

**Visualizing South Asia**  
MWF 3-3.50 p.m.  
**Winston 124**

Professor Sandya Hewamanne, Anthropology  
Office Hours: T/TR 1.30-3 pm  
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**Course Description**

"Visualizing South Asia" focuses on how visuals as a mode of representation play a significant role in negotiating, constructing, and reproducing 'culture.' The class will explore visuals from and about South Asia: students will analyze how mainstream notions of nation, gender, sexuality, family values, social hierarchies and social change in South Asia get constructed at the intersection of the audience, visual imagery and political economic context. The course will also explore alternative imagery that challenge and subvert mainstream visual knowledge production. The overall goal is to critically evaluate how visuals create, recreate, perpetuate and reproduce 'South Asian' cultures for western, native and diasporic audiences.

**Course Objectives**

For students;

To understand visuals are not politically innocent or simple portrayals of facts.

To become familiar with the creative and selective processes of image production

To discern the political economy of the production and distribution of films/visuals

To critically analyze the moral and aesthetic educational functions of visuals

To acquire knowledge of post colonial South Asia in all its complexity

To gain new perspectives on the role of visuals and news media in contemporary American society.

**Texts**

*Reading National Geographic* (Catherine Lutz and Jane Collins) University of Chicago Press.  
1993.  
13:978-0-226-49724-2

*Cinema and the Urban Poor in South India* (Sara Dickey) Cambridge. 1993.  
978-0-521-04007-5

A Course reader will be available for purchase at the Book store.

**Grading**

-Class participation (150)

- Double entry notes (400)

-2 short papers (2x 100)

-Photo essay- group (100)

-Final project- (150)

**Road Map**

You will be encouraged to think critically about visual knowledge production through readings, guided viewing, intense class discussion and writings on how the 'eye' of the camera, the story, plot, selection of scenery and characters portray good and bad, right and wrong and normal or abnormal. A set of questions/pointers will be provided to guide each viewing. You will read relevant articles and book chapters after viewing films and take double entry notes (notes on what you see while viewing and then analytical notes after additional readings and class discussions). The first part of these notes will assist you

in engaging your fellow students in critical discussion on social political messages contained in the visuals. The readings will help you see visuals, especially films, on postcolonial South Asia as intensely connected to its colonial past and to the centers of former colonial powers. They will also help us analyze the role of visuals in constructing, reproducing and recreating traditions, values, morals and ideals in conjunction with changing global political economic context. The films will be on reserve for this class at the library and the student groups will arrange group viewing sessions at the library prior to the scheduled class discussion. Please call Mary Reeves at 758-4931 to arrange for a viewing.

Separate groups of 4-5 students will photograph a single event and create photo essays (power point slides with commentary) on the event. The two short papers (3 pages each) will focus on evaluating your grasp of the basic concepts. Topics or questions will be provided to facilitate these two papers. The final paper will be based partly on your analysis of a selected film and partly on original field work, in which you interview several people who had seen the film. The purpose is to critically analyze the significant role the audience play in production of meanings via films. More information on the assignments will be provided in class while assignments sheets will also be distributed in class.

The two short papers and the final paper need to be double-spaced, have 12-pt. font with margins not less than 1", and printed on one side of the paper. **NOTE:** These papers must be turned in person on the assigned day. You may turn in the paper early or send it along through a class mate in an emergency, but no assignment will be accepted via e-mail. **IMPORTANT:** A paper turned in late will be penalized. That said, if you foresee having a problem turning in the paper on time, do talk to the professor, and we can discuss a possible course of action. Also in some cases I may allow a student to email a paper to meet a deadline with the expectation that the student will turn in a paper copy ASAP. Do note that the emailed papers will not be graded.

Participation grade will be determined by your input during class discussions and group work. More than three absences will cause the participation grade to go down. Active participation in class discussions is a vital part of your learning process. Students are expected to see the assigned films and read the articles and book chapters before the class meets and regularly contribute to the discussion. Students who are late to class, fall asleep or zone out may have their participation grade reduced.

### ***Rules for the Road***

Attendance at all classes, including films and guest lectures, is mandatory. Participation in class discussions and group work is required. Those of you who are bound to miss class or a paper deadline due to university related activities must notify the professor well in advance make alternative arrangements. Also, do note that it is ***your responsibility*** to make sure that you obtain notes/handouts from a classmate should you miss class.

