

Dalit Reader - School of Dalit Studies
Writing for Social Justice Workshop
Fall 2018
Sunday, 7:00 –9:30

Facilitators

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Mentors

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|---|---------------------------------------|----|---------------------------------------|
| 1 | Aaditya Adhikari, Writer | 8 | Subha Ghale, Writer and HR Activist |
| 2 | Snagita Thebe Limbu, Researcher | 9 | Mukul Humagai, Journalist |
| 3 | Diwas KC, Researcher | 10 | Megan Nalbo, Development practitioner |
| 4 | Shradha Ghale, Writer and author | 11 | Purna Nepali, Researcher, Faculty |
| 5 | Gyanu Adhikari, Editor | 12 | Dewan Rai, Journalist |
| 6 | Ujjawal Prasai, Writer and researcher | 13 | Kosh Raj Koirala, Journalist |
| 7 | Bhaskar Gautam, Researcher | 14 | Amish Raj Mulmi, Journalist |

Note: The syllabus will be updated regularly to respond to participants' needs and interests.

Why the Workshop?

Any hierarchical system is a denial of equality and social justice. Nepal retains several forms of hierarchical social systems, key ones being caste and patriarchy. They are embedded into shaping the "rules of the game" of influential state and social organizations and institutions. Therefore, the organizations and institutions are discriminatory and exclusionary in systematic but not always obvious ways due to intrinsic interplay of formal and informal laws. They promote decision-making that is backed by unequal access; shaped by forms of patronage and coercion; and mediated by personal, political, and institutional loyalties. The implications extend far beyond sufferings by victims, usually Dalit and women, to failures of political reform and development efforts. Finally, caste and patriarchy as a structure encompass both Dalit and non-Dalit men and women and implicate all lives in the structure.

Writing for Social Justice Workshop is developed for participants from all backgrounds who are interested to conduct research, participate in dialogue, and write about their learning from research and dialogue for social justice. Participants who register for this seminar are individuals interested in critical appreciation and understanding of social justice, caste and patriarchy, social movements, power relations, or just curious to learn more about voiceless people and development failures in Nepal through writing as a means of learning.

The confidence in this approach comes from the Dalit Reader's initiative that was successfully completed; the reading-focused initiative was essentially a pilot project behind the "Writing for Social Justice Workshop" and was conducted in Nepali language. This pilot demonstrated convincingly the effectiveness of facilitated and mentor-led workshops over a sustained period to build confidence and to improve a set of creative thinking, analytical writing, and smart presentation skills. This led to the publication of social and political views in leading national dailies by Dalit and non-Dalit women and men who otherwise lacked access and experience. The theory of change behind these initiatives is that writing on the issues of social justice based on the reflection and dialogue, aided by discussion and peer feedback among the participants, gives support and space for individuals to speak for their liberation. The outcomes that come in the form of knowledge products will contribute to informed public debate, deliberation, and dialogue.

The participants will obtain a set of communicative skills to fight social injustices, including creative thinking, analytical writing and smart presentation as a means to effect social change. Creative thinking is a smart skill that enables you to reflect, formulate, and present ideas imaginatively and in aesthetically impactful ways. Analytical thinking and writing enable to research and process new information and data, as well as to organize and present your ideas well. Smart presentation skills enable you to dialogue, persuade, and influence the change agents with your idea.

The workshop, however, requires thinking broadly and/or outside the box, and for this reason, participants will learn to think big and look beyond for diverse methodologies to grapple with the complicated problems that Nepali society has had for the centuries.

Course Requirements and Grade Breakdown

Participation in seminar discussions connecting to reading assignments

20

Writing and publishing two opinion pieces connecting to reading assignments	40
Analysis of opinion pieces using rubric	10
Facilitation of class discussion connecting to reading assignments	10
Presentation in the seminar	10
Writing two commentaries/dissent papers	10

Recommended Readings

- Miller, R.K. & Webb, S.S. *Motives for Writing* (any edition)
- Freire, Paulo. *Pedagogy of the Oppressed* (any edition)
- Ambedkar, B.R. *The Annihilation of Caste* (any edition)
- Regmi, M.C. *A Study in Nepali Economic History* (any edition)
- Bista, DB. *Fatalism and Development: Nepal's Struggle for Modernization* (any edition)
- Ahuti. *Caste System and Class Struggle in Nepal* (any edition)
- Kisan, Y.B. *The Nepali Social Movement* (any edition)
- Hoffer, Andras. *The Caste Hierarchy and the State in Nepal: A Study of the Muluki Ain of 1854*
- Fraser, Nancy, *Rethinking Recognition*, *New Left Review* 3, May – June 2000
<https://newleftreview.org/II/3/nancy-fraser-rethinking-recognition>
- Louis Dumont, *Homo Hierarchicus: The Caste System and Its Implications* (any edition)
- Mary M. Cameron, *On the Edge of the Auspicious: Gender and Caste in Nepal* (any edition)

