



**O.P. Jindal Global University**  
*A Private University Promoting Public Service*



**Love, Violence and Culture**

*Course Instructor:* Geetanjali

Jindal Institute of Behavioral Sciences (JIBS)

3 Credit Course

## SPRING SEMESTER 2026

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Office Hours:

Classroom:

The information provided herein is by the Course Coordinator. The following information contains the official record of the details of the course.

### PART I

<b>Course Title: Love, Violence and Culture</b>		
Course Code		
Course Duration	1 Semester	
No. of Credit Units	3	
Level	UG	
Pre-Requisites	Nil	
Pre-Cursors	Nil	
Equivalent Courses	Nil	
Exclusive Courses	Nil	
Class Timing	...	....

### PART II

#### Course Description:

Love and violence coexist in our culture to such an extent that we have learnt to thrive in lovelessness. bell hook's in her book, "All about love: New Visions" talks with incisiveness, appealing to both mind and heart about the erosion of love from our lives, our search for emotional connections and society's failure to provide a model for love.

This course aims to provide a space to explore questions about love and how culture shapes our ideas of love and violence. It will also provide an opportunity to recognize the nuances of aggression embedded in culture which are often overlooked. Some topics that will form part of the course include gendered notions of love, men, masculinity and love, romance, spirituality and love, love lessons in childhood, feminist masculinity among others.

The curriculum adopts a comparative cultural perspective, analysing manifestations of love, culture, and violence across European, Middle Eastern, and African contexts, while examining how contemporary youth challenge and reconstruct traditional paradigms of romantic love.

Moving beyond the popular understanding of love in intimate relationships we will explore what it means to practice a love ethic in our daily interactions through topics such as creating a loving community, learning and practicing authenticity, critical self-reflection, listening and dialogue as a way working through differences in interpersonal relationships.

The course follows an interdisciplinary approach spanning across psychology, culture criticism, religion, gender, law, cinema and literature. The pedagogical approach emphasizes creating an intellectually rigorous yet emotionally supportive learning environment that facilitates authentic engagement and encourages students to challenge established perspectives and personal assumptions.

## **Course Aims:**

1. To facilitate educational experiences that embody principles of intellectual freedom and critical inquiry
2. To establish a learning environment that promotes intellectual risk-taking and constructive academic discourse
3. To foster meaningful scholarly and interpersonal connections among participants
4. To develop students' capacity for critical consciousness and analytical thinking

## **Course Intended Learning Outcomes:**

Upon successful completion of this course, students will be able to:

1. Critically analyze the role of culture in shaping identity, relationships, and expressions of love and violence
2. Identify and examine implicit and explicit forms of violence within cultural systems
3. Evaluate gendered patterns in emotional expression and relationship dynamics
4. Compare and contrast relationship practices across diverse cultural contexts
5. Apply theoretical frameworks from feminist, psychological, and philosophical traditions to contemporary relationship issues
6. Develop reflexive awareness of personal beliefs and practices regarding love and relationships
7. Create and present original work that synthesizes course concepts and demonstrates critical engagement with course material

## **Course Outline- Structure and Content**

### **Week 1-6**

#### **Part 1 – Violence and Love in Contemporary Culture: Foundations and Analysis**

This foundational segment examines the intricate relationship between cultural frameworks, violence, and expressions of love in contemporary society.

**Unit 1.1: Culture and Identity Formation** An exploration of how cultural contexts shape individual and collective identities, examining the mechanisms through which cultural values, beliefs, and practices become internalized and expressed in personal relationships.

**Unit 1.2: Manifestations of Violence in Cultural Contexts** A critical analysis of both explicit and implicit forms of violence embedded within cultural systems, including structural violence, symbolic violence, and normalized aggressive behaviors that often remain unrecognized or unchallenged.

**Unit 1.3: Gender, Masculinity, and the Expression of Love** An examination of gendered differences in the expression and experience of love, with particular focus on masculine identity construction and its impact on men's capacity for emotional vulnerability and intimate connection.

**Unit 1.4: Cultural Representations of Love in Popular Media** A critical deconstruction of how love is portrayed across various media platforms, including cinema, literature, and social media, and how these representations influence societal expectations and individual relationship patterns.

**Unit 1.5: Romantic Relationships and Childhood Development** An investigation into the psychological foundations of adult romantic and intimate relationships, exploring attachment theory, childhood experiences, and intergenerational patterns that influence relationship dynamics.

