

Black Workers in American Society – 37:575:303:95/96

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REVISION 1

COURSE DESCRIPTION

This online course will examine the evolving position of Black Workers in the U.S. economy: how it has changed at key points throughout history to the present day, and how access to opportunities in the labor market is informed by racial stratification in the larger society.

We will discuss various dimensions of racial labor market stratification (wages, mobility, benefits, poverty, unemployment, and underemployment) to assess Blacks' economic position in the labor market. The goal of the course is to challenge common notions of how people succeed in the labor market and to explore how systemic patterns of exclusion limit opportunities for Blacks. The course will focus on structural explanations for racial inequality in the labor market rather than purely individualistic ones. We will examine the social constructs of race and class to understand how Blacks at all levels in the labor market face common challenges in navigating the labor market.

LEARNING OBJECTIVES. The student will be able to:

Core Curriculum: 21C and SCL

- CCD-1: Analyze the degree to which forms of human differences and stratifications among social groups shape individual and group experiences of, and perspectives on, contemporary issues. Such differences and stratifications may include race, language, religion, ethnicity, country of origin, gender identity, sexual orientation, economic status, abilities or other social distinctions and their intersections.
- SCL-1: Understand different theories about human culture, social identity, economic entities, political systems, and other forms of social organization.
- SCL-2: Employ tools of social scientific reasoning to study questions or situations, using appropriate assumptions, methods, evidence, and arguments.

LABOR STUDIES AND EMPLOYMENT RELATIONS DEPARTMENT:

- Demonstrate an understanding of the perspectives, theories, and concepts in the field of labor and employment relations. (Goal 1).
- Apply those concepts, and substantive institutional knowledge, to understanding contemporary developments related to work. (Goal 2).
- Analyze the degree to which forms of human difference shape a person's experience of work. (Goal 6)

SCHOOL OF MANAGEMENT AND LABOR RELATIONS:

- Demonstrate an understanding of relevant theories and apply them given the background context of a work situation. (Goal IV)
- Evaluate the context of workplace issues, public policies, and management decisions (Goal V).

COURSE LEARNING OBJECTIVES:

Analyze the degree to which forms of human difference shape a person's experiences of and perspectives on the world. In this class we will explore how racial categorization, created through the social construction of race, affects one's position in the labor market and consequently produces racial labor market inequality. Through this approach we will examine the socioeconomic dimension of the claim that although race is not a scientifically "real" concept, it is real in its consequences.

Analyze issues of social justice across local and global contexts. You will develop an understanding of concepts such as hierarchy, power, and hegemony to developing a working knowledge of social change, particularly one that uses a complex, nuanced analysis of a social problem to devise effective policies to end social and economic inequality.

Explain and be able to assess the relationship among assumptions, method, evidence, arguments, method, evidence, arguments, and theory in social and historical analysis.

Through forum discussion and analysis of readings, we will take apart the author's thesis, arguments and supporting evidence to critically evaluate the claims presented and compare them across other readings/authors drawing linkages and distinctions among different approaches and strategies for building arguments and supporting them.

Understand different theories about human culture, social identity, economic entities, political systems, and other forms of social organization. We will use the idea that the labor market, as well as society at large, is organized in such a way that it can be examined using a structural approach. Through this lens we can view blacks' position in the U.S. economy as part of a racial structure fortified by mechanisms such as institutional discrimination, exclusion, and access. We will explore this idea through multiple media: films, class readings chosen to represent a variety of perspectives, class discussions, and group exercises exploring hypothetical situations designed to bring your own experiences and perspectives into the discussion.

Apply concepts about human and social behavior to questions or situations. We will approach issues such as the labor market consequences of persistent school segregation, resistance to integration, affirmative action, racial disparities in unemployment, the persistence of a racial wage gap amidst a shrinking education gap, using concepts such as social structure, social closure, hegemony, bias, and homophily.

COURSE DELIVERY

- Course written lectures.
- Research based papers and articles.
- Answer questions regarding the readings.
- Online threaded discussions with other students
- Course videos, and/or listening to audio files.

COURSE MATERIALS

Groundwork: Local Black Freedom Movements in America by Theoharis and Woodard ©2005 NYU Pres. (available on Amazon).

All required readings, videos and assignments are located on the course website within Canvas.

