COURSE DESCRIPTION
We will examine four broad topics in inequalities at work: class, race, and gender, and finally explore a range of diversity policies at work.

COURSE OBJECTIVES
This course is designed to:

1) Make students more aware of the influence of gender, race, and class in structuring opportunities to work and the rewards of work.

2) Develop your abilities to be critical consumers of popular and academic information about work, and allow you to apply these abilities in written assignments.

3) Develop students' abilities to carry out and present research on issues relevant to understanding diversity at work.

REQUIRED READINGS

There will be additional assigned articles made available through Sakai.

COURSE REQUIREMENTS
Readings:
Reading assignments are listed below. There will be questions keyed to each reading assignment. You are required to complete these assignments before we discuss the reading in class. Class attendance is mandatory because lectures will cover material not included in the readings.

Class Participation:
I teach all of my classes in the form of an ongoing dialogue with my students, rather than in a traditional lecture format. For this reason, I encourage and expect discussion of the readings and lecture materials in class. In my view, strenuous debate and discussion facilitate the learning process - some of the most important insights are often gleaned in the heat of an argument. If you don't agree with a point that is being made (either in a reading or in a class discussion) speak up (respectfully) and we'll address your issue. The class will be more interesting for all of us if you talk to each other, rather than allow yourselves to become passive recipients of the lecture material. Your spontaneous participation is welcome; your participation through presentations is required. See below.
Assignments:
Your grade will be made up of six components:

Work autobiography: A brief account of your work history, along with some questions to get you thinking critically about inequalities at work. Due to be uploaded before class on 1/29, posted on Sakai.

Reading question papers: There are eight reading assignments listed below, each of which is roughly one half of a book for the course. For each one of these assignments, I will post a set of questions on Sakai. You must complete and upload your papers by 10:00 AM on the morning we will discuss a particular reading. I will grade these on a pass/fail basis. I will count only the seven highest grades for your papers – this means you may skip one without penalty or do all eight if you need to replace a failing grade on a paper with a passing one.

In-class debates: We will be discussing four broad topics during the semester – class, race, and gender at work, as well as policies on diversity at work. For each, we will have two days of lecture and discussion. The third class period (2/19, 3/12, 4/9, and 4/30) will be reserved for a debate on a question related to that topic. You will have the chance to choose the topic and side, though only ¼ of the class can participate in each debate, half on each side. I will pass around a sign-up sheet on 1/29. The rest of the class (and I) will judge the debate on the basis of preparation, presentation, and persuasion. Each member of the winning side (assuming full participation by that member) will be awarded ten extra credit points toward their final course grade. More information about this assignment will be posted on Sakai.

Exams: There will be a take home midterm and a take home final in this course. Each will cover only the relevant half of the semester, though the final will have one or two comprehensive assessment questions. You will have two weeks to complete the midterm (as I will distribute it before spring break) and one week for the final.

In class exercises: There will be a number of these throughout the semester. More details as these are assigned.

Class participation: I will assess this through your participation as voting audience members at the in-class debates and on other days as I deem appropriate.

Final grade:
Your final grade for this course will be calculated as follows:
Work autobiography: 20 points possible
Reading question papers 60 points possible
In-class debates: 100 points possible
Exams 200 points possible
In class exercises 50 points possible
Class participation 20 points possible
Total points possible 450

POLICIES
Accommodation of disabilities
I will do what is in my power to accommodate the needs of students with disabilities, but you must let me know what you need (preferably after class or during office hours). Contact the Office of Disability Services for Students at Lucy Stone Hall, Livingston Campus, Mon – Thurs, 8:30 a.m. - 5 p.m. and Fri 8:30 a.m. to 4:30 p.m. for examples of services and accommodations available on campus. (848) 445-6800 or http://disabilityservices.rutgers.edu/
Technology
Laptops and tablets can be a great resource for bringing course readings and other pertinent information into the classroom, but they also present a huge temptation to text, email, use social media, or otherwise focus on non-course matters. Know yourself and turn off the electronic devices if they are too tempting. Use of electronic devices for non-course matters is not permitted. It is distracting to other students as well as to you, and I find it extremely disrespectful. Such use of electronic devices will have a strong negative effect on your participation grade (which is 20 points out of a possible 400). Turn off your cellphone when you enter the classroom. If you have an emergency and need to receive a call or text, let me know at the beginning of class.

Posting of lecture slides
I do not do this routinely. I will post charts, graphs, and statistics from each lecture (where relevant), but I will not post my other slides. It’s up to you to take notes. If you must miss a class, get the notes from a classmate.

