

**MUSE**  
**Fall 2007**

Professor Annapurna Pandey

GE Area D1

MUSE/ANTH 13D Sec 2

Class Code #: 55963

Meets: MW 13:30- 14:45 in CL 133

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Office Hours: Mo- Wed, 12-1.30 pm and by appointment

## **Women of India and Indian Diaspora**

### ***Introduction to MUSE***

University education differs from that you experienced in high school. SJSU designed the Metropolitan University Scholars' Experience (MUSE) to facilitate your transition into university. Instead of thinking of the program's name as an acronym, you might find the intent behind the program easier to understand if you reflect upon the meaning of the word "MUSE" in both its noun and verb forms. With material designed to provoke wonder and thought, the program will inspire you to improve upon your skills and attitude towards your own education. Inquisitiveness and rigor are needed for the intellectual engagement and challenge of university study. Discovery, research, critical thinking, written expression, attention to the rich cultural diversity of your surrounds, and continuous discussion will help you to MUSE. SJSU limits enrollment in MUSE courses to a small number of students; SJSU intends these courses to be highly interactive—to allow you to engage with your peers and the professor in a way that provokes thought. MUSE courses ponder topics and issues from an interdisciplinary focus to show how ideas and practices can be viewed from various analytical, theoretical, and empirical frameworks.

### ***Course Description***

At the heart of the discipline of humanities and Social Sciences, is the study of representation. We will be examining representations (mainly fiction and film) to better understand contemporary women from India. We will start by familiarizing ourselves with the most influential religion of India, Hinduism, and then learn about two major historical events that shaped the nation. Our main topics will be:

- How Indian women's life cycles are conceived?
- How today's women are fulfilling, confronting, and modifying cultural traditions

The format will include lecture and discussion. It is best to take notes during both. Throughout the course I will encourage you to make correlations between American culture and the culture of India. For instance, in both cultures male dominance is assumed, which seriously harms men's and women's potential.

Finally, this course reveals how there are huge portions of our collective reality that we tend to take for granted. As US citizens who are exposed to US media, we are

more likely to classify women living in the developing world as oppressed victims. Our goal as a class will be to form a truer, more complex understanding of the ways Indian women are not only put down but also revered; thus we will be attending not only to oppressive circumstances but also to the influence or power Indian women have in particular contexts.

**Required Texts:**

1. Geraldine Forbes, ed. *women in Modern India*, Cambridge University Press; New Ed edition 1999.

2. Jhumpa Lahiri, *The Namesake*, Houghton Mifflin Books, 04.

3. Shashi Deshpande, *A Matter of Time*, New York: The Feminist Press at the City University of New York, 1999

A course reader

***Student Learning Goals and Class Activities***

This MUSE course qualifies as an Area D1 (Social Sciences – Human Behavior) course in your General Education (GE) requirements. It is designed to enable you to achieve MUSE, GE, and disciplinary learning goals all focused on the study of the reality and perception of Women in India and Indian Diaspora

*MUSE learning goals are:*

To establish a strong foundation for becoming a university level student and scholar.

- Students will engage in and learn the process of scholarly inquiry including searching for primary source materials and developing information competency. Students in the course will participate in library modules (including the Library Basics Tutorial (<http://tutorials.sjlibrary.org/librarybasics/index.html>) and the Library Plagiarism Tutorial (<http://tutorials.sjlibrary.org/plagiarism/index.htm>)); an introduction to the university library facility by LIBRARIAN NAME; and, complete papers including scholarly inquiry.

To become acclimated to the intellectual and social activities of university life.

- Students will attend a minimum of three MUSE workshops. The workshop schedule can be found on the MUSE website <http://www.sjsu.edu/MUSE/>.

*Disciplinary and general education learning goals are:*

- To increase understanding of human behavior and social interaction in the context of value systems, economic structures, political institutions, social groups, and natural environments.
  - To complete this course students will engage in a number of written and oral assignments, including: a diagnostic essay reflective of their own experience with women in India and Indian Diaspora; six 2- page essays/source critiques that will lead to a 6-page final paper; 2 in-class exams (including a final exam); 5 one minute papers in class; a reflection on MUSE events; and, a reflection on study skills. Many of these papers