Do not hesitate to talk to the professor about any problems you are having with the course. It is important to give 100% and more to the task at hand; that is learning as much as you can about the content matter. Students will be expected to conform to common rules of courtesy when speaking in class. These include waiting for your turn, not speaking over others and being clear and precise with your comments. Pay attention when others are speaking and present your differing argument as clearly and precisely as possible. Do not have "side conversations" when the class is in progress. Students who engage in side conversations during class time may find their participation grade reduced. Unless you are in a genuine emergency situation do not take restroom breaks while the class is in progress. **Remember to switch off your cell phones before class starts.**

### **Academic Misconduct**

Academic misconduct will result in formal charges being filed. Being found guilty of such charges can result in serious penalties ranging from an F in the course to permanent suspension from the university.

"Plagiarism is the action of using without due acknowledgment the thoughts, writing, scholarship, inventions of another. When a person in full awareness submits as his own the ideas or work of someone else: this is cheating and/or theft." For more information visit;

<https://zsr.wfu.edu/research/guides/plagiarism.html>

### **Accommodating Learning Disabilities**

If you are a student with a documented disability who will require academic accommodations in this course, please contact the Learning Assistance Center, 117 Reynolda Hall, 758-5929. I will fully support any necessary accommodations.

### **Course Schedule**

**NOTE: This schedule may be revised depending on our progress as well as other contingencies.**

#### **Week 1: Introduction/ Culture and Meaning**

Wednesday Aug 26: Introductions/excerpts of the film-Bananas

Friday Aug 28: Basic concepts-Introduction; Eating Christmas; Nacirema (course reader)

#### **Week 2: On definitions and interpretations;**

Monday Aug 31: Orientalism film clips

Wednesday Sept 2: Orientalism-Introduction (course reader)

Friday Sept 5: Media anthropology; selection of photos, visuals in media (course reader)

#### **Week 3: Reading National Geographic**

Monday Sept 7: **Labor day (No class)**

Wednesday Sept 9: *Reading National Geographic* (RNG) chapters 1-3

Friday Sept 11: RNG group presentations

Group photo project discussion

#### **Week 4: South Asia as we know it...**

Monday Sept 14: Visual knowledge survey

Wednesday Sept 16: Discussion- Gandhi; class activity on multiple interpretations

Friday Sept 18: Passage to India-excerpts/discussion

#### **Week 5: Indian Cinema and the Moral Aesthetics**

Monday Sept 21: *Cinema and the Urban Poor* (CUPSI) chapters 1 and 2 (3-43)

Wednesday Sept 23: CUPSI chapters 3 and 4 (47-88)

Friday Sept 25: **No class- (South Carolina meetings)**

**(Photo project report due)**

#### **Week 6: Indian Cinema and the Urban Poor**

Monday Sept 28: CUPSI chapters 6-7 pp 89-133

Wednesday Sept 30: CUPSI chapters 8-10 pp 134-176

Friday Oct 2: Excerpts of Amman Koovil, Sindhu Bairavi and Pattikkatavan

#### **Week 7: Nation, Nationalism, Gender, Sexuality....**

Monday Oct 5: Melodrama and the Negotiation of Morality (course reader)

Wednesday Oct 7: Trial by Fire (course reader); Choli ke (Kal Nayak songs)

Friday Oct. 9: Discussion-Salaam Bombay; Hollow Messages (course reader)

**Short paper 1 due**

### **Week 8- Nation, Nationalism, Gender, Sexuality....**

Monday Oct 12: Discussion- Fire; Frontline articles (course reader)  
Wednesday Oct 14: Too Hot to Handle (course reader)  
Friday Oct. 16: **No Class** (Fall break)

### **Week 9- Gender, Sexuality contd.**

Monday Oct 19: Dosti and Tamanna (course reader)  
Excerpts- *Dosti* and *Tamanna*  
Wednesday Oct 21: Hunger for Images (course reader)  
Friday Oct 23: **No Class- South Asia conference**  
**Library Session (Room 204- ZSR library)**

### **Week 10 – Films as Protest**

Monday Oct 26: Discussion- *Purahanda kaluwara*  
Wednesday Oct 28: Prohibited Desires (course reader)  
Friday Oct. 30: Discussion- *Sulang kirrilli*  
**Short paper 2 due**

### **Week 11- Marginalized South Asia**

Monday Nov 2: Discussion- *Kuda ke liye*; For the Sake of God (course reader)  
Wednesday Nov 4: Floating on Silent Waters (course reader)  
Friday Nov 6: Discussion-Clay Bird; Bangladeshi Cinema

### **Week 12: Globalization, Diaspora, Social class**

Monday Nov 9: Discussion-Monsoon Wedding  
Wednesday Nov 11: Big Bash Theory; Gender, Nation and Globalization (course reader)  
Friday Nov 13: Coming of Age (course reader)