Scholastic Dishonesty
For the purposes of this course, scholastic dishonesty includes, but is not limited to, the submission of assignments that are plagiarized or written in collusion with another or the falsification of any records connected with this course or any examination. Plagiarism includes quoting or closely paraphrasing a printed source without giving appropriate credit (i.e. Gould, 1981:123). Handing in substantially the same assignment also constitutes plagiarism. I will give a grade of 0 to any written assignment that appears to be substantially similar to that of another class member or that uses others’ material without proper citation; further consequences may follow at my discretion. If you have any doubts at all about what constitutes plagiarism, check with me before you turn in any assignment.

For more information, see resources at the Rutgers Office of Academic Integrity: http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers. Rutgers also subscribes to turnitin.com; I reserve the right to use this system to check assignments and exams.

Grade appeals - midterm
If you believe you have received a lower grade than you should on a midterm exam question, you may contest it in writing within one week by following these steps:

1) Identify the parts of the question itself that need to be answered. For most, this is a definition, a required set of two or three examples from different readings for the course, and clear language that tells me how an example supports your argument or point. I always grade papers in terms of the extent to which (and the facility with which) they deal with the required components in the question. So the first step is identifying the parts of the question that need to be answered. To receive a C, you must deal with all of the required components in your answer. I award grades of B and A for levels of reasoning/argument/insight beyond those basic requirements.

2) Tell me how the sample answer (I will post one of these) deals with each of these components.

3) Tell me how your answer differs from the sample answer, drawing on the requirements you set out in number one above.

4) Make your argument for how your answer addresses the required components in the same or a similar way to the sample answer.

Final exam appeals are difficult given university constraints about when grades are due - email me if you want to discuss your final exam grade and we can talk about whether and how you might do that utilizing the procedure above.
Assignment Policies:
I will grade late assignments down one letter grade for each class day that they are late. Once you have signed up for a debate day, you are committed to that date. There is no way to make up participation in an in-class debate. I will not give extra credit in this course beyond that available in the debates.

I do not generally return final exams. If you want yours back let me know during the last week of the course.

Office hours:
My office hours are Wednesday, 2:00 – 3:30 PM (though this may change from time to time; I will let you know). This is a time when you can drop in to talk about whatever you want - questions you have about the material, how you're doing in the course, things that you find particularly striking (or irritating) about the course or the readings. Please do not hesitate to use this time. If you are having trouble, it is better for both of us if I know this early in the semester. I am also available at other times by appointment. Because of my responsibilities with the Center for Women and Work, I am rarely available on a drop-in basis. Please also understand that I try to maintain at least a little work/life balance myself. I am very unlikely to return your emails or calls outside of regular university work hours.

COURSE SCHEDULE

Unit 1: Background – inequalities at work and beyond

22 January – Cancelled for snow day

29 January – Overview of course
   Work autobiography due and discussed
   In-class assignment: playspent.org

Unit 2: Class inequalities at work

5 February – Class and marginal work
   Shulman 1: Chapters 1 – 5
   Reading paper due
   Presentation on information resources and plagiarism by Julie Moscinski, Carey Library
   Note: class ends at 12:30 due to IRB meeting

12 February – Class and marginal work
   Shulman 2: Chapters 6 – 8
   Reading paper due
   Video: Wage Slaves
   Meeting of teams for debate 1

19 February - First debate: Minimum wage
   Readings as assigned by teams

Unit 3: Racial inequalities at work

26 February – Race at work
   Royster 1: Chapters 1 – 5
   Reading paper due
   Video TBA
5 March – Race at work
   Royster 2: Chapters 6 – 8
   Reading paper due
   Meeting of teams for debate 2

12 March – Second debate: Affirmative action in employment
   Readings as assigned by teams
   Midterm out, due 3/26 before class

Unit 4: Gender inequalities at work

26 March – Gender at work
   Williams 1
   Reading paper due
   Video: Taking the Heat

2 April – Gender at work
   Williams 2
   Reading paper due
   Meeting of teams for debate 3

9 April – Third debate: Work/life balance policies – Paid family leave
   Readings as assigned by teams

Unit 5: Diversity policies in organizations
16 April – Diversity strategies in organizations
   Reading TBA

23 April – Diversity strategies in organizations
   Reading TBA
   Video or speaker TBA

30 April – Fourth debate: The business case for diversity
   Readings as assigned by teams
   Final distributed, due at 12:00 PM on 5/8