

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	<b>Understanding Culture</b>				
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
6		Caste– CHANDRUDU by John Sreedar  <a href="#">CHANDRUDU   Award Winning ShortFilm   by John Sreedar</a>	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  <a href="https://www.poetryfoundation.org/poems/44203/we-wear-the-mask">https://www.poetryfoundation.org/poems/44203/we-wear-the-mask</a>	1	
11		The Real Thing - Short Film by Brandon Kelley  <a href="#">The Real Thing - Transgender Short Film</a>	2	

		<p>Suggested Activities</p> <ol style="list-style-type: none"> <li>1. Students engage in an analysis of representations in media and literature, delving into themes of caste, gender, race, and identity.</li> <li>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.</li> </ol>		
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 - <a href="https://www.britannica.com/topic/myth">https://www.britannica.com/topic/myth</a>	2	
	15	THEYYAM - A Heroic Cult -Short Documentary by Akshay Sunil Jay <a href="#">THEYYAM - A Heroic Cult   Short Documentary   Fajjowski Studios</a>	2	
	16	The Aztec myth of the unlikeliest sun god - Kay Almere Read <a href="#">The Aztec myth of the unlikeliest sun god - Kay Almere Read</a>	2	
		<p>Suggested Activities:</p> <ol style="list-style-type: none"> <li>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.</li> <li>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,</li> <li>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.</li> </ol>		
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. 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 et al.

Course Title	<b>Graphic Narratives</b>				
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):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Develop an understanding of the historical evolution and cultural significance of graphic narratives.	U	C	Oral Presentation In-class discussion Assignments
CO2	Explore diverse voices and perspectives in graphic storytelling from around the world.	Ap	P	Writing Assignments Seminar/Speech Presentation In-class discussion Peer Assessment
CO3	Analyze the formal elements, narrative techniques, and visual storytelling strategies in graphic narratives.	An	P	Listening and Speaking Tasks Presentation Scriptwriting
CO4	Cultivate critical thinking skills and multimodal literacy through the analysis and creation of graphic narratives.	E	M	Interactive Tasks Debates and discussion Storyboard Evaluation Mini-projects (group work)
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus

Module	Unit	Content	Hrs (48+ 12)	Marks (70)
I	Foundations of Graphic Narratives		15	20
	1	<i>Comics and Sequential Art</i> by Will Eisner Chapter 1- Comics as a Form of Reading (pp. 7-12)	3	
	2	Chapter 2 - Imagery (pp. 13-24)	3	
	3	Chapter 3 - Timing (pp. 25-37)	3	



	4	<i>Understanding Comics: The Invisible Art</i> by Scott McCloud Chapter 2 -The Vocabulary of Comics (pp. 24-59)	3	
	5	Chapter 3- Blood in the Gutter (pp 60-93)	3	
		Suggested Activities <ol style="list-style-type: none"> <li>1. Read <i>A Contract With God</i> by Will Eisner and explore the narrative techniques used.</li> <li>2. Read- <i>Frame as a narrative device</i> from <i>Comics and Sequential Art</i> (46 - 50) and analyze frames in popular comics.</li> </ol>		
II	Perspectives in Graphic Storytelling		15	20
	6	Abbott, H. Porter. <i>The Cambridge Introduction to Narrative</i> ,2008. Chapter 1- Narrative and Life (pp.1-11)	2	
	7	Chapter 2- Defining Narrative (pp.12-22)	2	
	8	Chapter 3- The Borders of Narrative (pp. 25-31)	2	
	9	Graphic Memoir: <i>Persepolis: The Story of a Childhood</i> by Marjane Satrapi. Translated by Matthias Ripa.	3	
	10	Graphic Fiction: The Four Encounters from <i>Buddha</i> Series by Osamu Tezuka	3	
	11	Graphic Non-fiction : <i>Maus: A Survivor's Tale: 1. My Father Bleeds History.</i>	3	
		NOTE: Students are expected to read the graphic novels before the class and be prepared to participate in classroom discussions.  SuggestedActivities:  <ol style="list-style-type: none"> <li>1. Watch the animated film adaptation of <i>Persepolis</i> and compare it with the graphic novel.</li> <li>2. Arrange classroom discussion on the use of narrative techniques in <i>Maus</i>.</li> <li>3. Prepare a presentation on “The Four Encounters” based on McCloud’s <i>Understanding Comics</i>.</li> <li>4. Assignments on the various themes and issues raised in the narratives.</li> </ol>		
III	Contemporary Trends and Innovations		10	15
	12	<i>Spirited Away</i> (2001) film by Hayao Miyasaki	3	
	13	Graphic Reportage- <i>The Fixer: A Story from Sarajevo</i> by Joe Sacco.	3	