- will appraise sources, so as to assist students in understanding how to analyze women's roles within the social, political, cultural, religious and economic spheres of Indian society.
  - To identify and explain social and historical factors affecting women's position in India.
  - To specifically address these objectives all students must come to class prepared, having completed the readings/assignments stipulated on that particular day.
- To analyze women's roles in the context of social history, that is to identify the factors which contribute to social change and social continuity:
  - Diligent students will examine how and why Women in India are looked upon as subjugated in the cultural context
  - Students who apply themselves in the class will scrutinize the various factors which shaped and shape the position of women in India
- To identify the social and political forces that shape women's position in India
  - Attentive, applied students will understand how social and political forces shape gender roles in the society by examining the historical, religious, and cultural factors associated with the changing position of women in India
- To identify and explain the diversity in India in relation to geography, culture, cuisine, religion. language and region affecting the status of women in India.
- By the end of this course, diligent students will be able to identify and understand the complex roles of women by viewing films and then writing reflections in response to them. They will also participate in one-minute papers that will measure their understanding of the social contexts of identity, politics, social structures, media, and social movements. The six source critiques will cover one or more aspects of this objective.
- To identify, describe, and analyze the multiple representations of women in the context of ethnic, regional, religious, familial and national as well as transnational contexts.
  - All of the work conducted in this course identifies, describes, and analyzes how women are situated at multiple levels of analytical inquiry based upon empirical, historical and anthropological observations. Further, they will develop a critical perspective essay on socio-cultural issues related to the position of women in India compared to USA.
- To analyze the ways in which Women have participated in the freedom struggle for Indian independence and achieved their rights along with men
  - The students will read, discuss, and appraise Geraldine Forbes, ed. women in Modern India, trying to understand the historical forces and the role of women's leadership in shaping the history of India. Students will consider the implications of understanding women's leadership through the lenses of feminist historiography.
- To examine and analyze cultural, historical, religious, and political contexts defining women in India
- The course begins with a 2-page reflective essay on the students' personal experiences with people from another culture. The additional six 2-page source

critiques will enhance students' ability to identify and analyze cultural, historical, religious, and political contexts defining women in India

- To identify the dynamics of ethnic, cultural, gender, sexual, age-based, class, regional, national, transnational, and global forces which shape women's identity
- In this class we will observe women's varied roles in relation to ethnic, cultural, gender, sexual, age-based, class, regional, national, transnational, and global identities. We will explore some of these issues using movies, including *Gandhi*, *Mr. and Mrs. Iyer*, *Water*, *Namesake* all of which deal complex issues relating to women and politics, religion, nationalism, Diaspora and transnational issues. The inclusion of Jhumpa Lahiri's *Namesake* as an assigned reading and as the basis of classroom discussion will enhance students understanding of the dynamics of Indian Diaspora.
- To examine and evaluate the changing status of women from a social science and critical perspective.
  - In the final 6-page paper students will be given the opportunity to review all of their written assignments, exams, and in-class activities to examine and evaluate women's situation from a critical perspective. Assigned readings—chapters, scholarly articles, primary sources—will address these issues in depth.
- To formulate application from readings, class activities, and discussions to social issues related to women's representation in a variety of settings affecting our contemporary culture in the process of globalization.
  - Students will be given the opportunity to examine what they take for granted and the meaning of gender and women in a third world context.

### **Course Evaluation**

This course requires full and active participation in discussion and preparation for class. In preparation for each class meeting you will be responsible for reading required materials, as well as supplementing these materials with additional resources, such as: academic or scholarly, web based, and general sources. The MUSE course is developed to enhance your learning by tuning you in and turning you on to your learning style. We will utilize your learning style to make the most out of your educational experience at San José State University.

	<b>Activity</b>	<b>Points</b>
	<p><u>Reflective Essay and Discussion</u> (Diagnostic), September 5, 2007            California has one of the most ethnically diverse states in the world. The state is also home to many peoples from around the world. A reflective essay on how immigration <b>and/or ethnicity</b> have shaped your life is required and will be used as a diagnostic essay. A reflective essay is one where you place your life experiences in the context of the focus of the essay.</p>	05
	<p><u>Class Participation</u> (Formative)            Students are required in class to be prepared and ready to</p>	05