### **Week 13: Diaspora, Home and Identity**

Monday Nov 16: excerpts- Dilwale Dulhania Le Jayengi (DDLJ)  
Wednesday Nov 18: DDLJ (course reader); Discussion- DDLJ  
Friday Nov 20: The Diaspora Comes Home pp 323-334 (course reader)  
Excerpts- *Pardesh*

### **Week 14: Diaspora, Home and Identity contd.**

Monday Nov 23: Discussion- Bhajji on the beach (Film project questionnaire)  
Wednesday Nov 25- No Class- Thanks giving  
Friday Nov 27- No Class- Thanks giving

### **Week 15: Cinema and Emplacement**

Monday Nov 30: Discussion-Namesake  
Wednesday December 2: Discussion- Dhoom 2 (guest speakers)  
Friday December 4: Wrap up

**Film List****The session date by which the film has to be watched**

<b>Gandhi</b>	<b>Sept. 16</b>
<b>Salaam Bombay</b>	<b>Oct. 9</b>
<b>Fire</b>	<b>Oct. 12</b>
<b>Purahanda Kaluwara</b>	<b>Oct. 26</b>
<b>Kuda ke Liye</b>	<b>Nov. 2</b>
<b>Clay Bird</b>	<b>Nov. 6</b>
<b>Monsoon Wedding</b>	<b>Nov. 9</b>
<b>Dilwale Dulhania...</b>	<b>Nov. 16</b>
<b>Bhajji on the Beach</b>	<b>Nov. 23</b>
<b>Namesake</b>	<b>Nov. 30</b>

## Pyramids, People and Politics

FYS 100 B

Fall semester, 2009, Banks Seminar Room

**Instructor: Dr. Jeanne Simonelli**

**Office:** Anthropology Building, "The Jaguar Suite" 758-4310; E-mail: [simonejm@wfu.edu](mailto:simonejm@wfu.edu)

**Hours:** 10:00-12:00, W; T, Th: 11:00-11:45 and by appointment/as needed



**Your Maya Birthday:** <http://www.michiell.nl/maya/calendar.html>

*From the pyramids and palaces of Guatemala to the jungles and highlands of Chiapas, Mexico, the ancient Maya live in contemporary Maya lifeways, traveling on a pathway of adaptation, confrontation and tradition. This course examines that journey, acquainting students with the lives and struggles of indigenous and non-indigenous people of Mexico and Guatemala. We begin in Maya history and prehispanic traditions and culture, including Maya cosmology, language, art and architecture. The class then moves through the era of Spanish colonization, to current political, economic, health, and social issues, with special focus on the relationship between rebellion and development in Guatemala and Southern Mexico. The class involves consideration of human rights and ethical issues, free trade versus fair trade, and examination of the question of "who owns history?" It includes a service-learning-research component.*

### **Focus:**

This first year seminar begins by placing the Maya people into a geographical and political-economic context. This is linked to the history of the Maya people, including their creation literature and calendar, and their prehispanic history and its archeology. The locating of past in the present continues when we briefly examine colonial history and consider this as the roots of rebellion in Mexico and Central America. Within this we discuss the war in Guatemala and the subsequent outpouring of refugees into Mexico. This unit forces consideration of human rights and ethical issues, as well as examination of the question of "who owns history?"

Next, the course examines the Chiapas Maya struggle to maintain tradition within the context of rapidly changing environmental, social, and political conditions, as exemplified by the Zapatista social movement. The current Mexican political climate is a backdrop to the "development wars," where alternative systems of health, economic and social services are the key to peace and relative prosperity. This examination brings us full circle in a continuing analysis of Maya cosmology and religion and the way it informs the contemporary Maya world view and adaptation. As we approach the year 2012, we take a special look at the meaning of Maya cycles of time

We situate the Maya experience into the context of change in the Winston-Salem area, and use a service experience to close the distance between you in Winston and Maya peoples in Guatemala, Chiapas and North Carolina, linking this back to what we have been studying throughout the semester. *This course can serve as preparation for eventual study abroad in the Maya regions.*

### **The goals are to:**

- 1) introduce first year students to techniques of critical thinking, analysis, discussion, and writing.
- 2) provide opportunities to learn to write critically through a series of response papers on selected issues concerning the Maya experience
- 3) provide opportunities to learn how to participate in class discussions through required leadership of assigned discussion topics
- 4) learn how to link course content to issues in personal life
- 5) analyze and discuss a controversial topic, through research, observation, and debate
- 6) learn to make presentations to peers and to the general community
- 7) learn strategies for undergraduate success
- 8) develop a familiarity with the Spanish language
- 9) clarify values by examining the choices we make individually, nationally, and globally
- 10) introduce students to Service-learning through a community project
- 11) encourage team-building through cooperative learning projects rather than competition
- 12) foster interaction between individuals who share concern for, and commitment to, working on major social issues
- 13) empower students to be informed, involved and compassionate creators of humane communities