ASSESSMENT OF ONLINE FORUMS AND WEEKLY WRITTEN ASSIGNMENTS

This course will be offered in an online format using CANVAS as the student learning and course management system. The online course format utilizes four specific teaching methods: lectures, readings, discussions, and critical analysis. Our weeks will run beginning on Tuesdays and ending on Mondays at 11:59 pm.

Discussion Forums – Student Forums - A forum is an interactive threaded discussion used to discuss course topics. Threaded discussions are also a means for the instructor to identify whether a student comprehends required reading and/or video assignments. Forums include instructor-generated questions and suggested topic areas for discussion, and student-to-student interaction. Discussions are to replace in-person discussions within an in-person course. They lead concepts forward.

Assignments - All assignments are to be turned in on the due date indicated by Mondays at 11:59 pm.

Late Assignments - All assignments are to be turned in on the due date indicated by midnight EST via the appropriate. Unless prior approval has been received by the instructor, points will be deducted for assignments submitted late. Any assignment submitted more than three (3) days after the due date will not be accepted and will result in a grade of zero (0).

Article Reviews - Students will be asked to analyze and critique articles in specific weeks.

POLICIES AND PROCEDURES

Class Sessions and Assignment Due Date Information:

The course begins Tuesday, January 16, 2023.

Mondays are the beginning of each course week. All assignments are due by Sunday at 11:59 pm. ***A weekly message will be sent at the beginning of the week which will provide instructions for new assignments as well as grading feedback regarding prior assignments, and general course announcements. Students are responsible for the contents of weekly messages.

Writing assignments submitted **after the 24-hour late period will be accepted based on the discretion of the instructor.**

TECHNICAL ASSISTANCE:

Rutgers Information Technology

Support Website: <https://it.rutgers.edu/help-support>

Email: help@oit.rutgers.edu

Call 24/7: 833-OIT-HELP or 833-648-4357

RESOURCES FOR STUDENT SUCCESS:

The faculty and staff at Rutgers are committed to your success. Students who are successful tend to seek out resources that enable them to excel academically, maintain their health and wellness, prepare for future careers, navigate college life and finances, and connect with the RU community. Resources that can help you succeed and connect with the Rutgers community can be found at success.rutgers.edu, and nearly all services and resources that are typically provided in-person are now available remotely.

INSTRUCTOR'S MESSAGE CHECKING POLICY:

Unless you receive advance notification, your instructor will check for messages daily on most workdays. (This excludes Saturday/Sunday, holidays, and official University breaks.) If a student sends a comment or question, your instructor will try to answer the message within 24 hours.

STUDENTS MESSAGE CHECKING POLICY:

It is the responsibility of the student to check for incoming course related messages within the Inbox tool at least twice a week. This is in addition to engaging in forums in the course. Students receive at least 1 message a week. Messages are ALWAYS sent via Canvas. Forgetting or being unable to check your messages is not an excuse.

ASSIGNMENTS BREAKDOWN

Assignment	Points
Discussion #1	50 points
Essay #1	50 points
Discussion #2	50 points
Essay #2	50 points
Discussion #3	50 points
Midterm Paper	100 points
Final Paper	200 points
TOTAL	550 points

GRADING

Each assignment is worth a certain number of points as identified in the assignments section of the syllabus. Highest number of points a student can earn is 550. Points accumulate to determine final percentage grade. Information concerning use of one's gradebook and assignment rubrics for each assignment is available in the course shell.

Outstanding	Very Good	Good	
90 – 100% = A	87 – 89% = B+	80–86% = B	
Satisfactory	Satisfactory	Poor	Poor
77 – 79 % = C+	70 – 76% = C	60 – 69% = C	0 – 59% = F

DISCUSSION FORUM GRADING RUBRIC

45-50: You have posted at least 5x on the forum. Your initial post provides a minimum of five examples, topics, or Issues from the readings; provides thoughtful and detailed analysis. The essay ties in both the student's views and supports those views the sources and data from the course content. The assignment is structured and organized well, there is a strong fluid writing style, and there is an originality in style and presentation. There is a clear connection and relationship among the examples. Your other posts should reply to at least 5 different students. Each reply post is a minimum of 100 words. You stay on topic. You comment on other student's views. You offer evidence in the form of an article, a quote, in which you put in bold in your references.