	14	Graphic Non-fiction: Martin Luther King and the Montgomery Story	3	
	15	Graphic Poetry: Naoko Fujimoto's "Protest Against" <a href="#">Naoko Fujimoto reads "Protest Against" (from GLYPH)</a>	1	
		NOTE: Students are expected to watch the anime, read the selected texts before the class, and be prepared to participate in classroom discussions.  Suggested Activities:  1. Discuss how artists use symbols, exaggeration, irony, and symbols to create cartoons. 2. Create graphic poetry on various themes. 3. Make a presentation on the prospects of Graphic Reportage.		
IV	Graphic Narratives of India		8	15
	16	A Gardener in the Wasteland: Jotiba Phule's Fight for Liberty - Srividya Natarajan, Aparajita Ninan.	3	
	17	"Cartoons Age Dangerously" from <i>R.K. Laxman: Back with a Punch</i> by E.P.Unny (pp. 90-100). (Students may be familiarized with the political cartoons of RK Laxman)	3	
	18	Bobanum Moliyum - Toms -(translated)- <a href="#">Bobanum Molliyum Classics Vol 19   PDF</a>	2	
		Suggested Activities: 1. Create a storyboard for a comic strip. 2. Create an album of popular cartoons. 3. A brief study on the cartoonscape of Kerala. 4. Interactions with Cartoonists.		
V	Open Ended Module:		12	
		Create a graphic narrative (cartoon/ comic strip/ anime ) based on a short story, poem, film, etc. This can be done as pair/ group work. Encourage the students to use digital and AI-based tools to try out different genres.	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	-	3	-	-	-	-	-	2	-	-	-	-	-
CO 2	-	-	-	-	2	-	-	1	-	-	1	2	-
CO 3	2	-	2	-	-	-	3	-	-	2	-	-	-
CO 4	-	-	2	-	-	3	-	3	-	-	-	-	-

### Correlation Levels:

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

### Assessment Rubrics:

- Assignment/ Quiz/ Discussion / Seminar (10%)
- Creation & Evaluation of Graphic Narrative (20%)
- 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

*Comics and Sequential Art* by Will Eisner, Poorhouse Press, 1985.

*Understanding Comics: The Invisible Art.* by Scott McCloud, Ed. Mark Martin, Paradox Pr. 2000.

## Suggested Reading

*Embroideries* by Marjane Satrapi

*Chicken with Plums* by Marjane Satrapi

*Message to Adolf* by Osamu Tezuka

*Buddha series* by Osamu Tezuka

*Hostage* by Guy Delisle

*Pashmina* by Nidhi Chanani

*Santa and the Scribes: The Making of Fort Kochi* by E P Unny

Eisner, Will. *Expressive Anatomy for Comics and Narratives*

Gravett, Paul. *Graphic Novels: Everything You Need to Know*, Collins, 2005.

Robbins, Trina. *From Girls to Grrrlz: A History of Comics from Teens to Zines*, Chronicle Books, 1999.

Weiner, Stephen. *Faster than a speeding Bullet: The Rise of the Graphic Novel*, 2003.

Rothschild D. Aviva. *Graphic Novels: A Bibliographic Guide to Book Length Comics*, Englewood, 1995.

Gonick Larry. *The Cartoon History of the Universe, Vol:1-7*, Broadway Books, 1990.

Petersen, S. Robert. *Comics, Manga, and Graphic Novels: A History of Graphic Narrative*, 2011.

Sabin, Roger. *Comics, Comix and Graphic Novels: A History of Comic Art*, Phaidon Pr., 1996.

Prince, Gerald. *A Dictionary of Narratology*, 2003.

## Journals

Booklist, Chicago, ALA, 1905-

The Comics Journal, Seattle, 1977-

Library Journal, New York.

Kirkus Reviews.

## Online Resources:

[Graphic India](#)

<https://noflyingnotights.com/>

<https://www.naokofujimoto.com/gallery-of-graphic-poems.html>

<http://fdjpkc.fudan.edu.cn/upload/article/files/a7/fc/a02b49ac4485ac0109d7f9167289/0cef85a3-0b78-4bf8-8fa2-f2e8e57f5092.pdf>

Course Title	<b>Introduction to Cultural Studies</b>				
Type of Course	Minor				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic language proficiency and critical thinking skills.Familiarity with Cultural Concepts.				
Course Summary	This course provides an overview of Cultural Studies, covering foundational texts, key concepts, and case studies. Through readings and activities, students explore the evolution of Cultural Studies, analyze key concepts like Body and Globalization, examine Culture Industries, and also delve into Cultural Studies in South Asia. By the end of the course, students gain analytical skills to understand and critique cultural phenomena in diverse contexts.				

