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By appointment, if before or after class does not work well

Black Workers in American Society
In this class we will examine the evolving position of black workers in the U.S. economy, how it has changed at key points throughout U.S. history to the present day, and how access to opportunities in the labor market is informed by racial stratification in the larger society. 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.

Grading will be based on the following:
- 15 Attendance and Participation
- 10 Ice-breaker
- 20 Questions
- 5 Interview
- 20 Mid-term
- 30 Final
Please note that excessive unexcused absences will lower your grade. Unexcused absences in excess of 3 classes may result in a failing grade.

Laptop/Recording Policy:
Students are permitted to bring and use a laptop computer in class, for taking notes and viewing class readings. However, please do not engage in laptop-related activities that may distract other students. Students are not permitted to record, videotape, or photograph any classroom lecture or activity, absent prior express consent and authorization by the Instructor.

Course Materials:
Course reading materials and questions may be found on Sakai under “Resources,” and “Announcements.” The instructor reserves the right to supplement, substitute, and/or modify the listed reading selections.

Course SAS Learning Objectives:
Goal A: Analyze the degree to which forms of human difference shape a person’s experiences of and perspectives on the world.
- How racial categorization, created through the social construction of race affects one’s position in the labor market and consequently produces radial 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.

Goal D: Analyze issues of social justice across local and global contexts.
- 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,
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nuanced analysis of a social problem to devise effective policies to end social and
economic inequality.

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

- View different approaches and strategies to build arguments by critiquing the author’s
claims presented and compare them to other readings/authors. Draw linkages and
distinctions by taking apart the author’s thesis, arguments and supporting evidence. To
build your own arguments and supporting them.

Goal M: 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 by using a structural approach.
- Through this lens we can view black’s position in the US. Economy as part of a racial
structure fortified by mechanisms such as institutional discrimination, exclusion, and
access.
- This idea will be explored through multiple media, films, assigned readings to represent
a variety of perspectives, class discussions, and hypothetical situations designed to
incorporate real life experiences in group exercises.

Goal N: Apply concepts about human and social behavior to particular 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 racial wage gap, amidst a shrinking education gap,
using concepts such as social structure, social closure, hegemony, bias, and homophily.

Avoid plagiarism or other violations of academic integrity! Be careful not to “copy”
phrases or sentences excessively from the readings. The goal is to put the ideas into
your own words!

Week 1: January 22, 2014
Course Overview
Introduction: Discussion of key themes and concepts used throughout the course
Icebreaker due on 2/05/14

Week 2: January 29, 2014
Lets Talk About Race
Film “A Class Divided”
Readings: ”Working Class and Poor Blacks
Kozol, Shame of a Nation Sociological

Week 3: February 5, 2014
Understanding Racial Economic Stratification in the U.S.
Questions due on 2/12/14

Week 4: February 12, 2014
The Historical Formation of Race and Work in U.S. Economy: Post-Emancipation
Documentary “Unchained Memories: Stories from Slave Narratives”
Readings: Steinberg, “The Reconstruction of Black Servitude After the Civil War”

Week 5: February 19, 2014
The Historical formation of Race and Work in U.S. Economy: The Industrial Era
Readings:
2. Katznelson, When Affirmative Action Was White, Chapter

Week 6: February 26, 2014
Black Workers, Labor Unions and the Civil Rights Movement
Readings: Honey, “Labor and the Civil Rights Movement at the Crossroads: Martin Luther King, Black Workers and Memphis Sanitation Strike”
Film “At the River I Stand”

Week 7: March 5, 2014 Mid-Term

Week 8: March 12, 2014
Understanding Institutional Discrimination and Mobility
Readings: Chima and Wharton, “African Americans and the Workplace: Overview of Persistent Discrimination”
Isaacs, “Economic Mobility of Black and White Families”
Questions due on 3/26/14

Week 9: March 26, 2014
Access to Work
Readings: Bertand and Mullainathan, “Are Emily and Greg More Employable than Lakisha and Jamal? A Field Experiment of Labor Market Discrimination”
Dickerson, “Black Employment, Segregation, and the Social Organization of Metropolitan Labor Markets” (read up until the “Data and Methods Section”)
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Week 10: April 2, 2014  
Black Women Workers  
Readings: Ortiz and Roscigno, Discrimination, Women, and Work: Processes and Variations by Race & Class”  
National Women Law Center “Closing the Wage Gap in Especially Important for Women of Color in Difficult Times”  
Questions due on 4/09/14

Week 11: April 9, 2014  
Black Young Workers  
Readings: EPI, “The Kids Aren’t Alright: A Labor Market Analysis of Young Workers”  
Quane, Julius Wilson and Hwang, “The Urban Job Crisis”

Week 12: April 16, 2014 (10)  
Black Workers, Education and Management Jobs  
Readings: Jones and Schmitt, “Has Education Paid off for Black Workers?”  
Collins, “Black Mobility in White Corporations”  
Questions due on 4/23/14

Week 13: April 23, 2014  
Institutionalized and Structural Exclusion  
Kasinitz and Rosenberg, “Missing the Connection: Social Isolation and Employment on the Brooklyn Waterfront”

Week 14: April 30, 2014  
Affirmative Action in the Labor Market  
Readings: Reskin, The Realities of Affirmative Action in Employment, Ch.1

FINAL EXAM (per university schedule) TBD