Course: Race and Ethnic Relations
Semester: Summer 2012
Instructor: Dr. Bilaye Benibo
Office: BH 346
Time: MTWR 2:00-3:55 p.m.
Classroom: BH 206
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O/Hrs: TR 1-2 p.m.
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Required Text
New York: Harper Collins College Publishers

Recommended Reading

Course Description and Objectives
Although racial/ethnic consciousness is, globally speaking, wide-spread, the degree to which it affects national politics and interpersonal relationships vary from country to country. For example, in France, Germany and Great Britain, race/ethnicity, has latent effects on politics; not so in the United States. In the U.S. race/ethnicity is central in almost every fabric of national policy decision and interpersonal relationship.

The objective of this course is to develop a sociological understanding of the concepts of race and ethnicity, the processes by which groups take on and/or shed racial identities, and the socio-economic consequences of cleavages along racial/ethnic lines.

Our primary focus is the United States.

Using insights from sociological theories as searchlights, we will examine the roles race/ethnic-based prejudice and discrimination play in the differential access to education, employment, health, etc. in the U.S. The unique experiences of all the major racial/ethnic groups will be examined, beginning from early immigration to the present. This would, obviously, mean sacrificing some depth for comprehensiveness.
Student Learning Outcomes

- Define and understand the complexities of key concepts such as race, ethnicity, prejudice discrimination etc.

- Explain the assumptions and applications of key theoretical perspectives to race and ethnic relations.

- Identify the significance, strengths and limitations of sociological research methods/problems in the study of race and ethnic relation.

- Appreciate immigration policies as reflections and institutionalization of race relations in the U.S.

- Distinguish among the relative experiences of White, Native, African, Asian, and Hispanic – Americans and their respective roles in the evolution of race/ethnic relations in the U.S.

Course Requirements

Your final grade in this course will be based on the following:

- First Examination --- 30 percent
- Second Examination ---- 30 percent
- Final Examination ---- 40 percent

Class attendance is very important. Students are, however, responsible for making arrangements with classmates for notes on class lectures and other material handed out in class during their absence.

All exams must be taken at the scheduled times and place. Make-ups and/or extra credits will not be allowed unless for validly supported medical and/or personal emergencies. Exams are in-class, and in essay format. Exam questions require thoughtful, analytical and comprehensive answers to questions drawn from lectures and assigned readings. Blue or pink books are required for all exams.
Class Format
All class instructions will comprise straight lectures and discussion. The first 50 minutes of every class meeting will be spent on lectures. There will be a 10-minute break, to be followed by another 35 and 20 minutes of lecture and Q&A respectively. This format is preferred, not mandatory. On days when videos are used to buttress class lectures, or when guest speakers are invited to teach, the suggested class format may change.

Students with Disabilities
Texas A&M University-Corpus Christi complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you suspect that you may have a disability (physical impairment, learning disability, psychiatric disability, etc.), Please contact the Services for Students with Disabilities Office, located in Driftwood at 825-5816 for further instruction and/or guidance. If you need disability accommodations in this class, please see me as soon as possible.

Academic Advising
The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor and the department chair. The College’s Academic Advising Center is located in Corpus Christi Hall (CCH) and can be reached at 825-4366.

Grade Appeal Process
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he/she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2 Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeals Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.
Course Outline

June 04  - Introduction: Instructor, Course and Students
          - Critical Thinking in Social Issues (Reading 1)
          - Definitions and scope of focus.

June 05-07  Theoretical Perspectives and Methods in race and ethnic relations (RS, chp1; Reading 2)

June 11-14  - Prejudice and Discrimination (RS, chps 2&3)
            - Immigration and Race Relations (RS Chps 4&5)

June 18  - First Exam (2-3:15)

June 18-20  - European Americans and the Anglo Core Culture (Reading 3)

June 21-25  - American Indians: The First Americans (RS, chp. 6)

June 26  - Second Exam (2:3:15)

June 26-28  - African Americans (RS, chp.7&8)

July 2-3  - Hispanic Americans (RS chps. 9-10)

July 4-5  - Asian Americans (RS chps. 12-13)

July 06  - Final Exam (2-4:00 p.m.)

*** This syllabus is subject to change at the discretion of the instructor to accommodate students' and/or instructional needs.***