

## Course Activities and Evaluation

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The learning activities in this course are comprised of the steps to complete a qualitative research project. The students will undertake a combination of team and individual assignments. The teams will work together throughout the term culminating in a knowledge dissemination project. This is a blended course. You will do on-line learning activities, small group meetings and classes on video conference on Tuesdays and Thursdays from 6pm until 7:30pm.

The steps in the project are:

### Step 1: Research design

Given the compressed timeline for the course, the research question has been composed and the method (interviewing) has been selected. A draft interview guide will be prepared. Students will review the guide and finetune it based on their learning from their readings.

### Step 2: Data collection

Students will divide into teams to each take responsibility for conducting one interview. The project will include 5 to 7 interviews. All students are expected to attend all/most interviews. Each team will transcribe their interview for the use of the whole class in the data analysis phase.

### Step 3: Data analysis

Each team will decide on the theme that they will focus on in their analysis project. A plan will be submitted. Individual students will do an analysis that fits within their team plan.

### Step 4: Knowledge dissemination

Each team will create a knowledge dissemination plan. Teams can choose to write an article for an undergraduate journal, create a blog, write an article to submit to a CU forum, create a video or other vehicle for presenting their findings. The teams will complete and submit or post these projects.

Detailed assignment descriptions are posted on cuLearn and will be discussed in class.

## Submissions

<i>Submit</i>	<i>Assignment</i>	<i>Worth</i>	<i>Due</i>	<i>Date</i>
	<b>Class Research Project, Step 1: Research Design</b>			
cuLearn	A. Individual issue analysis from the literature	15%	Week 3A	May 19
	<b>Class Research Project, Step 2: Data Collection (pass/fail)</b>			
cuLearn	A. Signed student confidentiality form	1%	Week 2A	May 12
cuLearn	B. Interview transcript - <i>no extensions</i> (Team)	6%	Week 3B	May 20
	<b>Class Research Project, Step 3: Data analysis</b>			
cuLearn	A. Individual data analysis from the interviews	20%	Week 5A	June 2
	<b>Class Research Project, Step 4: Knowledge Dissemination</b>			
cuLearn	A. Team dissemination plan	5%	Week 5B	June 4
In class	B. Team knowledge dissemination project	30%	Week 7A+	June 16+
	<b>Other</b>			
In class	A. Final Project Report (team) including reflections	10%	Week 7A+	June 16+
In class	B. Participation	13%	Weekly	

Late assignments will lose 2% per day unless an extension is approved by the instructor at least 48 hours before the deadline. Assignments will not be accepted more than 7 days after the deadline. If you have a question you can be assured that others do too! I encourage you to submit questions about assignments to the assignment discussion forum so everyone can see the response.

## 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.

### 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](mailto: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 **Early Summer 2020** exam period is **May 29, 2020**. The deadline for contacting the Paul Menton Centre regarding accommodation for final exams for the **Late Summer and Full Summer 2020** exam period is **July 24, 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](http://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](http://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](http://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.

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### **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:**

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- 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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