COURSE OVERVIEW AND LEARNING OBJECTIVES
In this course we will examine the major perspectives, debates, legislation and organizational practices surrounding contemporary labor market stratification, inclusion, and mobility. Each week we will discuss theories and empirical evidence on a dimension of diversity with the goal of wrestling with how to create more inclusive workplaces and societies. This class relates to the overall objectives of a liberal arts education in the 21st Century Challenge (21C) area. Specifically we will use rubrics applied to written work to assess your ability to:

- Analyze the degree to which forms of human difference shape a person’s experiences of and perspectives on the world
- Analyze issues of social justice across local and global contexts

Key Questions and Themes Include:
- Who gets the ‘good jobs’ and what role does class, race/ethnicity, age, gender, age, and sexual orientation play in determining where one is located in the paid labor market?
- How do social statuses shape workplace interaction and the experience of work?
- How has legislation evolved to meet the demands of a diversifying workforce? How does it need to evolve in the future?
- What are organizations doing to manage diversity within the workplace and what does society need to do to insure that they do what is right?
- What impact has globalization had on the nature and experience of work?

COURSE REQUIREMENTS AND EVALUATION

✓ Attendance, Participation, and “Good citizenship” (10%)
  The participation portion of your grade will be based on your contribution to class discussions using the required readings. Participation is also determined by your involvement in all of your group’s activities, in class, and homework assignments.

✓ Test 1 (20%)
  In class October 16. Test will consist of a mixture of multiple choice and short answer questions.

✓ Critical Reviews (25% each (worth 50% of total grade)
  These are individual written assignments. Assignment details and due dates on Sakai under ‘Assignments’.

✓ Test 2 (20%)
  In class December 11. Test will consist of a mixture of multiple choice and short answer questions from material subsequent to Test 1.
**Course Schedule, Readings, and Expectations**

There is no required textbook for this course. There is a Sakai site for the course, and readings will be posted there.

This course is expected to follow the schedule (see table below), however situations may arise where it is reasonable to make changes. Those changes will be discussed and made during class. However, exam dates and assignment deadlines will not change.

Students are responsible for reading and analyzing a considerable amount of material for each class. You should come to class prepared to discuss any questions you have and engage meaningfully with the material.

**Course Policies**

1. Attendance & Conduct
   It is imperative that you come to class regularly if you want to do well in this course. There will be frequent in-class exercises for which you will not receive credit if you are not here. We will also be viewing a number of films in class, the content of which you will show up on tests.

   **If you expect to miss lecture, please use the University absence reporting website** [https://sims.rutgers.edu/ssra/](https://sims.rutgers.edu/ssra/) to indicate the date and reason for your absence. An email will be automatically sent to me.

   I will excuse absences for good cause. I will *not* accept explanations that are not reported in a timely manner. Also note that unexcused late arrivals will be marked as one absence. Students who leave early without excuse will be marked absent for the entire class.

   Also, it is so important that we treat each other with respect. This includes but is not limited to: listening (NOT talking) when someone else is speaking; using courteous and respectful language when speaking, and never making personal judgments. Students who violate these codes of good citizenship will lose points accordingly.

2. Course Information & Communication

   **SAKAI:** SAKAI is the primary medium that will be used to communicate important course information with the class. The course website system will contain the course syllabus, lecture slides (posted prior to lectures), assignment and test information, and grades. I also email students important course announcements via SAKAI, however, students are responsible for the content of all course materials and for checking SAKAI regularly.

   **Email:** THINK BEFORE YOU SEND! Email to the instructor should be carefully considered before being sent. If you have an administrative question it is likely outlined in the syllabus. Nothing will be conveyed in a separate email to you that has been covered during the class period. Make sure your email does not function as a written record of your irregular attendance. Correspondence through email must be sent from an official Rutgers address. You can expect me to respond to your email within 2 business days, not counting the weekends or reading breaks.

   Please also be sure to include “Diversity in the Workplace” in the subject line. All students are responsible for checking their official Rutgers email addresses regularly, especially prior to lecture time.
Technology: Please do not record lectures without my consent. Please turn off all mobile devices during lectures.

3. Assignment & Test Policies

Assignments: You must complete all assignments to receive credit for the course. There are no make-up assignments in this course.

Late Penalties: Unless you have a valid excuse, late assignments will be penalized 5% every day they are late. Late papers that exceed a 7 days past the original due date will not be accepted and will be assigned a grade of “0”.

Make-Up Tests: Make up tests may be permitted if the instructor is advised of a valid excuse (via email) 24 hours from the scheduled test date. Should you be granted a make-up opportunity it will be your only alternative opportunity to write the test and the test will come in a format of my choosing.

4. Tips for Successful Writing in this Course

Plagiarism and Academic Integrity: Cheating and misrepresentation will not be tolerated. Students who commit an academic offence face serious penalties. Avoid plagiarism by citing properly: practices accepted by teachers in high school may prove unacceptable in university. Know where you stand by reading the Plagiarism Policy outlined by Rutgers University School of Arts and Sciences. http://wp.rutgers.edu/courses/plagiarism.

Visit the Writing Center: All students are encouraged to use their available writing centres. Writing tutors provide help you to think through your ideas, develop a thesis, organize your paper, present your evidence effectively, argue logically, and express yourself more clearly and concisely. Proofreading and copyediting for spelling, grammar, or format are not within the primary scope of the writing centres’ services. http://wp.rutgers.edu/tutoring/116-douglas-cook-writing-center. It may also be helpful to visit the Office of Academic Services http://sasundergrad.rutgers.edu/
<table>
<thead>
<tr>
<th>Date</th>
<th>Session #</th>
<th>Topics</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 4</td>
<td>1</td>
<td>Overview &amp; Introduction: Ways of Thinking about Workplace Diversity</td>
<td><strong>Get a head start on your reading for next week</strong></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading Material</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>October 16</td>
<td>Mid-Term Test Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>October 30</td>
<td>The Job Matching Process II: The Significance of Gender</td>
<td>Padavic, Irene and Barbara Reskin. Women and Men at Work (2nd edition). Chapter 4 “Sex Segregation” [read pages 74-91]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Critical Review 2 Due</td>
<td>Company Practices: Coca-Cola Company, Best Buy, Cracker Barrel, and UBS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Final Test Review</td>
<td>Bell, Myrtle P. 2012. “Legislation (Chapter 3)” Pp. 64-103 [read pages 89-91, 100-101]</td>
<td></td>
</tr>
<tr>
<td>December 4</td>
<td>Final Test Review</td>
<td>Wells, Miriam J. 2000 &quot;Unionization and immigrant incorporation in San Francisco hotels.&quot; Social Problems 241-265. [read pages 241-249 and 259-261; skim the rest]</td>
<td></td>
</tr>
<tr>
<td>December 11</td>
<td>Test 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>