	<p>participate in MUSE seminar activities. Prepared means you have read the required materials and all work is complete and on time. This preparation will help as you organize your thoughts for the critical inquiry that will occur in the classroom each week. Our MUSE seminar requires your full and active participation in a variety of classroom activities. (Reflect upon the definition of the verb, to muse.)</p> <p>Students are required to set up a meeting time with NAME (Peer Mentor) in the new Peer Mentor Center.</p>	
	<p><u>Source Critiques</u> (Formative) (6 essays * 05)</p> <ul style="list-style-type: none"> <li>• Monday 17 September – Primary Source</li> <li>• Wednesday 26 September – Primary Source</li> <li>• Wednesday 3 October – Primary Source</li> <li>• Wednesday 24 October – Secondary Source</li> <li>• Monday 12 November – Secondary Source</li> <li>• Wednesday 21 November – Primary Source</li> </ul>	30
	<p><u>2 in class exams</u> (@ 10 points each) (Formative), DATES</p> <p>Exams will comprise identification questions, for which you will both have to identify the issue or event, and explain its significance.</p>	20
	<p><u>5 one minute papers</u>, in class writing (Formative)</p> <p>The one-minute papers will be given on any given day immediately when the class is ready to begin. These papers will include our discussions in seminars; readings assigned; and/or required essay materials.</p>	05
	<p><u>Attendance and reflection essay</u> on THREE MUSE-sponsored events, (dates to be announced).</p> <p>Attendance at 3 MUSE sponsored events is required. Submit a reflection of these events in a paragraph response.</p>	05
	<p><u>A reflective essay</u> on study skills, September 24, 2007</p> <p>Provide a reflection of your study skills in a 2-page response. What activities do you engage in to prepare for studying? What are the methods you use to study? What are some of the things you can take advantage of to become more studious?</p>	05
	<p><u>Final paper</u> (6 page paper) (Summative), December 5, 2007</p> <p>The weaving together of the six source critiques developed for class will represent the final paper for this class. All conceptual, grammatical, and format adjustments as well as organizational changes suggested in earlier versions should be incorporated into the final paper. Assume by reading your paper the reader will be apprised of the dilemma of capital punishment.</p>	10
	<p><u>Final exam</u> (Summative), <b>Monday Dec 17, 12.15- 14.30 pm</b></p> <p>The final exam will be comprehensive so that MUSE, GE, and disciplinary learning goals are measured.</p>	15

#### Grading Criteria

90-100 points	A range
80-89 points	B range

70-79 points	C range
60-69 points	D range
< 60 points	F

## Course Conduct

As a member of a MUSE Seminar you are expected to:

- Come to class prepared and on time
- Ask questions and participate in class discussions
- Complete all assignments on time
- Come and see me during my office hours or by appointment at least once during the semester

All written assignments are due and must be submitted in class on the date listed on the course schedule. Failure to submit an assignment on the due date will result in 1/2 a letter grade subtraction for each late day beginning immediately following class on the day of the class.

All assignments must be completed to receive a grade for this class. Any failure to submit an assignment or take an exam will result in a U grade assigned. Incompletes will only be given when serious and compelling reasons exist.

Essays will be focused on specific topics that fit the disciplinary perspective that we are discussing at the time. I expect that each essay will represent a specific and narrow strand related to the focus provided, and recognizing differing perspectives reflected on issues by our various identities.

## University Policies

### *Course Add/Drop Statement*

Instructors are permitted to drop students who fail to attend the first scheduled class meeting and who fail to inform the instructor prior to the second class meeting of the reason for any absence and their intention to continue in the class. Some instructors will drop students who do not meet the stated course prerequisites. However, instructors are not required to drop a student from their course. **It is the student's responsibility to make sure classes are dropped.**

**You, the student,** are responsible for understanding the policies and procedures about add/drops, academic renewal, withdrawal, etc. found at:

[http://sa.sjsu.edu/student\\_conduct](http://sa.sjsu.edu/student_conduct)

### *Academic Integrity Statement*

Academic integrity is essential to the mission of San José State University. As such, students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor) without the use of any outside resources. Students are not permitted to use old tests, quizzes when preparing for exams, nor may they consult with students who have already taken the exam. When practiced, academic integrity ensures that all students are fairly graded. Violations to the Academic Integrity Policy undermine the educational process and will not be tolerated. It also demonstrates a lack of respect for oneself, fellow students and the course instructor and can ruin the

university's reputation and the value of the degrees it offers. We all share the obligation to maintain an environment, which practices academic integrity. Violators of the Academic Integrity Policy will be subject to failing this course and being reported to the Office of Student Conduct & Ethical Development for disciplinary action, which could result in suspension or expulsion from San José State University. The policy on academic integrity can be found at: [http://sa.sjsu.edu/student\\_conduct](http://sa.sjsu.edu/student_conduct)

To better understand plagiarism and to aid you in making sure that you are not plagiarizing, please see me and/or visit:  
<http://tutorials.sjlibrary.org/plagiarism/index.htm>

#### *American with Disabilities Act*

If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires students with disabilities requesting accommodations must register with DRC to establish a record of their disability.

