Course: Race and Ethnic Relations  
Instructor: Dr. Bilaye Benibo

Semester: Fall 2019  
Office: BH 346

Time: Wed. 4:20-6:50 p.m.  
Phone: 825-5980

Classroom: CS 114  
Office/Hrs: Mon. 2-4 p.m.

Course # SOCI 3312.001  
T/R 2-4 p.m.

Email: bilaye.benibo@tamucc.edu  
Wed. 2-4 p.m.

Required Texts

New York: Harper Collins College Publishers

Hartman, Douglas and Uggen, Christopher. Color Lines and Racial Angles W.W. Norton & Company INC

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. 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

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

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

3. Identify the significance, strengths and weaknesses of sociological research methods in the study of race and ethnic relations.

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

5. Distinguish among the relative experiences of White, Native, African, Asian and Hispanic - Americans and their respective roles in the evolution of race 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 Equivalents of Percentages

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

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 Format

All class instructions will comprise straight lectures and discussion. The first 60 minutes of every class meeting will be spent on lectures, followed by a 10 minute break and another 50 minutes of lectures. The last 30 minutes are reserved for questions and/or class discussion. 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.

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 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 Procedure 13.02.99.C2.03, Student Grade Appeals. These documents are accessible online at: http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s office in the college in which the course is taught. For complete details on the process of submitting a formal grade appeal in CLA, please visit the College of Liberal Arts website, http://cla.tamucc.edu/about/student-resources.html.

Students with Disabilities

The Americans with Disability 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 accommodations of their disabilities. If you believe that you have a disability requiring an accommodation, please call or
visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room #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 (316) 825-5816.

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. 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.

Dropping A Class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. November 8th is the last day to drop a class with an automatic grade of "W" this term.
Course Outline

08/28-09/18 Introduction: Instructor, Course and Students
- Critical Thinking in Social Issues (Reading 1)
- Key Concepts, Theoretical Perspectives and Methods in race and ethnic relations (RS, chp1; Reading 2)
- Prejudice and Discrimination (RS, chps 2&3)

09/25 First Exam

09/25 -10/23
- Immigration and Race Relations (RS Chps 4&5)
- White Americans and the Anglo Core Culture
  American Indians: The First Americans (RS, chp. 6)

10/30 Second Exam

10/30 12/04
- African Americans (RS, chp.7&8)
- Hispanic Americans (RS chps. 9-10)
- Asian Americans (RS chps. 12-13)

12/11 Final Exam

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