

# Attention!

This is a representative syllabus. The syllabus for the course you are enrolled in will likely be different.

Please refer to your instructor's syllabus for more information on specific requirements for a given semester.

**Understanding Bollywood, Knowing India: Hindi Cinema since 1960**  
Course number: 3625.02

Instructor:  
Instructor email:  
Instructor's office:  
Instructor's Mailbox:  
Office Hours:

Teaching Assistant:  
Teaching Assistant email:  
TA's office:  
Office hours:  
TA's office:

Course website: [Carmen.osu.edu](http://Carmen.osu.edu)

### **Course Description**

This online course will explore topics related to life in India from the lens of Hindi language cinema which is also known as Bollywood. Bollywood offers a unique window into culture and modern India. Using Bollywood as its medium, this course will explore social class, gender, sexuality, Indian diaspora in the West, family structure, marriage, politics, caste, language (with special focus on portrayal of people who speak languages other than Hindi), religion, globalization etc. and how these relate to lived experiences of people in Indian society.

In an effort to understand the popularity of mainstream Bollywood cinema this course will problematize what is real and what is represented in film. Every week students will watch a film that focuses on one or more of the themes that have shaped contemporary Indian society and read an article or chapter related to the broader issues covered in the film. The lectures for this course will make the students aware of the particular issues presented in the film and reading(s) assigned for the week. The discussion sections will allow students to critically analyze the issues raised in the lecture. In other words, the lecture will point students in the directions in which they need to think regarding any particular film or reading and the discussion sections will further explore the questions that arise from the ideas presented in the lectures.

### **GE Categories**

### **Cultures and Ideas**

Goals:

Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Expected Learning Outcomes:

1. Students analyze and interpret major forms of human thought, culture, and expression.
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

### **Diversity: Global Studies**

Goals:

Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes:

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.
3. Each assignment for the course is designed to provoke students into thinking about how human thought develops and is materialized in different cultures. The course material, lectures, and discussion questions will force students to understand how culture and representation work. The readings will guide students to develop their thought processes and assumptions about India. Students will be continually confronted with ideas that are meant to question their existing world view.

Prerequisites:

None. The course does not assume any prior knowledge of Hindi language and anyone with an interest in film and culture can take this course.

**Required texts and where they are available**

Chapters from various books and journal articles will be made available on Carmen. Students will be expected to access and print all materials and to have them available, in hardcopy, in the class meetings for which they are assigned.

All films will have English subtitles and will be available to stream through the media center for the week they are assigned and during the finals week. Students are expected to watch each film that is assigned in the course of the semester.

### **Course Technology**

There is no in-person component of this course. All course content will be delivered online. Additionally:

- Lectures will be delivered in weekly videos through Carmen. Lectures will be prerecorded and students will have access lectures from current and previous weeks. Unlike face-to-face classrooms which are built on class discussions, group work, and questions from students, this class will have lectures which will cover the content of the readings and films.
- You will actively participate in the course by posting to the Carmen tools.
- The instructor will be available during designated office hours in her office, via email and on Carmen.
- The Carmen Discussions Tool is a collaboration area to post, read and reply to messages on different topics, share thoughts, ask questions, and work with your peers. We will use this tool to discuss material and post forum responses
- Quizzes will be administered via Carmen. You will use Carmen to take quizzes, review results, view instructor feedback, and view class statistics.
- General information about accessing and using Carmen is available here: <https://resourcecenter.odee.osu.edu/carmen>
- If you have general questions or problems using technology services at OSU, contact the IT Service Desk at 614-688-HELP or by email at [8help@osu.edu](mailto:8help@osu.edu).

Necessary equipment and technology:

- It is assumed that students know how to use a computer, watch videos, films, YouTube and are able to operate a computer comfortably.
- Students can find the privacy guidelines for YouTube here: [https://www.youtube.com/static?template=privacy\\_guidelines](https://www.youtube.com/static?template=privacy_guidelines)  
The technical support resources for YouTube can be found here:



1. **A response to a prompt.** The prompt will be posted on carmen every Friday starting January 13<sup>th</sup>. Student responses to the prompt will be due by midnight every Thursday starting January 19<sup>th</sup>. Students will have 6 days to respond to each prompt. Students are expected to respond to prompts in 100-150 words.  
**30% of total discussion response grade**
2. **A question.** Every students is expected to post a question per week on carmen. The question should be about the reading or about the content discussed in lectures. If your question is about reading, make sure that it elicits responses that lead to thoughts rather than facts. Questions will be due by midnight every week on Thursdays starting January 19<sup>th</sup>. A question should not be more than 20-30 words.  
**15 % of total discussion response grade**
3. **An answer.** Every student is expected to answer a question a classmate has asked. Your answers should engage with the readings and your responses should be polite. If you disagree with what your classmates may have implied, respond with proof from readings and be respectful. Answers will be due by midnight every week on Fridays starting January 20<sup>th</sup>. If you find a question that interests you but has been answered by a different classmate already, feel free to answer it but make sure that your answer is different from your classmate's answer. An answer should not be more than 50-75 words.  
**10% of total discussion response grade**

**Here are the dates for when each discussion response will be due:**

Week	Response Due by midnight	Question Due by midnight	Answer Due by midnight
2	January 19 <sup>th</sup>	January 19 <sup>th</sup>	January 20 <sup>th</sup>
3	January 26 <sup>th</sup>	January 26 <sup>th</sup>	January 27 <sup>th</sup>
4	February 2 <sup>nd</sup>	February 2 <sup>nd</sup>	February 3 <sup>rd</sup>
5	February 9 <sup>th</sup>	February 9 <sup>th</sup>	February 10 <sup>th</sup>
6	February 16 <sup>th</sup>	February 16 <sup>th</sup>	February 17 <sup>th</sup>
7	February 23 <sup>rd</sup>	February 23 <sup>rd</sup>	February 24 <sup>th</sup>
8	March 2 <sup>nd</sup>	March 2 <sup>nd</sup>	March 3 <sup>rd</sup>
9	March 9 <sup>th</sup>	March 9 <sup>th</sup>	March 10 <sup>th</sup>
11	March 23 <sup>rd</sup>	March 23 <sup>rd</sup>	March 24 <sup>th</sup>
13	March 30 <sup>th</sup>	March 30 <sup>th</sup>	March 31 <sup>st</sup>
14	April 6 <sup>th</sup>	April 6 <sup>th</sup>	April 7 <sup>th</sup>
15	April 13 <sup>th</sup>	April 13 <sup>th</sup>	April 14 <sup>th</sup>

**Everyone's postings will be accessible for everyone else to read.**

Final exam 25% of final grade

The comprehensive final exam will consist of five essay questions based on films, readings, lectures, and discussions the students have familiarized themselves with during the semester. Since the readings are informed by films that the students have seen during the semester, the essay questions will challenge students to form connections between what they read in academic books and articles and what was presented to them in the form of films. Students will have one week to write the final exam.

**Grade Calculation Summary**

Movie quiz	20%
Discussion response	55%
Final exam	25%
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Total	100%

**Grading scale**

Grading scale: A (93-100) A- (90-92) B+ (87-89) B (83-86) B- (80-82) C+ (77-79) C (73-76) C- (70-72) D+ (67-69) D (60-66) E (below 60)

**Late assignment**

Late assignments will not be graded unless the student can provide written medical excuses from a physician’s office.

**Faculty feedback and response time**

Please contact 614-688-HELP for technical problems

**Grading and feedback:** You can expect feedback within two weeks

**Email:** I respond to emails 8.00am-6.00pm on weekdays. I do not check emails over the weekend. During a weekday, you can expect a response within 24 hours

**Discussion board:** I will check and reply to messages in the discussion board every 24 hours on work days

**Discussion and communication guidelines**

The following are my expectations of how we should communicate as a class. Above all, remember to be respectful and thoughtful.

- Writing style: Remember to write using good grammar, correct spelling, and punctuation. Informality is okay to some extent but in general write as if you are writing an email to a professor. Consult this on how to talk to professors: <https://www.insidehighered.com/views/2015/04/16/advice-students-so-they-dont-sound-silly-emails-essay>
- Citing you sources: When we have academic discussions, please cite your sources to back up what you say. Personal anecdotes tell us a lot and I am happy to have you share your experiences. Remember that personal experiences are not evidence for academic arguments and discussions. Cite academic references as evidence for your arguments. For course material, list the title and page, for online sources, include a link.

### **Academic services**

The Ohio State University offers academic services to students. Academic services cover academic advising and related topics. More information about academic services can be found here: <http://artsandsciences.osu.edu/academics/current-students/advising>

### **Student services**

The Ohio State University offers student services. More information about student services can be found here: <http://ssc.osu.edu/>

**Academic misconduct statement:** It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the [Code of Student Conduct](#).