Course Structure and Methods

This course will be conducted as an intensive graduate seminar with minimal lectures. The facilitators will serve as guide through the text relating social justice, political economy of caste and patriarchy, writing and presentation skills. In every seminar, the participants will engage in discussion based on the assigned readings for the first half hour. In another half hour, there will be a discussion on any Op-ed article that students bring in the seminar to facilitate discussion. In another one hour, two participants will present their opinion pieces followed by commentary from at least one participant on each opinion piece. In remaining half or one hour, facilitators will sum up the discussion providing tips or lecture on writing styles and rhetoric. The seminar will start with a whole day workshop to warm up the students for writing, where they will exercise various skills for writing.

Weekly Meetings

Weekly meetings will primarily consist of 12 seminar discussions based on the assigned readings. Students will be expected to participate actively in discussions. This will require not simply reading the assigned material, but also preparing in advance thinking on critical issues and questions. Active, informed, thoughtful and constructive class participation is a part of the assessment criteria for the course. Students are expected to come to class fully prepared to engage in a critical analysis of the assigned readings. Strong and effective class participation is characterized by:

- demonstrated mastery of the assigned material;
- critical examination of the assumptions and implications of the assigned readings;

- ability to identify key issues, synthesize information (including making connections or exploring contrasts with previously assigned readings); and
- respectful but probing examination of the contributions of your peers and effective facilitation in clarifying different points of view, thereby contributing to the learning of the whole group.

Assigned Reading

There is no single textbook that will be the primary assigned source of readings. The course will draw on a wide range of materials, from academic journals to popular journalism. The course will require students to read a sizable amount of material each week. The expectation is that all students will have completed all the assigned readings in advance of the seminar discussions. (If you have not done the reading, it will be hard for you to participate in the seminar discussions.) In addition, each participant will lead a reading for one of the seminars and share their notes to class at the end of the class discussion.

Two Opinion Pieces

Opinion pieces are opportunities for students to learn to write on issues of nexus between hierarchical caste and patriarchal system in order to promote social justice and democratic values. The opinion pieces are not research papers, but the participants are encouraged to write evidence-based opinion pieces, utilizing data and information to support their argument and claims. The publication of two opinion pieces on the issues of social justice, caste, and patriarchy in national English dailies is a part of the course requirement. The participants should choose two topics that touch the thematic area of any of twelve seminars and present their opinion pieces on the specific seminar. The opinion pieces ask the participants to take the concepts, frameworks, approaches and tools examined in the assignment readings and apply these to their writings. The opinion pieces should be between 700 and 1000 words. Each opinion piece is associated with a specific course unit and the assigned readings for that unit. If the participants are writing opinion pieces for the seminar on **Sunday**, they are required to submit their opinion pieces by Wednesday, 5 PM. These are firm deadlines and are not negotiable.

Two commentaries/dissent papers

Commentaries or dissent papers are opportunities for students to learn to write comments on any opinion piece published in the newspaper. The participants will write a total of two short dissent papers (maximum 300 words) that articulate the most significant problems or flaws in at least one of the two opinion pieces submitted by their fellow participant. These dissent papers can identify questionable assumptions, logical errors, data inconsistencies or contradictions by other writers. Dissent papers will be due not later than 5 PM on the day before the seminar meets and they will be open to review by all the participants. The participants are required to submit their dissent papers to the facilitators through emails with cc to their fellow seminar participants.

Op-ed analysis

During this course, each participant will pick one interesting Op-ed that they like and that connects to assigned reading for a particular seminar by signing in the sign up sheet. They will analyze the Op-ed using

the rubric discussed in the class, prepare to share their notes, and facilitate discussion in that particular seminar.

Mentorship

This class is designed for recent graduates or the graduates who have not yet exposed themselves to op-ed writing. Therefore, this mentorship programme is an opportunity for the participants to get intensive needs-based learning environment. Each participant will be assigned a minimum of one volunteer mentor, who has agreed to take a few minutes a week as necessary to coach the participants to devise ideas and set on writing this opinion pieces. The participants are required to adjust their time as advised by the mentors and visit them with the ideas they have brainstormed. Minimum two meetings during the seminar session is mandatory, and for which the participants will obtain 10 marks.

Make-up policy for late opinion pieces and dissent papers

These are firm deadlines and are not negotiable. For every one day of delay in submitting writing assignments, the evaluated grade will be reduced by one full grade. (For example, a paper that is turned in one day late and evaluated as an A- paper will receive a B- grade.) A day will be treated as a single and indivisible unit. There is no procedure for calculating fractions of days and fractional reduction in the maximum possible grade.