#### *Student Rights and Responsibilities*

"The classroom is the essential part of any university. Both freedom to teach and freedom to learn should flourish in the classroom. The professor has the right and responsibility to control the classroom; however, as this control is exercised, the rights of students as set forth in this document should not be denied.

- A. Students have the right to consistent and judicious evaluation by the instructor.
- B. Students are free to take reasoned exception to the data or views offered in courses of study. They may be required to know the material set forth by the instructor, but they are free to reserve personal judgment as to the truth or falsity of what is presented.
- C. Students have the right to have faculty meet their classes at the scheduled times and make presentations appropriate to the course. When circumstances require cancellation of a class, the instructor shall make an effort to notify students.
- D. While faculty and administrators have primary responsibility in curricular matters, students shall have opportunity for participation in revising and improving the curriculum by serving on operational curriculum committees.
- E. Students are responsible for meeting standards of academic performance established for each course. Performance in the course shall be the sole criterion by which students are measured and the professor shall take no action to penalize students because of their opinions or because of their conduct outside the classroom in matters unrelated to the class. Students have the right to a course grade, which is a just measurement of performance in the course.
- F. Information about a student's performance, views, beliefs, and political association which professors acquire in the course of their work as instructors, advisers, and counselors is considered confidential.

G. Students enrolled in a class may be denied admission to the classroom or may be expelled for the remainder of a class period only for considerations relevant to the educational purposes of the class. A faculty member may recommend to the Dean of Student Services that a student be permanently withdrawn from a course if after suitable warning a student's disruptive actions are determined to be in violation of the University policy on "Student Discipline Relating to Conduct on State University Campuses".

H. Students have the right to have instructional faculty schedule a reasonable number of office hours for student conferences."

The full statement on Student Rights and Responsibilities may be found at:  
<http://www2.sjsu.edu/senate/s90-5.htm>

### **Women of India and Indian Diaspora**

#### ***Course Calendar Fall 2007***

<b>Day</b>	<b>Class Theme</b>	<b>Assignment Due</b>
M Aug 27	Introduction to the Class	
<b>Unit One</b>	<b>History and Geography</b>	<b>History of Indian Civilization and women</b>
W Aug 29	The importance of the historical enterprise to scholarship. Or, how to understand the past through written and visual records?	Reading Assignment:  Read the short piece on India, pp. 21-41 ( on the web)  Lecture: "India, unity in diversity." Information on essay assignments distributed.
M Sept 3	LABOR DAY	Holiday
W Sept 5	Scholarship helps us understand our unstated assumptions and beliefs.	Written assignment:  2 page reflective piece about how ethnicity and gender have shaped your life. Read Delhi, pp.14-33 ( on the web)
M Sept 10	The scholar's sanctuary: Orientation to the Library.	Meet in MLK Library, Room ? with the assigned Librarian.  Assignment: Library Basics Tutorial and Library Plagiarism Tutorial
W Sept 12	Women in India Two perspectives	Reading Assignment:

		Read Susan Wadley's <i>Women and the Hindu Tradition</i> , pp. 113-139. what are The most common pitfalls and traps Western feminist writers fall into? Come prepared to discuss this issue.
M Sept 17	Hinduism and Women	<p>Reading Assignment:</p> <p>Goddesses in Hindu mythology: read the story of Sita (hand out), and the story of Draupadi from Vyasa's <i>Mahabharata</i> as retold by R.K. Narayan in <i>Gods, Demons and Others</i>.</p> <p>Review Susan Wadley's <i>Women and the Hindu Tradition</i>, pp. 113-139.</p> <p>1-page assignment due: turn in typed answers to these questions:</p> <p>a. How might Wadley be simplifying the Position of women in Hinduism? Identify the possible weaknesses of this piece.</p> <p>b. The accounts of Draupadi and Sita you have read are western perspectives. How do you imagine Indian women might tell the stories of these two goddesses differently to one another?</p> <p><b>Source Critique 1</b></p>
W Sept 19	TRADITION & RESISTANCE TO TRADITION	<p>Read extracts from:</p> <p>Read, Doranne Jacobson's <i>The Women of North India</i>, pp. 58- 80 ( on the web)</p>
M Sept 24	Study Skills Review	Writing Assignment: 2-page analysis of your study skills.
W Sept 26	Issues of gender in India and the USA	<p>Read, <i>The Hijras in Cross- Cultural perspective</i>(on the web)).</p> <p>1-page assignment due: turn in typed answers to these questions:</p> <p>a. What is the main argument of this article?</p> <p>b. How would you compare the gender situation in India with the USA?</p> <p><b>Source Critique Two</b></p>
M Oct 1	theorizing about female sexuality	<p>Read, "Women, Sex and Marriage: Restraint as a Feminine Strategy" (1997) by Madhu Kishwar in <i>Manushi</i> (available at <a href="http://www.umiacs.umd.edu/users/sawweb/sawnet/news/sexuality.html">http://www.umiacs.umd.edu/users/sawweb/sawnet/news/sexuality.html</a>)</p> <p>At the end of class, I will talk about the importance of marriage.</p>