40-44: You have posted 4x on the forum. Your initial essay provides four examples, provides thoughtful and detailed analysis. The assignment ties in some student's views and supports those views with some of the sources and data from the course content. The assignment has good structure and organization with some minor issues in writing style. The paper does not take any creative or original risks. There is somewhat of a relationship between the examples. Your other posts should reply to at least 4 different students. Each reply post is a minimum of 100 words. You stay on topic. You comment on other student's views. You offer evidence in the form of an article, a quote, in which you put in bold in your posts.

35-39: You posted 3x in the forum. Your initial essay provides three examples but is weak on the analysis. It ties in very little of the student's views and provides minimal support from the sources and the data. Some structural and organizational issues are present. The assignment meets the bare minimum requirements of the assignment. It is unclear if a relationship exists between the examples and the topics Your other post should reply to at least 3 students. Each reply post is a minimum of 100 words. Posts appear rushed. Very little, if any, evidence is presented.

30-34: You posted 2x in the forum. Your essay provides two examples or less but is weak on the analysis. It ties in very little of the student's views and provides minimal support from the sources and the data. Some structural and organizational issues are present. The assignment meets the bare minimum requirements of the assignment. It is unclear if a relationship exists between the examples and the topics. You only replied to two students. Posts appear rushed. No evidence is offered. Work is unacceptable and not on par with college level work.

25: You posted 1x in the forum, your initial post.

0: You did not post at all.

ACADEMIC INTEGRITY POLICY:

All members of the Rutgers University community are expected to behave in an ethical and moral fashion, respecting the human dignity of all members of the community and resisting behavior that may cause danger or harm to others through violence, theft, or bigotry. All members of the Rutgers University community are expected to adhere to the civil and criminal laws of the local community, state, and nation, and to regulations promulgated by the University. All members of the Rutgers University community are expected to observe established standards of scholarship and academic freedom by respecting the intellectual property of others and by honoring the right of all students to pursue their education in an environment free from harassment and intimidation. Please see the following link below for details regarding the Academic Integrity Policy. Students are expected to refrain from cheating, fabricating information, plagiarizing, inappropriately denying others access to material, and facilitating others in academic dishonesty. <https://nbprovost.rutgers.edu/academic-integrity-students>

TURNITIN FOR PLAGIARISM DETECTION:

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com. For this course Spring 2023, your assignments will be reviewed upon submission by Turnitin and students will get a copy of the report.

****Avoid plagiarism or other violations of academic integrity! Your written questions will be submitted to "Turnitin.com" to ensure that your answers are yours alone – not answers from another student, from the web, or another source. Be careful not to "copy" phrases or sentences excessively from the readings. The goal is to put the ideas into your own words!**

Long quotes will result in a lower grade

PLAGIARISM

Plagiarism is the use of another person's words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited properly according to the accepted format for the discipline or as required by the instructor in a course. Some common examples of plagiarism are:

- Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.
- Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own.
- Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.
- Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources without proper attribution.

MEDIA POLICY:

The recording and transmission of classroom activities and discussions by students or faculty is prohibited without written permission from the class instructor and all students in the class. Class participants must have been informed that audio/video recording or reposting of forum contributions may occur. Recording of lectures or class presentations is solely authorized for the purposes of individual or group study with other students enrolled in the same class. Permission to allow the recording is not a transfer of any copyrights in the recording or rights to ownership of content. The recording may not be reproduced or uploaded to publicly accessible web environments without written permission. You may not share any part of any recording without express written permission by all parties potentially affected by the recording.

Recordings, course materials, forum content, and lecture notes may not be exchanged or distributed for commercial purposes, for compensation, or for any other purpose other than study by students enrolled in the class. Public distribution of such materials may constitute copyright infringement in violation of federal or state law, or University policy. Violation of this policy may subject a student to disciplinary action under the University's Standards of Conduct.

EXCEPTION:

It is not a violation of this policy for a student determined by the Learning Needs and Evaluation Center (“LNEC”) to be entitled to educational accommodations, to exercise any rights protected under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, including needed recording or adaptations of classroom lectures or materials for personal research and study. Such recordings of lectures or class presentations are solely authorized for the purposes of individual or group study with other students enrolled in the same class. Permission to allow the recording is not a transfer of any copyrights in the recording or rights to ownership of content. The restrictions on third party web and commercial distribution apply in such cases.