WORKSHOP SESSIONS AND REQUIRED READINGS

1. Saturday, November 17, 2018

Start-up seminar + Writing I: Thinking about structure

- Miller, R.K. & Webb, S.S. (1992). Introduction: Writing for Your Life. In *Motives for Writing*. (pp. 1 – 28). Mountain View, California: Mayfield Publishing Company
- Limbu, S.T. & Jha, K (2018, August 10). Gender, Nation, and Women's Honor. The Kathmandu Post. Retrieved from <http://kathmandupost.ekantipur.com/news/2018-08-10/gender-nation-and-womens-honour.html>
- Robertson, T. (2018, March 2018). The insect that changed Nepal's history. Nepali Times. Retrieved from <https://www.nepalitimes.com/here-now/the-mosquito-that-changed-nepals-history/>

2. Sunday, November 25, 2018

Writing from the margin + OP-ed analysis using the rubric

- Giroux, H.A. and McLaren, P. (1992). Writing from the margins: Geographies of identity, pedagogy, and power. *Journal of Education*, 174 (1), 7 – 30.
- Winans, A. E. (2012). Cultivating Critical Emotional Literacy: Cognitive and Contemplative Approaches to Engaging Differences. *College English*, 75 (2), 150 – 170.

Recommended reading

- Freire, P. (2000). *Pedagogy of the Oppressed*. New York: The Continuum International Publishing Group Inc.

3. Sunday, December 2, 2018

Idea of social justice + Op-Ed Writing

- Fraser, N. (2000). Rethinking Recognition. *New Left Review*, 3, 107 – 120
<https://newleftreview.org/II/3/nancy-fraser-rethinking-recognition>
- Fraser, N. (1998). Social justice in the age of identity politics: redistribution, recognition, participation (Discussion Papers / Wissenschaftszentrum Berlin für Sozialforschung, Forschungsschwerpunkt Arbeitsmarkt und Beschäftigung, Abteilung Organisation und Beschäftigung, 98-108). Berlin: Wissenschaftszentrum Berlin für Sozialforschung gGmbH.

4. Sunday, December 9, 2018

Caste and patriarchal system + Writing II: Sentences and editing

- Ambedkar, B.R. (2004) Caste in India: Their Mechanism, Genesis and Development. In Manoranjan Mohaty (Eds.), *Class, Caste, Gender: Readings in Indian Government and Politics*. New Delhi: Sage Publications.
- Chakravarti, U. (2004). Conceptualizing Brahmanical Patriarchy in Early India: Gender, Caste, Class and State. In Manoranjan Mohaty (Eds.), *Class, Caste, Gender: Readings in Indian Government and Politics*. New Delhi: Sage Publications.

Recommended reading

Cameron, M. M. (1995). Transformations of Gender and Caste Divisions of Labor in Rural Nepal: Land, Hierarchy, and the Case of Untouchable Women. *The Journal of Anthropological Research*, 51 (3), 215 – 246.

5. Sunday, December 16, 2018

Caste, patriarchy, and Political Economy of Nepal + Effective Presentation

Nepali, S. (2018, April 22). Casteized Economy. *The Kathmandu Post*. Retrieved from <http://kathmandupost.ekantipur.com/news/2018-04-22/casteised-economy.html>

Rankin, K. N. (2004). Caste and Gender Economics. In *The Cultural Politics of Markets*. (pp. 129 – 163). Fortescue, Sidmouth: Chase Publishing Services.

Recommended readings

Regmi, M.C. (1972). Chapter II: The Economic Background. In *A Study in Nepali Economic History*. (pp. 15 – 36). Yamuna Vihar, Delhi: Adroit Publishers.

Ahuti. (With Mishra, C.). (2004). 'Dalit Samasya', Rajniti ra Arthatantra. In *Nepalma Barnabyabastha ra barga-sangharsha*. (pp.XIII – LI). Pulchowk, Lalitpur: Samata Foundation.

6. Sunday, December 23, 2018

Caste, patriarchy, and participation in decision-making in Nepal + Rhetoric

Lama, A., & Buchy, M. (2002). Gender, Class, Caste and Participation: The Case of Community Forestry in Nepal. *Indian Journal of Gender Studies*, 9(1), 27 – 41.

Acharya, T. (2017). Nepal Himalaya: Women, Politics, and Administration. *Journal of International Women's Studies*, 18 (4), 197 – 208. Retrieved from <https://vc.bridgew.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=1972&context=jiws>

Recommended reading

Sunam, R. (2018). *Samabeshitako Bahasha*. Sanepa, Lalitpur: Samata Foundation.