		And about Indian aesthetics today.
W Oct 3	<b>Expectations of Daughters, Wives and Mothers</b> Debate on arranged marriage	Review of Madhu Kishwar in Manushi (available at <a href="http://www.umiacs.umd.edu/users/sawweb/sawnet/news/sexuality.html">http://www.umiacs.umd.edu/users/sawweb/sawnet/news/sexuality.html</a> )  Come to class prepared to have a debate on arranged marriage system in India  <b>Source Critique Three</b>
M Oct 8	Changing status of Women	Read . Shashi Deshpande, A Matter of Time
W Oct 10	Construction of gender in India	Continue reading Shashi Deshpande, A Matter of Time <b>In-class Exam</b>

<b>Unit Two</b>	<b>Making "Modern" Societies</b>	<b>Women in India's struggle for independence</b>
M Oct 15	Women and modernization in India	Read: Continue reading Shashi Deshpande, A Matter of Time
W Oct 17	Women and Education in India	Read Continue reading Shashi Deshpande, A Matter of Time
M Oct 22	Women in pre-independent India	Read, Geraldine Forbes, Chapter three, pp. 64- 91. Screening of Earth (Deepa Mehta's film based on a novel about Partition, Cracking India by award-winning Pakistani writer Bapsi Sidhwa).
W Oct 24	The movement for Women's rights	Read, Geraldine Forbes, Chapter four, pp. 92-120.  <b>Source Critique Four</b>
M Oct 29	Women and India's struggle for Freedom	Read, Forbes, chapter five, " Women in the nationalist movement" pp. 121- 156.

W Oct 31	Women's work in Colonial India	Read, Forbes, chapter six, "Women's work in Colonial India" pp. 157- 188.
F Nov 2	Film Screening	<i>Lagan</i>
M Nov 5	Towards Equality: The Indian Women's movement.	Continue Lagan. Discussion of the film in the context of colonialism in India
W Nov 7	Lecture: "Women Creating the Nation of India." Discussion of Gandhi.	By today's class, finish seeing Gandhi on your own. Plan ahead it is a total of 2.5 hours long) Information on essay assignments distributed.

M Nov 12	<b>Holiday</b>	
W Nov 14		<b>. In-class Exam</b>
<b>Unit Three</b>	<b>Women in modern India and Indian Diaspora</b>	<b>Some reflections</b> <b>Read, Namesake by Jhumpa Lahiri</b>
W Nov 21	Diaspora and its characteristics	Lecture on Diaspora <b>Source Critique Five</b>
M Nov 26	The issue of identity and struggle among the Indian Diaspora	<b>Source Critique Six.</b> Reading Assignment: continue reading Namesake
W Nov 28	THANKSGIVING	Film Screening Namesake
M Dec 3		
W Dec 5	The Juxtaposition of First generation and second generation Diaspora	Reading Assignment:  Finish reading Namesake <b>Final Paper</b>
M Dec 10	Conclusion	<ul style="list-style-type: none"> <li>• <i>Review:</i> Key Cultural Concepts</li> <li>• <i>Discussion:</i> Key Cultural Concepts</li> <li>• <i>Learning focus:</i> Tips on Studying for Exam and</li> </ul>

		<ul style="list-style-type: none"><li>• Preparing for the Final Exam</li><li>• Review for Final</li></ul>
Monday Dec 17, 12.15- 14.30 pm		Final exam