### **Week 7-10**

#### **Part 2 – Global Perspectives on Love and Violence**

This segment adopts a comparative, cross-cultural approach to understanding how love and violence are conceptualized, taught, practiced, and transformed across diverse geographical and cultural contexts.

##### **Focus Areas:**

- Traditional and contemporary relationship practices across Asia, Europe, the Middle East, and Africa
- The intersection of cultural heritage and modernization in shaping relationship norms
- Youth movements and generational shifts in challenging traditional paradigms
- Transnational influences and the globalization of relationship ideals
- The role of social change, migration, and cultural exchange in redefining intimate relationships

### **Week 11-14**

#### **Part 3 – Toward a Love Ethic: Theory and Practice**

This final segment focuses on developing practical frameworks for embodying love as an ethical practice in daily life, drawing on feminist, philosophical, and psychological perspectives.

**Unit 3.1: Feminist Approaches to Parenting and Masculinity** Examination of feminist parenting practices that challenge traditional gender socialization and promote equity, alongside exploration of feminist masculinity as an alternative to patriarchal masculine norms.

**Unit 3.2: Emotional Authenticity and Moral Development** Engagement with concepts of vulnerability, courage, shame, and guilt as essential components of authentic relationships and personal growth, drawing on contemporary psychological and philosophical frameworks.

**Unit 3.3: Love, Justice, and Social Ethics** Investigation of the relationship between love and social justice, examining how personal ethics of love can extend to community-building, activism, and social transformation.

**Unit 3.4: Love Through Loss and Transition** Exploration of love in the context of grief, loss, death, and dying, developing frameworks for maintaining loving connections through life transitions and cultivating resilience.

#### **Assessment Framework**

**Total Course Grade: 100 Marks.** It has two parts- internal assessments and end semester examination.

*a. Internal Assessment: 70 Marks*

### **Component 1: Reflective Journal Entries (10 marks)**

Students will engage in weekly reflective writing exercises designed to develop critical self-awareness and integrate course concepts with personal experience.

- **Format:** End-of-class journal writing (15 minutes per session)
- **Requirement:** Students must complete 10 journal entries from the 14 available class sessions
- **Value:** 1 mark per journal entry
- **Submission:** Journal prompts will be posted on the University Management System (UMS) following each class session
- **Purpose:** This assignment develops reflexive inquiry skills, encouraging students to observe, document, and critically analyze their learning process, including concepts learned, assumptions challenged, and new perspectives gained

### **Component 2: Class Participation and Engagement (20 marks)**

Active and thoughtful participation is essential to the collaborative learning environment of this course.

#### **Evaluation criteria include:**

- Completion of assigned weekly readings prior to class
- Thoughtful contribution to class discussions that demonstrate engagement with course materials
- Respectful and constructive responses to peers' perspectives
- Quality and relevance of questions posed during discussions
- Professional conduct and respectful classroom behavior
- Demonstrated willingness to engage with challenging or unfamiliar concepts
- Integration of course readings with personal insights and contemporary issues

### **Component 3: Mid-Semester Review Assessment (20 marks)**

An in-class assessment conducted at the midpoint of the semester to evaluate students' comprehension and critical analysis of course material covered in Parts 1 and 2.

- **Format:** In-class written examination
- **Content:** Short-answer and essay questions addressing key concepts, theories, and applications. Detailed grading rubric will be provided for each question prior to the assessment.
- **Purpose:** To assess students' ability to synthesize course content, apply theoretical frameworks, and demonstrate critical thinking

### **Component 4: End-of-Semester Collaborative Project (20 marks)**

Students will work in groups to create a comprehensive project that synthesizes and applies course learning.

#### **Project options include:**

- Podcast series (minimum 20-25 minutes)
- Documentary film or short video (minimum 15-20 minutes)
- Multimedia presentation with interactive components
- Research paper with applied analysis (3,000-4,000 words)

#### **Project requirements:**

- Selection from provided topic list or proposal of original topic (subject to instructor approval)
- Integration of course concepts, readings, and theoretical frameworks

- Original analysis or creative application of course material
- Evidence of collaborative work and equitable contribution from all group members
- Professional-quality production and presentation

#### **Support materials:**

- Detailed grading rubrics specific to each project format will be distributed by Week 8
- Project guidelines, including technical requirements and submission procedures, will be provided
- Consultation sessions with the instructor will be available during office hours

#### ***b. 30 Marks End Semester Exam (Closed book and timed)***

(\*Please note that absenteeism on day of assessment will not be entertained and no assessments shall be rescheduled.)