**Content:**

**TEXTS:**

- 1) Carlsen, Robert *The War for the Heart and Soul of a Highland Maya Town* **MT**
- 2) Earle, Duncan and Jeanne Simonelli. *Uprising of Hope* **UH**
- 3) **Course Reader (on Blackboard):** Contains a smorgasboard of readings! **CR**

**Assignments and grading (500 pts total) include**

- 1) Response papers (2) .....30% of grade (150 pts total)
- 2) Making connections paper/presentation/project 30% of grade (150 pts total)
- 3) Class discussion leadership (can't discuss if you don't attend!) 10% of grade (50 pts total)
- 4) Objective tests (map, etc) 30% of grade (150 pts total)

1) This is a seminar class. All students are responsible for keeping the class going. They will be expected to read materials and contribute to all discussions. In addition, they will sometimes be asked to see videos or speakers or research current events as outside assignments. These will be used as materials for theoretical and critical analysis.

2) Attendance will be taken

3) The Service-Learning term project is an on-going commitment by students to learn about issues in Mexico and Guatemala while providing a service to the community. This will help us to get first hand experience of the situations and people we are talking about without actually leaving the country. Rather than spend long hours researching and writing an individual term paper, you will select an areas of interest that you develop and **as a group** devote your time to active service-based learning. MORE LATER

**To facilitate discussion, everyone needs to bring a question or a quote to class from the featured reading or video, as noted.**

***Bare bones TENTATIVE Schedule***

<b>WEEK</b>	<b>Assignments</b>	<b>Topics and Activities</b>
<b>1, 8/27</b>		Introductions: The Anthropological Perspective
<b>29/1-3</b>	<b>CR: 502 Years: (1)</b> <b>MT: 1-9; UH: 1-27</b>  <b>NOTE: Read these</b>  Before the class	Anthropological perspectives: fieldwork: past and present Why Study Meso? People and context; Film: <i>The Maya</i>
<b>3, 9/8-10</b>	<b>CR: 3,4,5</b> <b>MEET IN MUSEUM 9/7</b>	Origins and Development of Mesoamerican Civilization; Words, Glyphs, Language;

4, 9/15-17	<b>CR:6,7</b> Maya Cosmos <b>CR: 8</b> Maya Gaze	<i>Popul Vuh</i> Doing Research
5, 9/22-24	<b>CR 9:</b> Maya Faith <b><u>MUSEUM EVENT: 7:30 PM, 9/24</u></b>	Worlds Apart; Joined Together; The Long Count; <b>Map Quiz: 9/22</b>
6, 9/29-10/1	<input type="checkbox"/> <input type="checkbox"/> Begin MT (1-27) <b>CR 2</b>	Conquest or Colonization? <b>Film: The Sword and the Cross</b> From Colony to Neocolonial; Roots of Rebellion
7, 10/6-8	<b>Response 1 due by e mail 10/6</b> <b>CR: 9a, 10, 11</b> <b>MT 29-67</b>	Guatemala: Who Owns History? <b>Film: When the Mountains Tremble</b>
8, 10/13-15	<b>MT 71-120</b> <b>CR: 12</b>	Between Two Armies <b>Film clip: If the Mango Tree Could Speak</b>
9, 10/20-22	Begin UH: <b>31-74</b>	Appropriating the Enemy: Ethnicity and Survival
10, 10/27-29	<b>UH: 77-116</b> <b>Response 2 due 10/27</b>	Chiapas: Revolution, Insurgency, Conflict: Part 1-1910 From land reform to land pressure;
11, 11/3-11/5	<b>UH: 117-176</b>	<b>Quiz part 1 UH</b> Catechists and Campesinos; Marxists in the Mountains <b>Film: Sixth Sun</b>
12, 11/10-12	<b>UH: 179-297</b>	Peace, Conflict and Development: Whose Model?  <b>Quiz part 2 UH</b>  <b>Chiapas first hand:</b>
13, 11/17-19		Mexico: Alternatives to immigration?
14, 11/24		(Catch up)
15, 12/1-3	<b>CR: 13</b>	Worlds Apart; Joined Together: the next cycle
Papers/pres.	<b>TBA</b>	