DESTRUCTION OF APPROVED RECORDINGS:

Students must destroy recordings at the end of the semester in which they are enrolled in the class unless they receive the instructor’s written permission to retain them or are entitled to retain them as an LNEC-authorized accommodation.

WEEKLY SCHEDULE

Weekly Schedule	Tuesday through Monday	Weekly Schedule	Tuesday through Monday
WEEK 1	Jan 17-23	SPRING BREAK	Mar 13- Mar 20
WEEK 2	Jan 24-30	WEEK 9	Mar 21- 27
WEEK 3	Jan 31-Feb 6	WEEK 10	Mar 28-Apr 3
WEEK 4	Feb 7-13	WEEK 11	Apr 4-10
WEEK 5	Feb 14- 20	WEEK 12	Apr 11-17
WEEK 6	Feb 21-27	WEEK 13	Apr 18-24
WEEK 7	Feb 28-Mar 6	WEEK 14	Apr 25-May 1
WEEK 8	Mar 7-13	WEEK 15	May 2-8

COURSE WEEKLY SCHEDULE

Begin	Title	Type of Assignment	Points
WEEK 1 Jan 17-23	<p>Introductions. Familiarizing yourself with Canvas</p> <p>Read: Foreword by Charles Payne and Introduction</p> <p>See: Week 1 Readings, Videos, and Assignments on Canvas Shell</p>	Go over Canvas and the syllabus. Email or post any questions.	0
WEEK 2 Jan 24-30	<p>Read: Chapter 1: They Told Us Our Kids Were Stupid</p> <p>See: Week 2 Readings, Videos, and Assignments on Canvas Shell</p>	Discussion #1	50
WEEK 3 Jan 31-Feb 6	<p>Read: Chapter 2: Drive Awhile for Freedom</p> <p>See: Week 3 Readings, Videos, and Assignments on Canvas Shell</p>	Essay #1	50
WEEK 4 Feb 7-13	<p>Read: Chapter 3: Message from the Grassroots</p> <p>See: Week 4 Readings, Videos, and Assignments on Canvas Shell</p>	No Assignment	0
WEEK 5 Feb 14-20	<p>Read: Chapter 4: Gloria Richardson and the Civil Rights Movement in Cambridge, Maryland</p> <p>See: Week 5 Readings, Videos, and Assignments on Canvas Shell</p>	Discussion #2	50
WEEK 6 Feb 21-27	<p>Read: Chapter 5: We've Come a Long Way</p> <p>See: Week 6 Readings, Videos, and Assignments on Canvas Shell</p>	Essay #2	50
WEEK 7 Feb 28-Mar 6	<p>Read: Chapter 6: Organizing for More Than the Vote</p> <p>See: Week 7 Readings, Videos, and Assignments on Canvas Shell.</p>	Midterm Paper Assigned	0

Begin	Title	Type of Assignment	Points
WEEK 8 Mar 7-11	Read: Chapter 7: God's Appointed Savior See: Week 8 Readings, Videos, and Assignments on Canvas Shell	MidTerm Paper Assigned	
SPRING BREAK Mar 12-20	ENJOY YOUR TIME OFF!		
WEEK 9 Mar 21-27	Read: Chapter 8: Local Women and the Civil Rights Movement See: Week 9 Readings, Videos, and Assignments on Canvas Shell	Midterm Paper Due	100 points
WEEK 10 Mar 28-Apr 3	Read: Chapter 9: The Stirrings of the Modern Civil Rights Movement in Cincinnati See: Week 10 Readings, Videos, and Assignments on Canvas Shell	Discussion #3	50 points
WEEK 11 Apr 4-10	Read: Chapter 10: We Cannot Wait for Understanding to Come to Us See: Week 11 Readings, Videos, and Assignments on Canvas Shell	Final Paper Assigned	200 points
WEEK 12 Apr 11-17	Read: Chapter 11: Not a Color, but an Attitude See: Week 13 Readings, Videos, and Assignments on Canvas Shell	Work on Final Paper	0
WEEK 13 Apr 18-24	Read: Chapter 12: The Black Panther Party	Work on Final Paper	0
Week 14 Apr 25-May 1	Read: Chapter 13: The Black Panther Party	Work on Final Paper	0
Week 15 May 2-8	WRAP UP CLASS AND FINAL PAPERS HANDED IN.	Final Paper due on the last day of classes	200 points