



# ANTH301

## India: Power and Performance

S2 Day 2015

*Dept of Anthropology*

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#### **Disclaimer**

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

Unit convenor and teaching staff

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Credit points

3

Prerequisites

39cp or admission to GDipArts

Corequisites

Co-badged status

Unit description

In this unit a succession of lectures introduce you to India with a power/performance focus in mind. Many lectures will focus on religion as a field of power and performance. We will look at broad cultural themes such as experiences of divinity in different strands of Hinduism, caste and its performance as well as its forms of contestation in pre-modern India as well as in modern India, and the syncretic popular traditions of Islam which historically drew strength from local practices rather than simply seeking to displace them. A special lecture on food traces pleasure and performance of power. We examine Indian cinema in relation not only to 'Bollywood' but a hundred year old history through which we can trace phases of nation building and the workings of gender. The course emphasises bodily experience for students, through the use of visits to temples, to little India for a food experience, and basic lessons in dance moves.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

This course equips students with the kind of deep insight into a non-western culture that only a full course on a particular place and culture can afford. This is one of the pleasurable and central aspects of what the discipline of anthropology can provide.

This course also places emphasis on multiple ways of knowing the world, a theme which is partly derived from the typically Indian emphasis on food, music, dance, poetry and bodily practices all being central ways of producing and experiencing power.

Students are taken on field excursions to Indian neighbourhoods and temples. They are encouraged to undertake careful observation and written reports of the same. So at the end of this course, in addition to contributing to debates about contemporary India in a more knowledgeable fashion, you should be able to: - Understand an anthropological approach to geo-cultural regions - Have an applied understanding of a theoretical approach that gives primacy to embodied and sensory knowledge, and to human practice, as a form of research methodology. - Have some practice in learning how to research and write ethnography of Indian performance practices you observe in Sydney. Students are asked to learn to describe what they see, combine it with theory and reading, to produce well written work.

Intimate and focused ethnographic knowledge of a key geo political region in contemporary world.

## Assessment Tasks

Name	Weighting	Due
<u>Participation</u>	30%	2 November
<u>Summary</u>	10%	18 August
<u>Essay 2</u>	30%	27 October
<u>Essay 1</u>	30%	8 September

### Participation

Due: **2 November**

Weighting: **30%**

Attendance/participation mark is to be earned throughout the course by

(i) A discussion preparation guide with 2 components: 1 is filled during lecture and handed at end of lecture, containing main points covered in lecture. The second is brought to tutorial filled in based on readings for tutorial except for last page which contains best points raised in class discussion.

(ii) Where there is a class excursion to the temple, class participation mark will be based

on a short account of the event, to be handed in to me a week later. See details in relevant week. Worth 5%. The Summary is designed to help student write essay 1. The aim here is to make sure student gains mastery over some concepts of power to use in analysing case studies for Essay 1 and in rest of course.

On successful completion you will be able to:

- This course equips students with the kind of deep insight into a non-western culture that only a full course on a particular place and culture can afford. This is one of the pleasurable and central aspects of what the discipline of anthropology can provide.
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## Summary

Due: **18 August**

Weighting: **10%**

Summary of key concepts on power introduced in lecture 3. To be applied for excursion Week 4 as well as Essay 1.

On successful completion you will be able to:

- Students are asked to learn to describe what they see, combine it with theory and reading, to produce well written work.
- Intimate and focused ethnographic knowledge of a key geo political region in contemporary world.

## Essay 2

Due: **27 October**

Weighting: **30%**

Word length 3000

**Use the theories of rasa and darshan to describe and analyse performance *and* spectatorship in any one area of performance covered in this course: you can choose either to re-explore in more depth what goes on in a Hindu temple or a couple of local dance/ music concerts.. Or choose a couple of films to analyse in detail but be sure to have some opportunities for participant observation. I suggest having a couple of informal group viewings, if you have friends from South Asia, include them in one of the groups, see how differently they may be viewed and engaged with. A focus group discussion after a viewing is also a good idea.**

On successful completion you will be able to:

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- Students are asked to learn to describe what they see, combine it with theory and reading, to produce well written work.
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## Essay 1

Due: **8 September**

Weighting: **30%**

Based on the theories and concepts of power you have summarised in Summary 1, examine *any* one ethnography of gender and caste/class in India

On successful completion you will be able to:

- Intimate and focused ethnographic knowledge of a key geo political region in contemporary world.