#### **Suggested Readings-**

***Students can select any 6 readings from the list below based on their interest.***

#### **Violence and Culture**

1. Scheper-Hughes, N., & Bourgois, P. (Eds.). (2004). *Violence in war and peace: An anthology*. Blackwell Publishing. Comprehensive examination of violence across cultural contexts
2. Farmer, P. (2004). An anthropology of structural violence. *Current Anthropology*, 45(3), 305-325. Explores how social structures produce suffering and inequality
3. Conde, R., Gonçalves, R. A., & Manita, C. (2018). Narratives of Those Who “Love” Violently: Identity Issues and Construction of Meaning of the Batterers. *Journal of Humanistic Psychology*, 62(5), 748-769. <https://doi.org/10.1177/0022167818784989> (Original work published 2022)

#### **Love and Intimate Relationships**

4. Sternberg, R. J. (1986). A triangular theory of love. *Psychological Review*, 93(2), 119-135. Classic psychological framework for understanding love's components
5. Hatfield, E., & Rapson, R. L. (1996). *Love and sex: Cross-cultural perspectives*. Allyn & Bacon. Cross-cultural analysis of romantic and sexual relationships
6. Jankowiak, W. R., & Fischer, E. F. (1992). A cross-cultural perspective on romantic love. *Ethnology*, 31(2), 149-155. Anthropological study of romantic love across 166 cultures
7. Illouz, E. (1997). *Consuming the romantic utopia: Love and the cultural contradictions of capitalism*. University of California Press. Critical analysis of how capitalism shapes romantic ideals

#### **Gender, Masculinity, and Love**

8. hooks, b. (2004). *The will to change: Men, masculinity, and love*. Washington Square Press. Feminist analysis of patriarchy's impact on men's capacity for love
9. Kimmel, M. S. (2008). *Guyland: The perilous world where boys become men*. Harper Collins. Analysis of contemporary masculine culture and its effects

#### **Attachment and Childhood Influences**

10. Hazan, C., & Shaver, P. (1987). Romantic love conceptualized as an attachment process. *Journal of Personality and Social Psychology*, 52(3), 511-524. Application of attachment theory to adult romantic relationships

#### **Cultural Representations and Media**

11. Radway, J. A. (1984). *Reading the romance: Women, patriarchy, and popular literature*. University of North Carolina Press. Analysis of romance novels and gender ideology
12. Merskin, D. (2011). *Media, minorities, and meaning: A critical introduction*. Peter Lang. Analysis of cultural representation in media

### **Cross-Cultural Perspectives**

13. Hirsch, J. S., & Wardlow, H. (Eds.). (2006). *Modern loves: The anthropology of romantic courtship and companionate marriage*. University of Michigan Press. Ethnographic studies of changing relationship patterns globally
14. Abu-Lughod, L. (2002). Do Muslim women really need saving? Anthropological reflections on cultural relativism and its others. *American Anthropologist*, 104(3), 783-790. Critical examination of Western perspectives on non-Western cultures

### **Feminist Perspectives on Love**

15. hooks, b. (2000). *All about love: New visions*. William Morrow. Feminist philosophy of love as practice and ethic

### **Social Media and Contemporary Love**

16. Turkle, S. (2011). *Alone together: Why we expect more from technology and less from each other*. Basic Books. Impact of technology on intimacy and connection

### **Vulnerability, Shame, and Emotional Life**

17. Brown, B. (2012). *Daring greatly: How the courage to be vulnerable transforms the way we live, love, parent, and lead*. Gotham Books. Research on vulnerability and shame in relationships
18. Hochschild, A. R. (1983). *The managed heart: Commercialization of human feeling*. University of California Press. Classic work on emotional labor

### **Additional Contemporary Research**

19. Wade, L. (2017). *American hookup: The new culture of sex on campus*. W. W. Norton & Company. Ethnographic study of contemporary college sexual culture
20. Perel, E. (2017). *The state of affairs: Rethinking infidelity*. Harper. Contemporary analysis of infidelity and commitment