**Disability statement:** Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability

Services is located in 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue;  
telephone 614-292-3307, [slds@osu.edu](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu)

### **Topical outline (indicated in bold), movie, and reading schedule**

#### **Week 1 (January 9-13)**

Students learn about the course, expectations of students, and assignment schedule. Students are lectured on the **history, reach, and significance of Bollywood**.

Reading: Ganti 2004, pages 56-103

#### **Weeks 2 (January 16-20)**

Students learn about the **impact of Bollywood cinema on India, and on South Asia**. The impact is understood and explained specific to the sociological and political context of India and South Asia.

Readings: Durdah, 21-46; Lutgenford, 227-256

#### **Week 3 (January 23-27)**

Students continue to learn about the **impact of Bollywood cinema on India, and on South Asia**. The impact is understood and explained within the sociological and political context of India and South Asia with a specific look at how fashion works in Bollywood.

Readings: Wilkinson-Weber, 1-67

Film: Clips

#### **Week 4 (January 30-February 3)**

Almost every Bollywood film is a musical and is more than two hours long. Week 4 explores how Bollywood uses dance and music not just as vehicle of **commercial success of the film but also as a narrative device**. The discussion section will look at how songs are used differently in Bollywood cinema and how roles of male and female protagonists in cinema have changed as mirrored in their changing roles in songs and dances in films.

Reading: Shrestova, 12-33, Morcom, 1-23

Film: Clips

#### **Week 5 (February 5-11)**

Students understand **class interacts with mainstream Bollywood cinema**. The confrontation, unease, and social commentary that inherently accompany discussions of class are discussed.

Reading: Nandy, 73-82, Translation of the songs *Hum Hindustani* and *De di Hume Azadi*

Film: *Upkar*

## **Week 6 (February 12-18)**

### **Hindi language film and the subaltern**

Reading: Chakravarty, 84-93, Govil, 201-212

Film: *Peepli live*

## **Week 7 (February 20-24)**

### **Gender and issues related to representation, access to resources, etc.**

Reading: Elison, Novetzke, and Rotman, 150-204

Film: *Amar Akbar Anthony*

## **Week 8 (February 27- March 3)**

### **Religion and issues related to representation.**

Reading: Dawyer, 132-161; Lutdendorf, 19-42

Film: *Jai Santoshi Maa*

## **Week 9 (March 6-11)**

Students will engage with **family, gender, nationalism, and marriage as parameters of virtue and tradition** within the Indian and South Asian context.

Reading: Uberoi, 138-179

Film: *Hum Aapke Hain Kaun*, Scenes from *Yeh Javani hai Deevani*

## **Week 10 SPRING BREAK (March 13-17)**

## **Week 11 (March 20-24)**

Students learn about the **impact of Bollywood cinema on Indian and South Asian diaspora** living in the United States. The impact is understood and explained in terms specific to economic shifts from 1960s to 1990s.

Readings : Uberoi 180-206; Banaji, 20-30

Film: *Apne Paraye*, Scenes from *Dilwale Dulhaniya le Jayenge*

## **Week 12 (March 27-31)**

Students learn about **the impact of Bollywood cinema on Indian and South Asian diaspora** living in the United States. The impact is understood and explained in terms specific to economic shifts since early 1990s. Changing attitudes, globalization, and impacts of India's economic liberalization in 1990s are discussed as forces that are mirrored on Bollywood cinema.

Readings: Sen, 145-169; Gopal, 15-35

Film: *Kabhi Khushi Kabhi Gham*

### **Weeks 13 (April 3-7)**

**Religious diversity, conflict, and coexistence with religious minorities or majorities** has been a part of Indian and South Asian societies. This week confronts religious conflict and coexistence as represented in cinema.

Readings: Jain, 345-363

Films: *Mr. and Mrs. Iyer*

### **Week 14 (April 10-14)**

India is a multilingual culture. In this week students learn the **relationship between language and culture as represented in the tensions between and perceptions of people of different linguistic backgrounds through cinema.**

Reading: Dissanayake, 395-407

Film: *Chennai Express*

### **Week 15 (April 17-21)**

India struggles with old and new as it looks at **technology, diversity, globalization, and forces of cultural change.** During this week students learn about these tensions and changes that ensue but also see how these are represented in Bollywood cinema.

Reading: Kapur, 221-232

Film: *Zindagi Na Milegi Dobara*

### **Week 16 (April 24)**

**Concluding remarks**