Required Text
                      New York: Harper Collins College Publishers

Course Description and Objective
Although racial/ethnic consciousness is, globally speaking, widespread, 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 race/ethnicity is manifest and 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, obviously, would require 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 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
Total..................100 Percent

Letter Grade Equivalence

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F < 60%

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 (Examination) books are required for all exams. Class attendance is very important. Students are, however, responsible for seeking and obtaining lecture and other materials presented and/or passed out in class on the days that they are absent from class.
Class Format
All class meetings will comprise straight lectures and discussion. The first hour of each class meeting is devoted to lectures, followed by a ten minute break. The first half of the remaining time will be spent on lecture and the last twenty-two minutes will be spent on question and class discussion and/or debates. 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
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

Returning Veterans
If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Academic Advising
The college of Liberal Arts (CLA) requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Office is located in Driftwood #203. For more information, please call (361)825-3466.
Grade Appeal Process

As stated in University Procedure 13.02.99.C2.03, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in this 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 Procedure 13.02.99.C2.03, Student Grade Appeals. These documents are accessible online at: http://academicaffairs.tamucc.edu/rulesprocedures/assets/13.02.99.C2.03_studentsgradeappealprocedure.pdf. For complete details on the process for submitting a formal grade appeal in CLA, please visit the College of Liberal Arts website, http://cla.tamucc.edu/about/student-resources.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.

Course Outline

July 02-05 -Introduction: Instructor, Course and Students
- Critical Thinking about Race Relations (Reading 1)

- Definitions, Perspectives and Methods in race and ethnic relations.

- Prejudice and Discrimination (RS, chaps 2&3)

July 09 First Exam.

July 09-13 -Immigration and race relations (RS, chaps. 4&5)

- White Americans and the Anglo Core Culture (Reading 3)

- American Indians: The First Americans (RS, chap. 6)

July 16 -Second Examination
July 16- Aug.02 - African Americans (RS, chap. 7&8)

- Hispanic Americans (RS chaps. 9-11)
- Asian Americans (RS chaps. 12-14)
- Arab Americans (RS chap 16)

Aug. 03 - Final Examination

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