## **Grading of Student Assessment**

<b>Letter Grade</b>	<b>Percentage of Marks</b>	<b>Grade Points</b>	<b>Interpretation</b>
O	80 and above	8	<b>Outstanding:</b> Exceptional knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and extraordinary critical and analytical ability.
A+	75 - 79	7.5	<b>Excellent:</b> Sound knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and critical and analytical ability.
A	70 - 74	7	<b>Very Good:</b> Sound knowledge of the subject matter, excellent organizational capacity, ability to synthesize ideas, rules and principles, critically analyse existing material and originality in

			thinking and presentation.
A-	65 -69	6	<b>Good:</b> Good understanding of the subject matter, ability to identify issues and provide balanced solutions to problems and good critical and analytical skills.
B+	60 - 64	5	<b>Fair:</b> Average understanding of the subject matter, limited ability to identify issues and provide solutions to problems and reasonable critical and analytical skills.
B	55 - 59	4	<b>Acceptable:</b> Adequate knowledge of the subject matter to go to the next level of the study and reasonable critical and analytical skills.
B-	50 - 54	3	<b>Marginal:</b> Limited knowledge of the subject matter and irrelevant use of materials, and poor critical and analytical skills.
P1	45 - 49	2	<b>Pass 1:</b> Pass with Basic understanding of the subject matter.
P2	40 - 44	1	<b>Pass 2:</b> Pass with Rudimentary understanding of the subject matter.
F	Below 40	0	<b>Fail:</b> Poor comprehension of the subject matter; poor critical and analytical skills and marginal use of the relevant materials. Will require repeating the course.

### **Professional Conduct in Classroom**

You are expected to arrive on time in the classroom and follow the classroom decorum. It is expected that you are punctual in class and be seated immediately within the first two minutes so that the class can start on time. Students arriving after a ten minute window from the designated start time will be refused entry/attendance. You are expected to participate in the classroom discussions, activities and presentation. Participation is essential in this class. You are also expected to be respectful when the instructor is teaching. Furthermore, you are welcomed to share your thoughts in the class but you are expected to do that respectfully and be welcoming of other perspectives in the class even if you disagree with the same.

### **Notes on Plagiarism**

*Plagiarism is not acceptable!* Please refrain from copying and pasting paragraphs and sentences from your reading materials. This include copying someone's words, structure, grammar, ideas, thoughts, and phrases and passing them as your own. Too many quotes are not acceptable!

What is acceptable? Using one quote which is not more than 40 words with proper citation. Use citation! It's a must! Present the content you read from your reading materials in your own words!



Think and critically analyse the content! The source should be always acknowledged in your written material and presentation. All papers in this class will be checked electronically for plagiarism.

### **Attendance Policy**

Students are expected to attend all classes (100% attendance). A student who fails to attend a class is expected to inform the Course Instructor, orally or in writing, the reason for his or her absence. A minimum of 75% attendance is mandatory, failing which, student is not permitted to take the final exam or end term exam.

### **Safe Space Pledge**

Some parts of this course may discuss a range of issues that might result in distress for some students. Discussions and images in the course might also provoke strong emotional responses. To make sure that all students collectively benefit from the course, and do not feel troubled due to either the contents of the course, or the conduct of the discussions, it is incumbent upon all within the classroom to pledge to maintain respect towards our peers. This does not mean that you need to feel restrained about what you feel and what you want to say. Conversely, this is about creating a safe space where everyone can speak and learn without inhibition and fear. This responsibility lies not only on students, but also the instructor.

### **Disability Support and Accommodation Requirements**

JGU endeavors to make all its courses accessible to students. All students with a known disability needing academic accommodations are required to register with the Disability Support Committee [dsc@jgu.edu.in](mailto:dsc@jgu.edu.in). The Committee has so far identified the following conditions that could possibly hinder student's overall well-being. These include: physical and mobility related difficulties; visual impairment; hearing impairment; medical conditions; specific learning difficulties e.g. dyslexia; mental health.

The Disability Support Committee maintains strict confidentiality in its discussions. The students should preferably register with the Committee in the first week of the semester as disability accommodation requires early planning. DSC will approve and coordinate all the disability related services such as appointment of academic mentors, specialized interventions and course related requirements such as accessible classrooms for lectures, tutorials and examinations.

All faculty members are required to refer students with any of the above-mentioned conditions to the Disability Support Committee for addressing disability-related accommodation requirements.

### **Centre for Wellness and Counseling Services:**

Contact: Email ID: [cwcs@jgu.edu.in](mailto:cwcs@jgu.edu.in)

Mobile: +91 8396907312