

Mapping of COs to Assessment Rubrics :

	Test paper	Assignment	Seminar	End Semester Examination
CO1	●	●	●	●
CO2	●	●	●	●
CO3	●	●	●	●
CO4	●	●	●	●
CO5	●	●	●	●
CO6		●	●	

MINOR

GROUP 2 : CULTURAL STUDIES

Course Title	Understanding Culture				
Type of Course	MINOR				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	An interest in exploring different cultural perspectives may be helpful.				
Course Summary	This course offers a comprehensive exploration of culture, covering its tangible and intangible aspects as the hardware and software of society. Through focused analysis of characteristics, components, and societal implications, students delve into how culture shapes identity and representation, addressing caste, gender, race, and stereotypes. Additionally, the course investigates culture's complexities and its influence on individuals and societies through myths, and folklore and explores the intricate relationship between culture and nation.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Identify how culture shapes identity, representation, and societal norms, considering factors like caste, gender, and race.	U	C	Debate and Presentations In-class Discussion Assignments
CO2	Critique discussions surrounding nationalism, diaspora, and transnationalism, considering their impact on cultural identity and social cohesion.	Ap	P	Debate and Discussion Presentation Writing Assignments Written Test
CO3	Analyze cultural narratives, myths, and folklore, discerning their significance in shaping collective beliefs and traditions.	An	P	Writing Assignments Seminar Presentation In-class discussion Peer Assessment
CO4	Evaluate how globalization influences cultural diversity, consumption patterns, and the formation of identity, engaging in a critical examination of its complexities.	E	M	Interactive Tasks Debates and Discussion Written Test Seminars
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Module	Unit	Content	Hrs (48+ 12)	Marks (70)
I	What is Culture?		10	10
	1.	Society and Culture: Hardware and Software of Our Social World. Culture: The Hardware (pp.181-202)	3	
	2.	Culture: The Software (pp.203-207)	2	
	3.	Characteristics of Culture (pp.208-209)	1	
	4.	Components of Culture: Things and Thoughts (pp.215 - 229)	2	
	5	Society, Culture, and Our Social World (pp.230 - 243)	2	
		Core Text: <i>Our Social World</i> (6th Edition) Jeanne H. Ballantine, Keith A. Roberts & Kathleen Odell Korgen		
		Suggested Activities Students form groups to create multimedia presentations on different aspects of culture as outlined in the specified readings. Through these presentations, students explore core concepts and engage in critical discussions, deepening their understanding of the complex relationship between culture and society.		
II	Identity and Representation		12	20
	6	Caste– CHANDRUDU by John Sreedar CHANDRUDU Award Winning ShortFilm by John Sreedar	3	
	7	Gender-Speech <i>Ain't I A Woman?</i> by Sojourner Truth	2	
	8	<i>Dear Ijeawele, or a Feminist Manifesto in Fifteen Suggestions</i> by Chimamanda Ngozi Adichie	3	
	9	The poem <i>Identity Card</i> by S. Joseph	1	
	10	Race-"We Wear the Mask" by Paul Laurence Dunbar https://www.poetryfoundation.org/poems/44203/we-wear-the-mask	1	
	11	The Real Thing - Short Film by Brandon Kelley The Real Thing - Transgender Short Film	2	