## Delivery and Resources

lectures

tutorials

I Learn

E Reserve

A course Reader

Field excursions

Performance based media: dance, music, film, story telling

## Learning and Teaching Activities

### Field Trips to learn about religious practices

Visit to Hindu temple, Week 4

### Performance techniques

In class training in rudimentary performance techniques: Visiting Fulbright Fellow to train students in hand mudras or gestures Trained dancer to train students in rudimentary dance Bollywood moves Field Trip to "Little India" for videos and lunch

### Attending lectures

2 hour lecture

### Tutorial

1 hour tutorial discussion

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy [http://mq.edu.au/policy/docs/grievance\\_management/policy.html](http://mq.edu.au/policy/docs/grievance_management/policy.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

### Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

### Learning outcomes

- This course equips students with the kind of deep insight into a non-western culture that only a full course on a particular place and culture can afford. This is one of the pleasurable and central aspects of what the discipline of anthropology can provide.
- This course also places emphasis on multiple ways of knowing the world, a theme which is partly derived from the typically Indian emphasis on food, music, dance, poetry and

bodily practices all being central ways of producing and experiencing power.

- Intimate and focused ethnographic knowledge of a key geo political region in contemporary world.

## **Assessment tasks**

- Participation
- Essay 2

## **Capable of Professional and Personal Judgement and Initiative**

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

### **Learning outcome**

- This course also places emphasis on multiple ways of knowing the world, a theme which is partly derived from the typically Indian emphasis on food, music, dance, poetry and bodily practices all being central ways of producing and experiencing power.

### **Assessment task**

- Participation

## **Commitment to Continuous Learning**

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

### **Learning outcomes**

- This course equips students with the kind of deep insight into a non-western culture that only a full course on a particular place and culture can afford. This is one of the pleasurable and central aspects of what the discipline of anthropology can provide.
- This course also places emphasis on multiple ways of knowing the world, a theme which is partly derived from the typically Indian emphasis on food, music, dance, poetry and bodily practices all being central ways of producing and experiencing power.



## Assessment tasks

- Participation
- Essay 2
- Essay 1

## Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

## Learning outcomes

- This course also places emphasis on multiple ways of knowing the world, a theme which is partly derived from the typically Indian emphasis on food, music, dance, poetry and bodily practices all being central ways of producing and experiencing power.
- Students are taken on field excursions to Indian neighbourhoods and temples. They are encouraged to undertake careful observation and written reports of the same. So at the end of this course, in addition to contributing to debates about contemporary India in a more knowledgeable fashion, you should be able to: - Understand an anthropological approach to geo-cultural regions - Have an applied understanding of a theoretical approach that gives primacy to embodied and sensory knowledge, and to human practice, as a form of research methodology. - Have some practice in learning how to research and write ethnography of Indian performance practices you observe in Sydney.
- Students are asked to learn to describe what they see, combine it with theory and reading, to produce well written work.
- Intimate and focused ethnographic knowledge of a key geo political region in contemporary world.

## Assessment tasks

- Participation
- Summary
- Essay 2
- Essay 1

## Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

### Learning outcomes

- This course also places emphasis on multiple ways of knowing the world, a theme which is partly derived from the typically Indian emphasis on food, music, dance, poetry and bodily practices all being central ways of producing and experiencing power.
- Students are asked to learn to describe what they see, combine it with theory and reading, to produce well written work.
- Intimate and focused ethnographic knowledge of a key geo political region in contemporary world.

### Assessment tasks

- Participation
- Summary
- Essay 2
- Essay 1

## Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

### Learning outcomes

- This course also places emphasis on multiple ways of knowing the world, a theme which is partly derived from the typically Indian emphasis on food, music, dance, poetry and bodily practices all being central ways of producing and experiencing power.
- Students are asked to learn to describe what they see, combine it with theory and reading, to produce well written work.

## Assessment tasks

- Participation
- Summary
- Essay 2

## Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

## Learning outcomes

- This course also places emphasis on multiple ways of knowing the world, a theme which is partly derived from the typically Indian emphasis on food, music, dance, poetry and bodily practices all being central ways of producing and experiencing power.
- Students are taken on field excursions to Indian neighbourhoods and temples. They are encouraged to undertake careful observation and written reports of the same. So at the end of this course, in addition to contributing to debates about contemporary India in a more knowledgeable fashion, you should be able to: - Understand an anthropological approach to geo-cultural regions - Have an applied understanding of a theoretical approach that gives primacy to embodied and sensory knowledge, and to human practice, as a form of research methodology. - Have some practice in learning how to research and write ethnography of Indian performance practices you observe in Sydney.

## Assessment tasks

- Participation
- Essay 1

## Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

## Learning outcomes

- This course also places emphasis on multiple ways of knowing the world, a theme which is partly derived from the typically Indian emphasis on food, music, dance, poetry and bodily practices all being central ways of producing and experiencing power.
- Intimate and focused ethnographic knowledge of a key geo political region in contemporary world.

## Assessment task

- Participation

## Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

## Learning outcomes

- This course also places emphasis on multiple ways of knowing the world, a theme which is partly derived from the typically Indian emphasis on food, music, dance, poetry and bodily practices all being central ways of producing and experiencing power.
- Intimate and focused ethnographic knowledge of a key geo political region in contemporary world.

## Assessment task

- Participation

## Changes since First Published

Date	Description
22/07/2015	Assessment dates moved forward by one day to coincide with day of class...