Course Outcomes (CO):

<b>CO</b>	<b>CO Statement</b>	<b>Cognitive Level*</b>	<b>Knowledge Category#</b>	<b>Evaluation Tools used</b>
CO1	Interpret the intricacies of daily life shaped by diverse cultural practices.	U	C	Task Completion Debates Discussion In-class Discussion Written Test
CO2	Foster critical reasoning skills and social/cultural awareness to their fullest extent.	Ap	P	Debates Discussion Presentation Writing Assignments Written Test
CO3	Cultivate a critical mindset to analyse entrenched cultural phenomena like nationality, class, gender, ideology, ethnicity, etc.	An	P	Writing Assignments Seminar/Speech Presentation In-class discussion Peer Assessment
CO4	Evaluate societal frameworks by questioning differing ideological stances.	E	M	Interactive Tasks Debates Discussion Written Test Seminars
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)  # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)  Metacognitive Knowledge (M)</p>				

## Detailed Syllabus

Mod ule	Un it	Content	H rs	Mar ks
I	Introduction to Cultural Studies		8	10
	1.	<i>Introducing Cultural Studies</i> by Ziauddin Sardar, and Borin Van Loon. pp-( 3-24)	4	
	2	Colin Sparks- The Evolution of Cultural Studies (pp. 14-30) from <i>What is Cultural Studies? : A Reader</i> Edited by John Storey	4	
		<p>Suggested Activities:</p> <p>Instruct students to create a conceptual map or diagram illustrating the central themes, key concepts, and historical developments discussed in their assigned readings. Provide time for groups to collaborate and construct their visual representations. Then, have each group present their conceptual map to the class, explaining the connections between different ideas and the evolution of cultural studies as outlined in the text. Encourage discussion and critical reflection on the presented concepts and their implications for understanding culture and society.</p>		
II	Key Concepts		20	20
	3	Body	2	
	4	Consumption	2	
	5	Discourse	2	
	6	Fundamentalism	2	
	7	Ideology	2	
	8	Resistance	2	

	9	Indigenous	2	
	10	Multiculturalism	2	
	11	Postcolonialism	2	
	12	Globalization	2	
		Core text: <i>New Keywords: A Revised Vocabulary of Culture and Society</i> (2005) eds. Tony Bennet etal.		
		NOTE: These concepts must be taken as starting points for discussions on various social and cultural issues familiar to the students.  Suggested Activities:  Provide excerpts from cultural texts or media and ask students to analyze them for underlying themes, values, or ideologies.  Create a comparative analysis activity where students examine how different cultures approach similar concepts (e.g., family structure, gender roles) and identify similarities and differences.		
III	Culture Industries		8	20
	13	Media/ New Media  <a href="#">Beware online "filter bubbles"   Eli Pariser</a>	1	
	14	Science & Technology - Case Study: “Robots, Minds and Society”  from <i>Science, Technology and Society: A Sociological Approach</i> -Wenda K. Bauchspies etal (pp. 107-110)	2	
	15	”Introducing Cyber-Culture” by Mona Baker  from <i>Web. studies: Rewiring Media Studies for the Digital Age</i> , edited by David Gauntlett (OUP, 2000): 19-30.  <a href="https://www.monabaker.org/2014/12/17/introducing-cyberculture/">https://www.monabaker.org/2014/12/17/introducing-cyberculture/</a>	2	



16	Art Forms - “The Politics and Poetics of Porattukali” by Haritha Vijayakumaran <a href="https://www.ijmra.us/project%20doc/2019/IJRSS_MAY2019/IJRSS%20May19%20Special%20issue.pdf">https://www.ijmra.us/project%20doc/2019/IJRSS_MAY2019/IJRSS%20May19%20Special%20issue.pdf</a>	1	
17	Thiruvathirakkali / Kaikottikali, Traditional Kerala Dance Form(Natyasutra) <a href="#">Thiruvathirakkali / Kaikottikali, Traditional Kerala Dance Form   Performed During Onam Thiruvathira</a>	1	
18	Places of Consumption- McDonaldization by George Ritzer <a href="https://www.oxfordreference.com/display/10.1093/oi/authority.20110803100143883">https://www.oxfordreference.com/display/10.1093/oi/authority.20110803100143883</a>	1	
	Suggested Activities:  Watch <a href="https://youtu.be/gDyvR1cO8-8?feature=shared">https://youtu.be/gDyvR1cO8-8?feature=shared</a> and write on the evolution of cyberculture.  Discussions on video games and the avatars as culture at play.  Collect details of High art and Low art and compare both.		
IV	Culture Studies In South Asia	12	20
19	Homi K. Bhabha- Third Space & Mimicry	4	
20	Edward Said- Orientalism	2	
T 21	Short Story <i>The Wedding Suit</i> by Ismat Chughtai	3	
22	Satyajit Ray –Two  <a href="https://youtu.be/zACGLjd9JNY?si=rM0ZcVLqwZGcVj1S">https://youtu.be/zACGLjd9JNY?si=rM0ZcVLqwZGcVj1S</a>	3	