		<p>Suggested Activities</p> <ol style="list-style-type: none"> 1. Students engage in an analysis of representations in media and literature, delving into themes of caste, gender, race, and identity. 2. Through guided discussions and reflective analysis, students explore how identity is portrayed, challenged, and represented in various forms of media and literature, fostering critical thinking and self-reflection on personal experiences with identity and representation. 		
III	Myths and Folklores		10	20
	12	Roland Barthes - Toys (from Mythologies)	2	
	13	Martha C. Sims - What is folklore? (Living Folklore: An Introduction to the Study of People and Their Traditions pp.1-8)	2	
	14	Myth - https://www.britannica.com/topic/myth	2	
	15	THEYYAM - A Heroic Cult -Short Documentary by Akshay Sunil Jay THEYYAM - A Heroic Cult Short Documentary Fajjowski Studios	2	
	16	The Aztec myth of the unlikeliest sun god - Kay Almere Read The Aztec myth of the unlikeliest sun god - Kay Almere Read	2	
		<p>Suggested Activities:</p> <ol style="list-style-type: none"> 1. Students explore myths and folklores across cultures using assigned resources like Barthes' "Toys," Sims' "What is Folklore?" and documentaries and texts provided. After analyzing themes and cultural elements, groups present their findings, fostering discussion on the cultural significance and symbolic meanings. 2. Working in small groups, students select and interpret myths and folktales from diverse cultures, creating visual displays and informative materials to accompany each exhibit. Also, 3. Students can organize exhibitions for other members of the institution, engaging visitors in discussions about the cultural significance and symbolic meanings of the showcased narratives. 		
IV	Culture and Nation		16	20
	17	Nationalism- "Introduction" of <i>Imagined Communities</i> by Benedict Andersen (pp.1-8)	3	
	18	Frantz Fanon- National Consciousness	3	
	19	Diaspora	3	
	20	Transnationalism	2	
	21	The Poem <i>From Exile</i> – R. Parthasarathy	2	

	22	The film <i>Monsoon Wedding</i> by Mira Nair	3	
		<p>Suggested Activities:</p> <p>Students pair up and are provided with discussion prompts related to nationalism, diaspora, transnationalism, and cultural identity. They take turns sharing their perspectives, experiences, and insights on these topics, while actively listening to their partner's responses.</p> <p>Read the poem "A Country without a Postoffice" by Agha Shahid Ali and conduct a discussion. Facilitators guide the discussions, encouraging a deeper exploration of cultural complexities and facilitating respectful dialogue.</p>		
V		<p>Open Module</p> <p>Micro research and documentation of the culture of a local community through observation, interviews, and a study of their cultural practices, rituals, and other cultural dynamics.</p>	12	

Mapping of COs with PSOs and POs :

	PSO1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO1	PO 2	PO 3	PO 4	PO5	PO6	PO7
CO 1	2	-	2	-	-	-	2	-	-	-	-	-	1
CO 2	2	-	3	-	2	2	-	1	-	-	-	2	-
CO 3	1	2	2	-	5	-	3	2	-	-	-	2	1
CO 4	2	1	3	-	1	1	-	3	-	-	2	1	1

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

Components of Internal Evaluation	4 Modules (20)	Open ended Module (10)
Field visit & Report	10	4
Seminar/Viva/Debate/Role-play	6	4
Assignment	4	2

■ Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓

Core Reading

Our Social World (6th Edition) Jeanne H. Ballantine, Keith A. Roberts & Kathleen Odell Korgen

Living Folklore: An Introduction to the Study of People and Their Traditions-Martha C. Sims

Suggested Reading

Brooker, Peter.A *Glossary of Cultural Theory*. Arnold Publishers, 2003

Sardar, Ziauddin, and Borin Van Loon. *Introducing Cultural Studies*. Edited by Richard Appignanesi, Icon Books,2004

Hitchcock, Louise A. *Theory for Classics: A Student’s Guide*. Routledge Taylor and Francis Group, 2008.

Sim, Stuart, and Borin Van Loon. *Introducing Critical Theory*. Edited by Richard Appignanesi, Icon Books, 2004.

Simons, Jon, editor. *Contemporary Critical Theorists: From Lacan to Said*. 2004. Edinburgh UP / Atlantic Publishers, 2005.

Eagleton, Terry. *The significance of Theory*. Basil Blackwell, 1990.

Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester UP, 2006.

Nayar, Pramod K. *An Introduction to Cultural Studies*. Viva Books, 2016

---. *Postcolonial Literature: An Introduction*. Pearson, 2008.

New Keywords: A Revised Vocabulary of Culture and Society(2005) eds. Tony Bennet etal.

Course Title	Graphic Narratives				
Type of Course	Minor				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	A basic understanding and appreciation of visual storytelling.				
Course Summary	<p>This course introduces students to the rich and diverse world of graphic narratives, encompassing historical milestones and recent developments. Through a global lens, students will explore the evolution of graphic storytelling, analyze various narrative techniques, and engage with a range of texts representing different cultural, social, and artistic perspectives. Emphasizing multimodal literacy, the course will foster critical thinking skills and an appreciation for the unique storytelling potential of graphic narratives.</p>				

Course Outcomes (CO):