

## DESCRIPTION AND SYLLABUS

Name of the subject in Hungarian:	Contrastive Cultures II.
Name of the subject in English:	Contrastive Cultures II.
Credit value of the subject:	4
The code of the subject in the electronic study system:	BN-CONCE2-04-EA
Classification of the subject:	Obligatory
Language of instruction (in case of non-Hungarian courses):	English, Hungarian
Institute or department responsible for the subject:	Institute of Foreign Languages
Course type and number of contact hours:	Lecture, class per week: 2, class per semester: 0
Mode of study: (Full-time / Part-time):	Full-time training
The semester in which the subject is open for registration:	2022/2023 1st semester
Prerequisite(s):	-

### THE PURPOSE OF THE SUBJECT, LEARNING OUTCOMES:

Based on American and Native American Studies and the idea of cultural metaphors, the course aims to engage students in investigating the process of social and cultural contact in America. By using an interdisciplinary method and case studies from anthropology, students will understand complex relationships between cultures within the colonial framework viewed from a minority perspective.

By completing the course, students will be able to name and describe the main cultural features of North America, list Indian nations and languages and appreciate the diversity of Native cultures and their impact on other cultures and on their own everyday life today. Students will be able to compare various theories on the population of North America, traditional, contemporary and modern views on origins and understand the anthropological concept of cultural area. Student will be able to offer a summary of the key events in Native and modern US. By understanding settler colonialism and colonial practices, they will be able to understand the process of othering, stereotyping, the concepts of race, gender, discrimination and cultural appropriation and the impact they have on how humans view and relate to other cultures.

### SUMMARY OF THE CONTENT OF THE SUBJECT

The course is the second semester of a two-semester survey of the English-speaking community with a particular focus on the complex cultures and societies, their conflicts and co-operation that developed as a result of (i) the growing economic and political power of Great Britain and the US and (ii) the encounter between Europe and the Americas. Primary focus is on contact and resulting clashes between cultures to understand various forms of interaction mainly involving white Europeans, Native Americans and Africans.

### STUDENT'S TASKS AND PLANNED LEARNING ACTIVITIES:

The interactive course requires students to actively participate in class work, for example answer questions, debate, argue, disagree, reflect, etc. Students are required to do and understand readings, compare and critically analyse traditions and approaches of various historical schools and evaluate events based on that understanding. Students need to participate in problem- and question-based discussions, support their views and ideas and put forward their own questions related to issues at hand. Further tasks include short open questions, multiple choice questions, true/false statements, definitions, gap-fill and ranking activities.

## EVALUATION OF THE SUBJECT:

Students are asked to offer regular feedback on course content and their own learning experience by completing various tasks to enhance their learning experience. The lecture also aims to frequently check students' understanding of the material through various interactive learning activities in class and modify tasks and approaches accordingly.

Course completion is based on a

- Research paper of about 1,500 words (roughly three pages) on a topic selected from the list uploaded on Coospace. Paper is to be submitted not later than one week before the date of the oral exam. Paper is evaluated according to the rubric uploaded on Coospace.
- Oral examination: based on the presentation, individual and group discussion of the research paper and course material.

Grading: based on the criteria specified in the document entitled Criteria for Evaluating End-of-Term Assignment uploaded on Coospace, i.e. the rubric. The grade awarded for the paper is modified according to student's performance at the oral exam and can be improved by submitting other tasks via Coospace or by giving short presentations during the semester.

Grading is according to a five-grade scale:

Fail (1)

Pass (2)

Satisfactory (3)

Good (4)

Excellent (5)

Offered grade can be given: No.

## OBLIGATORY READING LIST:

- Paul, Heike: *The myths that made america : an introduction to american studies, volume I.* Verlag, 2014
- Sutton, Mark Q.: *An introduction to Native North America.* Pearson, 2012
- Weatherford, J. Mclver.: *Indian givers : how Native Americans transformed the world.* Three Rivers Press, 2010, c1988
- Weatherford, J. Mclver.: *Native roots : how the Indians enriched America.* Crown, 1991
- Dunbar-Ortiz, Roxanne: *An Indigenous History of the United States.* (, Beacon Press, 2015, [CooSpace](#))
- Fleming, Walter C.: *Myths and Stereotypes about Native Americans.* , [http://www.pdkmembers.org/members\\_online/publications/Archive/pdf/k0611fle.pdf](http://www.pdkmembers.org/members_online/publications/Archive/pdf/k0611fle.pdf)
- Loewen, James W.: *Lies My Teacher Told Me: Young Readers' Edition: Everything American History Textbooks Get Wrong,* The New Press, 2019
- Weatherford, J. Mclver: *Examining the Reputation of Christopher Columbus,* <http://www.hartford-hwp.com/Taino/docs/columbus.html>

## RECOMMENDED READING LIST:

- Dunbar-Ortiz, Roxanne,: *All the real Indians died off : and 20 other myths about Native Americans.* , 2016
- Treuer, Anton: *Everything you wanted to know about Indians but were afraid to ask.* Borealis Books, 2012
- Deloria, Philip J.: *Playing Indian* (Yale Historical Publications), Yale University Press, 1999