	<p>Core text:</p> <p>Peter Brooker - <i>A Glossary of Cultural Theory</i></p> <p>Suggested Activities :</p> <ol style="list-style-type: none"> <li>1. Discuss how these concepts manifest in contemporary Indian society and culture, providing examples from literature, film, and everyday life.</li> <li>2. Encourage students to draw connections between Bhabha's and Said's theories and colonial/postcolonial experiences in India.</li> <li>3. Facilitate a screening of Ray's film followed by a discussion on the representation of cultural diversity, exploring how characters navigate their dual identities and negotiate belonging in a multicultural society.</li> </ol>		
V	<p>Open Module</p> <p>Multimedia assignment - Students explore contemporary cultural phenomena using concepts from the syllabus such as ideology, globalization, and resistance. Through research and analysis, they create engaging presentations that convey their findings creatively.</p>	12	10

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	-	-	3	-	2	1	-	-	-	-	2	1	-
CO2	2	-	3	-	-	1	-	1	-	-	-	2	-
CO3	1	1	2	-	-	2	3	-	-	-	-	-	2
CO4	3	-	3	-	2	3	2	3	-	-	1	3	1

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment// Discussion / Seminar/Presentation (20%)
- Written Test (10%)
- 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

*What is Cultural Studies? : A Reader* Edited by John Storey

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

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

### Suggested Reading

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.

*Essential Essays, Volume 1: Foundations of Cultural Studies*- Stuart Hall

*Culture and Society*- Raymond Williams

Course Title	<b>Introduction to Local Research Culture</b>				
Type of Course	Minor				
Semester	VIII Semester				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic understanding of research methods and cultural studies				
Course Summary	The research culture within a particular local setting is examined in this course. It provides an overview of the research culture within a specific local context and investigates the procedures, ethics, and practices that are involved in carrying out research within a specific community or region. Students will develop a foundation for subsequent academic or applied work within their community by gaining insights into the unique problems and opportunities that are associated with local research.				

Course Outcomes (CO):

C O	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
C O1	Discuss research problems within a local context.	U	F	Assignment  Seminar Presentation/case studies  In-class discussion  Written Test
C O2	Apply theoretical concepts to practical experiences in the local research context.	Ap	C	Assignment  Seminar Presentation  In-class discussion  Written Test
C O3	Analyse and incorporate ethical considerations into research practice and decision-making.	An	C	Assignment  Seminar Presentation  In-class discussion  Written Test
C O4	Assessthe interdependence between research, ethics, and community participation.	E	F	Assignment  Seminar Presentation  Case studies  In-class discussion  Written Test
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>				

## Detailed Syllabus:

Module	Unit	Content	Hrs (48 +12 )	M ar ks  (7 0)
I	Framework for Local Research		10	15
	1	Local Research in the context of global knowledge production	2	
	2	Understanding the translation of critical jargon	2	
	3	Ethnographic contexts and local literature--Cultural Vectors	3	
	4	The history and evolution of research practices within an ethnic context	3	
		Activity- Identify a text from regional literature and analyse/interpret the research findings within the cultural framework of the local community.		
	Reference:  Alsop, Rachel. "The Uses of Ethnographic Methods in English Studies." <i>Research Methods for English Studies</i> . (Ed.) Griffin, Gabrielle. Edinburgh University Press, 2005.			
II	Research Methods in Local Context		10	15
	5	Qualitative and quantitative research methods	2	
	6	Historical Methodology	2	
	7	Field research and challenges	1	
	8	Cultural sensitivity and reflexivity in research	1	
	9	Interpreting data within the local cultural framework	2	
	10	Role of caste, class and gender contexts of local culture	2	
		Activity- The class group identifies case studies illustrating successful applications of local research methodologies in different fields and discusses community collaboration in research		

