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)