

## Minor 2: Understanding Culture – FEN1MN102

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  <a href="#">CHANDRUDU   Award Winning Short Film   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	
		Suggested Activities <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>		
II	Myths and Folklores		10	20
I	12	Roland Barthes - Toys (from <i>Mythologies</i> )	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 from Exile – 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 Post office" 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	