	<p>References:</p> <p><a href="https://www.gcu.edu/blog/doctoral-journey/qualitative-vs-quantitative-research-whats-difference">https://www.gcu.edu/blog/doctoral-journey/qualitative-vs-quantitative-research-whats-difference</a></p> <p><a href="https://openoregon.pressbooks.pub/soceveryday/chapter/3-4-social-science-research-methods/">https://openoregon.pressbooks.pub/soceveryday/chapter/3-4-social-science-research-methods/</a></p> <p>“Historical Methodology” (pp191-202) from Jain, Surbhi. <i>Research Methodology in Arts, Science and Humanities</i>. Society, 2019.</p> <p>Pambirikunn, Pradeepan. “Nationalism, Modernity, Keralaness: A Subaltern Critique” in <i>No Alphabet in Sight: New Dalit Writing from South India—Dossier 1</i>, Tamil and Malayalam, eds K. Satyanarayana and Susie Tharu (New Delhi: Penguin India, 2011), pp557–69.</p>		
III	Approaches to Local Research	20	25
	11 Community engagement and collaboration-- Identifying key stakeholders within the local community and understanding their roles in the research process	5	
	12 Strategies for fostering meaningful partnerships and collaborations with local organizations, institutions, and community members	5	
	13 Communication and error correction	5	
	14 Examining available data from local sources	5	
	Activity- Identify key stakeholders and create an instance of effective community engagement		
	<p>References:</p> <p>“Examining the Evidence” (pp 35-49) from Altick, Richard D. and John J. Fenstermaker. <i>The Art of Literary Research</i>. Norton, 1993.</p>		
IV	Ethical Considerations	8	15
	15 Ethical considerations specific to local research	2	
	16 Ideas of: cultural sensitivity, power dynamics, and informed consent	2	
	17 Auto/biography as a research method	2	
	18 Case studies highlighting examples of successful knowledge mobilization and research uptake within the local context	1	
	Activity- Analyse a case study and make a presentation of it highlighting the local in it	1	



	<p>References:</p> <p>Foucault, Mitchell. "Two Lectures"</p> <p>chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://monoskop.org/images/5/5d/Foucault_Michel_Power_Knowledge_Selected_Interviews_and_Other_Writings_1972-1977.pdf</p> <p>"Auto/biography as a Research Method" by Mary Evans collected in: <i>Research Methods for English Studies</i>.(Ed.) Griffin, Gabrielle. Edinburgh University Press, 2005.</p>		
V	<p>Open Ended Module: Dissemination of Local Research</p> <ol style="list-style-type: none"> <li>1. Identify a problem and address community needs through research. Prepare a multimedia presentation (area opted may be from visual culture, literature, art, philosophy, psychology,</li> <li>2. Interactive and interdisciplinary sessions may be arranged to ensure cross disciplinary transactions.</li> </ol>	12	
	<p>References:</p> <p>Introduction <i>from the thesis</i> Radhakrishnan, Ratheesh. "Masculinity and the Structuring of the Public Domain in Kerala."</p> <p>Rowena, Jenny. "Karutha Sreeniyum VeluthaLokavum"</p>		

Suggested Readings:

Books:

Boal, Augusto. *Theatre of the Oppressed*, Pluto Press, 2008.

Foucault, Mitchell. *Power/Knowledge*. Pantheon Books, 1977.

Guha, Ranajit. "On Some Aspects of the Historiography of Colonial India"

[chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://pages.ucsd.edu/~rfrank/class\\_web/ES-200C/Articles/Guha.pdf](https://pages.ucsd.edu/~rfrank/class_web/ES-200C/Articles/Guha.pdf)

Hua, Zhu (Ed.). *Research Methods in Intercultural Communication: A Practical Guide*. John Wiley & Sons Inc, 2016.

Jeffrey, Robin. *The Decline of Nair Dominance Society and Politics in Travancore 1847-1908*. Manohar

Publishers, 2023.

Radhakrishnan, Ratheesh. "Masculinity and the Structuring of the Public Domain in Kerala." (Introduction from the thesis)

<http://cscs.res.in/dataarchive/textfiles/masculinity-and-the-structuring-of-the-public-domain-in-kerala-a-history-of-the-contemporary/view>

Saukko, Paula. *Doing Research in Cultural Studies: An Introduction to Classical and New Methodological Approaches*. Loughborough University, 2003.

Note: The course is divided into five modules, with four modules together having a total of 18 fixed units and one open-ended module with a variable number of units. There are 48 instructional hours for the fixed modules and 12 hours for the open-ended ones. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 18 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, are only for the external examination.

Mapping of COs with PSOs and POs :

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

Correlation Levels:

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

Assessment Rubrics:

- Assignment/ / Seminar 10%
- Midterm Exam 10%
- Quiz/ Discussion 10%
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :