**GAU, Faculty of Humanities**

**American Language and Literature Department**

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| **Course Unit Title** | **Race and Ethnicity** |
| **Course Unit Code** | **AME 302** |
| **Type of Course Unit**  | Compulsory |
| **Level of Course Unit** | 3rd Year BSc |
| **National Credits** | 3 |
| **Number of ECTS Credits Allocated** | 6 |
| **Theoretical (hour/week)** | 3 |
| **Practice (hour/week)** |  |
| **Laboratory (hour/week)** | - |
| **Year of Study** | 3 |
| **Semester when the course unit is delivered** | Spring |
| **Mode of Delivery**  | Face to Face |
| **Language of Instruction**  | English |
| **Prerequisites and co-requisites**  | AME301 |
| **Recommended Optional Programme Components**  | - |
| **Objectives of the Course:** |
| * The aim of the course to introduce terms of race and ethnicity in America and apply the terms to the current century with examples from 21st century.
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| **Learning Outcomes** |  |
| When this course has been completed the student should be able to | Assessment. |
| 1 | Understand the meaning of race and ethnicity | 1, 2, 3 |
| 2 | Learn to compare and contrast the terms of race and ethnicity. | 1, 2, 3 |
| 3 | Learn the analysis elements of the popular culture pieces to relate them with race and ethnicity such as film. | 1, 2, 3 |
| 4 | Learn to compare and contrast women and men. | 1, 2, 3 |
| 5 | Understand the meaning of gender and race discriminations. | 1, 2, 3 |
| 6 | Learn the race differences in United States, Brazil, and Japan | 1, 2, 3 |
| Assessment Methods: 1. Written Exam, 2. Assignment 3. Project/Report, 4.Presentation, 5 Lab. Work |
| **Course’s Contribution to Program** |
|  |  | CL |
| 1 | Upon the successful completion of this program, students will be able to use their strong communication and organizational skills interculturally to complete successfully for professional careers as well as further academic pursuits, social development and personal satisfaction. | 3 |
| 2 | To read, interpret and evaluate the literary texts as the aesthetic works of the cultural production and change fields by comprehending critical and theoretical approaches towards literature, arts and language studies. | 5 |
| 3 | To learn their own culture by making comparison to other cultures, especially English culture, and contribute to their own cultures while applying their interpretations to the written text and the world beyond it. | 5 |
| 4 | To conduct purposeful analysis of discourse, including discussion of the history, forms, and conventions of the different literary periods and genres, and analyse works of poetry, fiction and drama by demonstrating knowledge of critical techniques and terminology. | 5 |
| 7 | To comprehend theories developed in the scope of various scientific fields such as education and psychology, which have influenced the teaching of English language and their reflections on pedagogy. | 3 |
| 8 | To make an in-depth analysis of mythology, Classic, and Neo-Classic art insights that form a base for Western Culture; in addition, perceive and assess those events which influenced the Western History such as Renaissance and Reformation | 3 |
| 9 | To read literary works with understanding of their background, structure, meanings, implications and relevance applying knowledge of the history, theory and methodologies of the discipline and its contexts in thoughtful discourse, get detailed information on the periods, writers and works of American and British Literature, comprehend the American and British Literature, its history and intellectual background | 5 |
| CL: Contribution Level (1: Very Low, 2: Low, 3: Moderate 4: High, 5:Very High) |

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| **Course Contents** |
| Week |  |  | Exam**s** |
| 1 |  | Introduction |  |
| 2 |  | Meaning of Race Science of Race, Race vs. Ethnicity |  |
| 3 |  | Race: A Discredited Concept in Human Biology |  |
| 4 |  | Preethi Nair *The Colour of Love* |  |
| 5 |  | Preethi Nair *The Colour of Love* |  |
| 6 |  | Preethi Nair *The Colour of Love* |  |
| 7 |  | Review Quiz |  |
| 8 |  |  | Mid Term |
| 9 |  | Popular Culture: Sports, Race/Ethnicity and Diversity |  |
| 10 |  | Gender Dimensions of Racial Discrimination |  |
| 11 |  | Intersection of Gender and Racial Discrimination (Women and Education, Women and trafficking…) |  |
| 12 |  | Film analysis |  |
| 13 |  | Film analysis |  |
| 14 |  | Review Quiz |  |
| 15 |  |  | Final |
| **Recommended Sources** |
| **Textbook:** Preethi Nair, The Colour of Love.Perspectives: An Open Introduction to Cultural Anthropology. Nina Brown, Thomas McIlwraith, Laura Tubelle de González. 2020.Gender Dimensions of Racial Discrimination. Office of the High Commissioner for Human Rights.2001.Supplementary Material (s): Internet Sources |
| **Assessment** |
| Attendance-Participation | 20% |  |
| Quiz | 10% |  |
| Midterm Exam (Written) | 30% |  |
| Final Exam (Written) | 40% |  |
| Total | 100% |  |

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| **ECTS Allocated Based on the Student Workload** |
| Activities | Number | Duration (hour) | Total Workload(hour) |
| Course duration in class (including the Exam week) | 14 | 3 | 42 |
| Labs and Tutorials |  |  |  |
| Assignments | 2 | 4 | 8 |
| E-Learning Activities | 2 | 10 | 20 |
| Project/Presentation/Report Writing | - | - | - |
| Quizzes/Reviews | 2 | 4 | 8 |
| Lab Exams | - | - | - |
| Midterm Examination | 1 | 2 | 2 |
| Final Examination | 1 | 2 | 2 |
| Self-study | 4 | 80 | 84 |
| Total Workload | 166 |
| Total Workload/30 (h) | 5.5 |
| ECTS Credit of the Course | 6 |