

Affective, Embodied, & Intellectual Dimensions of American & Pakistani Lives in *Khuda Kay Liye*

An Internationalizing the Curriculum lesson plan

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General endeavor: Use a film in order to immerse students in cultural difference, including intellectual, affective, religious, and embodied aspects.

Context: A seminar class of 19 students lasting 80 minutes.

Activity: Through analysis of a Pakistani-made film (*Khuda Kay Liye*, 2007) that depicts Pakistani and American characters, students describe the ways in which those characters express certain Pakistani expectations about emotion, embodiment, religion, and belief.

Goals:

- Students learn about Pakistani cultures and the views about Americans of the film makers, while gaining intellectual tools allowing them to reflect on their own cultures.
- Students better understand the differences and similarities possible between non-rational and rational dimensions of American and Pakistani cultures.
- Students gain a better appreciation for how films can immerse them in cultural difference and challenge their notions of normativity.
- Students deepen their understanding of the diverse dimensions of religion in individuals' lives and in social, political, legal, and cultural contexts.
- Students bolster their appreciation for the importance of culture and context in decision-making to improve their own abilities to successfully navigate cultural and linguistic differences.
- Intensify student empathy for others by expanding their own self-awareness for how they manage difference.

Plan for the single class devoted to the exercise:

(Note: The night before class, students watch the film together with the faculty member in a special evening showing after which students share their visceral responses to the film – how did it leave them feeling? What thoughts did it prompt?)

- a. Split students into groups of three. Each group appoints a single reporter who takes notes on discussion and later shares them with the whole class.
- b. Group discussion #1: Discuss the following questions: (15 mins)
 - i. If you were to divide the main & secondary Pakistani characters into social groups based on their social views, how would you do so?
 - ii. How are these groups similarly or differently characterized by the film in regard to their beliefs, emotions, religions, and embodiment practices?
- c. Reporters share reflections with the whole class (15 mins)
- d. Group discussion #2: Discuss the following questions: (15 mins)
 - i. If you were to divide the American characters into social groups based on their social views, how would you do so?

- ii. How are these groups similarly or differently characterized by the film in regard to their beliefs, emotions, religions, and embodiment practices?
 - iii. What do these characterizations have to say about the film makers' views of the United States? Why might they have such views?
- e. Reporters share reflections with whole class (15 mins)
- f. Group discussion #3: Discuss the following question: How does this film and discussion make you think differently about affective, behavioral, religious, and embodiment norms in the culture in which you were raised? (10 mins)
- g. Reporters share reflections with whole class (10 mins)