7. Sunday, December 30, 2018

Caste, patriarchy, and justice system in Nepal + Rhetoric

Tamang, S. (2000). Legalizing State Patriarchy in Nepal. *Studies in Nepali History and Society*, 5(1), 127 – 156.

Hoffer, A. (2004). *The Caste Hierarchy and the State in Nepal: A Study of the Muluki Ain of 1854* (2nd ed.). Thamel, Kathmandu: Himal Books.

8. Sunday, January 6, 2019

Dalit and women social movements in Nepal + Rhetoric

Ahuti. (2004). Hindu Samajma Dalit Muktiko Prashna. In *Nepalma Barnabyabastha ra barga-sangharsha*. (pp.6 – 58). Pulchowk, Lalitpur: Samata Foundation.

Kisan, Y.B. (2005). *The Nepali Dalit Social Movement*. (L. A. Vasily, trans.). Kuponadol, Lalitpur: Legal Rights Protection Society Nepal.

9. Sunday, January 13, 2019

Critical appreciation of social movements of Dalit and women + Guest speaker

- Tamang, S. (2015, March 11). 'Mainstream' Feminism. The Kathmandu Post. Retrieved from <http://kathmandupost.ekantipur.com/news/2015-03-11/mainstream-feminism.html>
- Nepali, S., & Gyawali, S. (2017, Bhadra 24). Bidhedbiruddha Baikalpik Rajniti. Koshesli. Retrieved from <https://www.kantipurdaily.com/koseli/2017/09/09/20170909090446.html>

Recommended readings

- 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, 61 – 80. Retrieved from <http://unpan1.un.org/intradoc/groups/public/documents/apcity/unpan051006.pdf>
- Des Chene, M. (1997) 'Nepali women's movement: experiences, critiques, commentaries' *Studies in Nepali History and Society*, 2 (2): 291–297.

10. Sunday, January 20, 2019

Caste, patriarchy, and socialism + Guest speaker

- Velaskar, P. (2016). Theorising the interaction of caste, class and gender: A feminist sociological approach. *Contributions to Indian Sociology*, 50(3), 389–414.

11. Sunday, January 27, 2019

Caste, patriarchy, and capitalism + Guest speaker

- Seddon, D., Blaikie, P., & Cameron, J. (2002). Chapter: Rural Artisan. In *Peasants and Workers in Nepal*. (pp. 91 – 110) Yamuna Vihar, Delhi: Adroit Publishers.
- Rankin, K. N. (2004). Global—Local Articulations in an Age of Neoliberalism. In *The Cultural Politics of Markets*. (pp. 164 – 1186). Fortescue, Sidmouth: Chase Publishing Services.

12. Sunday, February 3, 2019

Caste, patriarchy, and public policies + Wrap up

- Mosse, D. (2018). Caste and development: Contemporary perspective on a structure of discrimination and advantage. *World Development*, 110, 422 – 436.

Opinion Pieces

A few opinion pieces by the participants, the facilitators and the mentors

1. The moment of truth, <http://kathmandupost.ekantipur.com/news/2019-03-03/the-moment-of-truth-20190303090523.html>
2. Structural blindness, <http://kathmandupost.ekantipur.com/news/2019-02-05/structural-blindness.html>
3. From tika to ashes, <http://kathmandupost.ekantipur.com/news/2019-01-25/from-tika-to-ashes.html>
4. Judging by caste, <https://myrepublica.nagariknetwork.com/news/judging-by-caste/?categoryId=opinion>
5. Justice deferred for Dalits, <https://myrepublica.nagariknetwork.com/news/justice-deferred-for-dalits/>
6. The Third Space of Conversation, <https://kathmandupost.com/opinion/2019/01/13/third-space-of-conversation>
7. Casteized Economy. The Kathmandu Post. Retrieved from <http://kathmandupost.ekantipur.com/news/2018-04-22/casteised-economy.html>
8. विभेदविरुद्ध वैकल्पिक राजनीति. Koshesli. Retrieved from <https://www.kantipurdaily.com/koseli/2017/09/09/20170909090446.html>
9. Read, write and bring about changes, Subhash Nepali, <https://kathmandupost.ekantipur.com/news/2019-03-10/read-write-and-bring-about-changes.html>
10. The Kathmandu Post, Subhash Nepali, <https://kathmandupost.com/opinion/2019/01/08/lead-anew>
11. The media's portrayal of Dalits is incomplete, <https://kathmandupost.com/columns/2020/03/12/the-media-s-portrayal-of-dalits-is-incomplete>
12. सुशासनका लागि समावेशी शासन <https://ekantipur.com/opinion/2019/07/21/156367473722717442.html?author=1>
13. Gender-aware policies needed, <https://kathmandupost.com/opinion/2017/08/06/gender-aware-policies-needed>